



# **Behaviour and Suspension Policy 2023 - 2024**



## **Our Behaviour Policy includes information on:**

The rationale and values concerning behaviour that underpin the policy

- Rewards for good behaviour
- Sanctions to promote improvements in behaviour
- Our Disciplinary Stages and the links to support and the potential consequences
- Safeguarding

### **1.1 Behaviour for Learning – Rationale**

At Sandwell Valley School we promote high expectations in every pupil so that the best learning can take place. Behaviour is often learnt and our role is to **model** and promote positive behaviour. There are a range of effective practices and strategies which will promote positive behaviour – pupils should expect good behaviour to be rewarded and any **poor behaviour** to be **sanctioned** in a **consistent way**. Every member of staff has the responsibility to manage pupils whose behaviour can disrupt learning – the more we share common practices, the more likely we are to reach common solutions to poor behaviour and promote positive behaviour for learning. We call these common practices our **Standard Operating Procedures** that enable pupils to know what is expected and therefore work within those expectations, they are therefore more likely to achieve positively and be rewarded for positive behaviour. (*Appendix 1 – BCS Behaviour Curriculum Summary*)

### **1.2 Values**

- We are an inclusive community and are opposed to discrimination at all times; we deal with what pupils do, not who pupils are; we believe it is essential to separate the behaviour from the individual – every mistake offers the opportunity to put things right.
- We expect shared respect and we believe that acceptable standards of behaviour, work and respect depend on the individual example and contribution of every member of the school community.
- We will operate this policy fairly and in accordance with the school's equality policies and reasonable adjustments will be made for pupils with SEND needs.
- We believe that expectations and procedures should be shared with pupils in order to develop their own personal behaviour management and we therefore promote independence.

### **1.3 Principles**

- Every member of staff is responsible for behaviour management and staff have a right to issue and implement sanctions for negative behaviour.
- The staff make the decisions in school; for instance where pupils sit (e.g. seating plans), when pupils are dismissed, what work should be completed, the conditions under which the work should be completed (e.g. silence, group work, time limits).
- We endeavour to foster positive relationships through insisting on courtesy and consideration of others at all times, and having consistent approaches to the strategies and techniques implemented.
- We endeavour to treat everyone as individuals and our responses should not be inflexible to specific individual circumstances.
- We endeavour to avoid confrontations and seek to defuse and address problems by being **calm and fair, listening, establishing facts, making careful judgements**, and using **sanctions** as a **last resort**, however we remain committed to the expectation that pupils should not act in a confrontational manner or behave in a negative way.



## **1.4 Behaviour for Learning**

Behaviour for Learning has to be worked for at all times, by everyone. It will not happen by itself. It is natural for young people to make mistakes or test the boundaries of acceptable behaviour. **The boundaries must be enforced** so that they are clear and positive behaviour is reinforced. We acknowledge that we need to work, on the basis of **mutual respect**, with pupils, parent/carers and governors, to promote the shared values essential to a positive learning environment. The Behaviour for Learning at Sandwell Valley School has been consistently **good**, this is due to the high expectations that we have for all our pupils, and this leads to a positive learning environment and positive outcomes for our pupils.

## **1.5 Pupil, Home & School Agreement**

One of the ways of encouraging good behaviour is to ensure that everyone involved in the School has clear expectations; pupils, parent/guardians/carers and school staff. This is why all parties are requested to sign a home school agreement when each pupil joins the school. The Pupil, Home & School Agreement was drawn up after consulting and involving the parent/carers, pupils, staff and governors of the school. It sets out the values and principles of the school and shows our commitment to working collaboratively to support good behaviour and attendance. We remain committed to our Home, Pupil and School Agreement. *(Appendix 2 – HSA Home School Agreement)*

## **1.6 Discretion**

Staff support, consistency and discretion are central to the operation of this policy. It is individual staff that decide when to apply a reward or sanction and have regard for the individual pupils and the particular circumstances involved. Each member of staff has the right to discipline as set out in Education Legislation: **“13. Teachers can discipline pupils whose conduct falls below the standard, which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.”** *(DfE Behaviour and discipline in schools)*

## **1.7 Rewards**

Rewards are central for promoting and encouraging pupils to achieve. We remain committed to rewarding all pupils when they have reached a specific standard. For instance we hold regular Assemblies where praise and rewards are awarded for key areas of **Attendance, Behaviour and Progress**. This means that all pupils have access to rewards on the basis of their performance rather than those that are the most outgoing or loudest. It is right that we recognise the contribution that pupils make to our school, through attending regularly and on time, by their behaviour and for the effort they make in lessons. We want pupils to do well. In collaboration with our **School Council** we have further developed our ideas of giving rewards to pupils.

We award electronic positive points. Positive points are not removed for poor behaviour and as a result we have a discrete system to provide sanctions for poor behaviour (**ARBOR**) and reward good behaviour. Once they have earned sufficient positive points they can gain access to the plethora of rewards available such as school treats, vouchers, stationary, certificates etc. or donate their rewards to our chosen charity.



We also have many other methods of praising and rewarding SVS pupils. **For example:**

- Headteacher's or SLT (Senior Leadership Team) Award for outstanding work/contribution to the school.
- Praise phone calls made to parents / guardians weekly.
- Pastoral Certificates for the most positive points, the highest Attendance and best Behaviour weekly, monthly and termly.
- Attendance Awards; these include a termly draw for those pupils with 100% attendance.
- Annual Awards Evening.
- Termly awards in our whole school celebration assemblies.
- Positive points based on the **PRIDE model**. Pupils will be awarded positive points for being:

 **Polite**

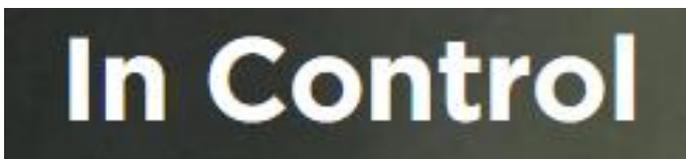
 **Responsible**

 **In control of their actions**

 **Doing their best**

 **Earning respect**

*(Appendix 3 – POLITE Award)*





## 1.8 Sanctions

We remain committed to promoting positive behaviour. However, pupils should expect any negative behaviour to be sanctioned in a clear, shared and broadly consistent way. The main way in which we ensure that sanctions are used to promote improvement in behaviour to support Learning is usually via our ARBOR system. When pupils do not respond to teacher intervention or behaviour does not improve after warnings.

There are a number of strategies that staff may use for low-level disruptive behaviour instead of, or in an attempt to avoid the need for, issuing points to a pupil. For example; verbal reprimands, reflection time out of the class, moving a pupil to another seat, subject detentions (e.g. lunch or after school).

Sanction Type:	Sanction Code:	Length of Sanction:	Day of Sanction:	Additional Information:
Punctuality / Lateness	C1	20 minutes	Daily	Sanction is for students who arrive late to school and will be issued by staff at the backdoor detentions will be for 20 minutes after school each day.
Uniform Detention	C2	20 minutes	Daily	Sanction is for students who are in breach of the schools uniform policy. Again this will be issued by staff at the backdoor detentions will be for 20 minutes after school each day.
Lunchtime Detention (Stage 1)	C3	20 minutes	Daily	Sanction can be issued due to verbal abuse, defiance, poor work outputs etc. This is for teachers to issue and the first of 3 sanctions created for teachers to use that will highlight a gradual response to negative behaviour. This sanction will be issued by subject teachers and detentions will take place in the Oak room during lunch time the detention will be for 20 minutes.
Work Related / Conduct (Stage 2)	C4	30 minutes	Daily	Sanctions should be issued for poor performance in class and is for teachers. This is the second of 3 sanctions created for teachers. This sanction will be issued by subject teachers after the lunchtime sanction has been issued and detentions will take place in the Oak room after school the detention will be for 30 minutes.
Work Related / Conduct (Stage 3)	C5	60 minutes	Wednesday Only	Sanction is for teachers and the third of 3 sanctions created for teachers. This sanction will be issued by subject teachers after the Work related / Conduct detention in class stage 2 (C4) has been issued and detentions will take place in the Oak room after school the detention will be for 60 minutes and will be delivered by SLT staff members on Wednesdays ONLY.
Suspension				
Expulsion				



## **1.9 Detentions**

**Please be aware that setting detentions are a school's discipline right.** Our intention is to inform parent/carers of any detention during the school day. We use a number of methods to do this; **letter, phone call and email or SMS text message.** During this time staff are permitted to ask pupils to stay behind.

Examples are for: **discussion about behaviour, progress or work as well as for poor punctuality.**

Support staff will, most often, accompany pupils to the Oak room to ensure that they serve their detention, however it remains a pupil's responsibility to ensure that they sit their detention. Detentions are set based on points accumulated for poor behaviour whilst in school. Detentions are set every time a pupil is in breach of the code of conduct for SVS.

## **1.10 Exclusions**

### **Internal Exclusion at another school**

There are some occasions when the behaviour of a pupil is of such a cause for concern that a placement in another school is organised. This is used as an alternative to Fixed Term Exclusion. The arrangements are made in collaboration with parent/carers and the funding school. The funding school organises and supports the work and travel arrangements.

### **Fixed Term Suspension**

There are some occasions when the behaviour of a pupil is of such a cause for concern that the Head Teacher approves a fixed term suspension; this is a set number of days when pupils are not permitted to attend school. This sanction would be for either a single serious incident such as violent behaviour, aggressive behaviour, verbal abuse, a refusal to follow instructions, damage to property or where a pupil has repeatedly failed to follow the required standards of behaviour or a serious breach of the School's Behaviour Expectations. Parent/carers are advised that they are responsible for supervising pupils for the first 5 days of any period of suspension; where the suspension is for longer than 5 days the school will arrange suitable alternative education from day 6 to the end of the suspension. Parent/carers are expected to attend a reintegration meeting online or face to face following a fixed term suspension, at this meeting a pupil's behaviour will be reviewed and a reintegration programme drawn up including the pupil being placed on the schools code of conduct Disciplinary levels. If a pupil is already on a level then they may well be moved up a Disciplinary Stage. Where a pupil has been suspended for 5 days or more (either for one fixed term suspensions or a series of different fixed term suspensions) the pupil, along with their parent/carer, may be asked to attend a meeting with the Governor's Disciplinary Committee.

## **1.11 Permanent**

A decision to expel a pupil permanently is a serious one. A decision to expel permanently can arise:

- A) In response to serious breaches of the school's behaviour policy.
- B) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school. It will usually be the final step in the process for dealing with disciplinary offences, following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil's behaviour and we aim to use Permanent Expulsion as the last resort. There will however be exceptional circumstances when, in the Head Teacher's judgement, it is appropriate to expel permanently a pupil for a first or single offence. The Secretary of State for Education has made it



clear that he would not normally expect the Governor’s Disciplinary Committee, or an Independent Appeal Panel, to re-instate a pupil who has been Permanently Excluded.

C) After a pupil has been issued their 4th suspension during an academic year.

### 1.12 Suspension and pupils with SEND

Sandwell Valley recognises that there are certain groups of pupils with additional needs who are particularly vulnerable to suspension. This includes pupils with Statements of Special Educational Needs (SEN) or an Education, Health & Care Plan (EHCP) and ‘looked after’ children. Under the Equality Act 2010 schools must not discriminate against, harass or victimise pupils because of their:

- **Sex;**
- **Race;**
- **Disability;**
- **Religion or belief;**
- **Sexual orientation;**

For pupils with SEND, this includes a duty to make ‘**reasonable adjustments**’ to policies and practices. Sandwell Valley School will make reasonable adjustments to accommodate pupils with SEND in regards to suspensions. However, there may be circumstances in which a legitimate reason (such as health and safety) necessitates the use of suspension.

### 2.0 The School’s Disciplinary Stages

The majority of pupils will successfully manage their behaviour without the need for behaviour support or intervention. A number of pupils will require the ARBOR system to act as the sanction that enables them to improve the management of their behaviour. However there are a few pupils who will require additional support and intervention. These pupils are identified by the number of negative ARBOR points they have and/or the number of times they have had to be suspended from school. The Disciplinary Stages are a three-tier system. Pupils placed on the stages will receive support via a Pastoral Support Plan, which sets out in detail the support, and sanctions, and rewards that will be applied in both school and at home. It also identifies explicit targets that are SMART (Sensible, Attainable, Measurable, Realistic, Time specific) based on a pupil’s patterns of behaviour. If pupils achieve their targets they can move down the stages, if they fail to do so then they may escalate through the levels and sanctions become more serious. At the higher stages it will be suggested that pupils may spend a short time at another school or move school on a managed move, to help pupils to reflect on their education and its importance.

Some or all of the following monitoring mechanisms or support strategies will be used:

<b>Pupil Monitoring Reports</b>	Pupils go on report to a member of the Pastoral Team or tutor.
<b>Mentoring</b>	A number of staff in school offer mentoring and there are a range of triggers for this. Mentoring will almost always be discussed with parent/carers and pupils and will take place, usually weekly, over a set period of time before it is reviewed. The majority of our intervention mentoring is Solution Focused.
<b>Counselling</b>	Some pupils will benefit from more intensive counselling. Referrals are taken via the Inclusion Manager and managed by our onsite counsellor. More information about counselling is available from the school.
<b>Family Support</b>	We work with a number of organisation that support families when issues are not isolated to school. Referrals are always discussed with parent/carers/families before they are made. SVS makes effective use of external agency support using Early Help to support young people and families.



<b>Multi Agency Assessment</b>	Pupils who continue to display disruptive behaviour despite high level intervention from Sandwell Valley School will be considered for Multi-Agency Assessment, referral and/or support from Children’s Services.
<b>Managed Moves</b>	Sometimes it is appropriate for pupils to change schools and have a fresh start. A Managed Move takes place over a trial period in a new school and if it is successful, the pupil is moved onto the roll of the new school. Managed moves can also be used as a preventative measure where pupils attend another school for duration of time in order to demonstrate that all schools have similar standards and expectations. Pupils are then re-integrated back into SVS where support and strategies are used to improve relationships and build on a fresh start.
<b>External Interventions</b>	Where students exhibit specific negative behaviours SVS will bring in external support from various organisations such as West Midlands Police, Empowerher, Work N Learn, Creative Academies, Lived Experience Talks, Every Child Needs a Mentor etc. to work with pupils with the focus around mentoring individuals and raising levels of aspiration and ambition. This is done in partnership with SLT staff members aimed at reducing negative behaviours so students can achieve their academic expectations.

## 2.1 Legislation that affects Schools

### 2.1.1 Pupils with SEND

All Schools are required to comply with the **Equality Act 2010** in respect to two of the three types of adjustment for pupils with SEND:

✚ **Provisions, criteria and practices**

✚ **Auxiliary aids and services**

‘Reasonable adjustments’ are accommodations that all schools have a duty to make. These adjustments apply to disabled pupils, where the disability creates a long-term and substantial adverse effect on the pupil’s ability to carry out normal day-to-day activities. In respect to our behaviour policy, we recognise that an adaptive approach for pupils with SEND may be required. In these circumstances, ‘reasonable adjustments’ will be decided on a case by case basis.

### 2.1.2 Use of Reasonable Force

The **Department for Education** provides clear guidance on the use of reasonable force. Force is used either to control or to restrain a pupil. The guidance is clear that:

“Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.” *(DfE Behaviour and discipline in schools)*

In circumstances when reasonable force has been necessary it is likely that this would be seen as an offence where a pupil would be punished by internal sanctions, fixed term suspensions or permanent expulsion. We expect our pupils to be able to follow instructions and believe that following verbal instruction is essential to maintaining a well-disciplined school.

### 2.1.3 The power to screen, search and confiscate items



We believe that it is important that pupils are open and honest. We regularly hold equipment checks and bag checks to ensure that pupils are not bringing prohibited items to school, it is important to us as a way of ensuring that school is a safe and secure environment.

The **Department of Education** provides clear guidance on **screening** and **confiscation**:

### Screening

*“School staff can search a pupil for any item if the pupil agrees, staff authorised by the Headteacher also have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:*

*Knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, 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)**

*Headteacher’s 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. “(Searching, screening and Confiscation guidance from the DfE)*

Please be aware that as per the Mobile Phone Policy any electronic device that is not handed in, or is not placed in students individual pigeon holes will be confiscated until parents have been contacted and arrangements have been made for the item to be collected. Mobile phones are defined as prohibited item at Sandwell Valley School. Therefore all electronic devices are searchable items. Please refer to the Mobile Phone Policy for more detail about the school’s approach.

### Confiscation

*“School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.” (Searching, screening and Confiscation guidance from the DfE)*

It is our intention that in usual circumstances confiscated items are available for pupils to take home at the end of the day, unless returning the confiscated item is deemed inappropriate or dangerous, or when the confiscation is not a pupil’s first offence. In these circumstances we will attempt to contact parent/carers, for their support and to arrange an appropriate time for them to collect any items that can be returned.

#### **2.1.4 The Power to Discipline beyond the School Gate**

Our sanctions can be applied for behaviour outside, as well as inside school. This includes when travelling to and from school, wearing school uniform or in some way identifies the pupil as a pupil at Sandwell Valleys School or when a pupil’s misbehaviour could have repercussions that may impact on the orderly running of the school or its reputation. The police may be contacted to investigate any incidents where children are suspected of breaking the law.

#### **2.1.5 Safeguarding**

We remain committed to Safeguarding and have detailed safeguarding policies in place to support our work in this area. Occasionally, others may make allegations against students in the school, which are of a safeguarding nature. If the allegation indicates a potential criminal offence has taken place, the police will be contacted at the earliest opportunity and parent/carers informed (of both the student being complained about and the alleged victim). It may be appropriate to suspend the pupil being complained about for a period of time according to the school’s behaviour policy and procedures.



## **2.1.6 Allegations against Staff and Pupils**

Sandwell Valley School takes its safeguarding responsibilities very seriously; allegations will be investigated carefully and thoroughly. Any allegation against staff will be reported to the Headteacher. Investigations will be carried out immediately in order for a quick resolution. Safeguarding allegations involving pupils will be dealt with in line with our Safeguarding policy and procedures.

## **2.1.7 Malicious Allegations against Staff and Pupils**

Pupils who are found making malicious allegations will be in serious breach of the school's behaviour policy and Behaviour Expectations. The Headteacher may well, in this instance, consider Fixed Term Suspension or Permanent Expulsion and/or informing the Police.

## **2.2 Enquiries**

Parent/carers and pupils who have queries about how the rewards or sanctions system has been applied should contact the Head of Pastoral / Well-being, in the first instance. If a parent/carer/carer wishes to discuss the school's handling of an incident then they should contact the school. The school's Complaints Procedure is available on request and explains how complaints should be made.

## **2.3 References**

When designing Sandwell Valley's Behaviour Policy reference was made to the following government documents:

-  **Behaviour and discipline in schools**
-  **Use of reasonable force in schools**
-  **Searching, screening and confiscation**
-  **Keeping children safe in education**

## **2.4 Linked policies**

When designing Sandwell Valley's Behaviour Policy reference was made to the following linked schools polices, copies of which can be found on the school website:

-  **Mobile Phone Policy**
-  **SEND Policy**
-  **Anti-Bullying Policy**
-  **Safeguarding and Child Protection Policy**



## Appendix 1 – BCS (Behaviour Curriculum Summary)

### Behaviour Curriculum Summary – Code of Conduct



#### Students must:

1. Represent the **Core British Values** honourably within our community and beyond.
2. **Follow instructions** at the first time of asking and accept sanctions when given.
3. Follow learning expectations so that learning is not disrupted.
4. Behave in an orderly and self-controlled way, showing consideration for others.
5. Be punctual to school and to lessons.
6. Maintain a clean and tidy environment and respect property.
7. Always wear **FULL** school uniform in accordance with our policy.

- You must remove outdoor hats, scarves, coats and hoodies
- Staff will prompt you by reminding you to remove your outdoor wear at the classroom door
- If you refuse to follow this instruction, this will be logged on ARBOR

- |                         |                       |                                     |
|-------------------------|-----------------------|-------------------------------------|
| Black trousers or skirt | White shirt           | SVS Fleece top/ SVS Quarter zip top |
| Black shoes or trainers | School Tie – OPTIONAL | Blazer – OPTIONAL                   |

It is **your responsibility** to have a full set of stationary for each lesson

- 2 black pens, pencil, rubber, ruler, glue stick & scientific calculator with your name written on it we recommend the Casio fx-83GT

- Students need to use the toilets before the end of lunchtime

- Corridors are not places for gatherings to talk
- We should always be moving from one place to another
- 'Moving with purpose' means walking in a controlled manner but with a swift pace
- This will improve the flow of the corridors and ensure we all get to lessons on time

Remind students 'professional conduct' and then remind them of specifics:

<b>School Conduct</b>	<b>Out of school conduct</b>
Polite greetings	Fist bumps / high five
Moving with a purpose	Running
Holding the door open for the next person	Arms around each other
Talking quietly to those walking with you	Shouting / raising voices
Respecting personal space	Moving around in large groups



'Remove outdoor wear'



'Look smart, think smart'



'Be prepared for learning'



'Right place, right time'



'Move with purpose'





## Appendix 1 – BCS (Behaviour Curriculum Summary) Cont.

### In class teachers expect:

- ✚ Students to come to classes with pens and equipment
- ✚ Direct your attention to the board or the speaker
- ✚ Consciously consider what is being said
- ✚ Generate your own options and connect information to things you have learnt before.
- ✚ Respond to the best of your ability when asked to
- ✚ Put your hand up if you have a question about the topic

- ✚ Be mindful of your tone and volume of voice
- ✚ Choose your words carefully in conversation
- ✚ Look and listen when someone else is talking to you
- ✚ Demonstrate the **Core British Values** honourably in school and beyond to members of the wider community

- ✚ Label the front of your book fully and neatly
- ✚ Avoid graffiti (students to cover if seen)
- ✚ Use black or blue ink; only use other colours for editing or checking work
- ✚ Use pencils for drawings or diagrams
- ✚ Always use headings and dates for each new lesson and underline titles and dates with a straight line
- ✚ Use all available space in your book. After each lesson rule off with a straight line and continue on that page next lesson
- ✚ Cross out neatly with one straight line. Avoid scribbling out
- ✚ Avoid tearing pages out and stick loose pages and handouts in
- ✚ Work to make your handwriting the **BEST** it can be

### Classroom check before leaving:

- ✚ Books and equipment stored neatly
  - Rubbish put in bin
  - Chairs tucked in
- All students are responsible for keeping the school clean and tidy. It doesn't matter if it is not your mess – 'SEE IT, SORT IT'**



'Professional Conduct'



'Eyes forward, active listening'



'We communicate respectfully with everyone in our community'





## Appendix 2 – HSA (Home School Agreement)

### Home-School Agreement



#### **Together we will**

- Enable children to make their needs known
- Enable children to know right from wrong
- Ensure children reach their maximum potential
- Provide a safe and secure environment where children can grow and develop
- Establish open and respectful communication
- Share common goals and expectations for all children
- Develop consistent approaches for addressing behaviour issues where appropriate
- Encourage the children to value and respect people from all cultures and communities

#### **The school will aim to**

- Provide full access to learning
- Set challenging targets and support your child in achieving them
- Set, mark and monitor appropriate homework
- Ensure that your child achieves his/her potential as a valued member of the school community
- Promote and reward high standards of work and behaviour
- Encourage students to build good relationships and develop a sense of responsibility
- Keep you informed about the curriculum, general school matters and your child's progress
- Be open, welcoming and deal with your concerns quickly and sensitively
- Value and respect them as an individual

#### **As a parent / carer I agree to**

- See that my child attends school regularly, on time, in the correct uniform and properly equipped for all lessons
- Make the school aware of any concerns or problems that might affect my child's work or behaviour
- Notify school of each day of absence
- Ensure dental/medical appointments are made out of school hours
- Ensure holidays are not arranged during term time
- Support the school's policies and guidelines for behaviour, which I have read and understood
- Ensure my child completes homework by checking and signing the student planner each week
- Attend parents' meetings and discussions about my child's progress



## **Appendix 2 – HSA (Home School Agreement) Cont.**

### **As a student, I will**



- Attend school regularly
- Be punctual at all times
- Wear the correct uniform
- Bring the correct equipment to all lessons
- Be polite and helpful to others
- Follow the school learning expectations
- Remain on the school site unless given permission to leave
- Use the school's computers as authorised
- Do all my classwork and homework as well as I can, meeting all necessary deadlines
- Respect the school environment and keep the school free from litter and graffiti
- Look after my school equipment and return it in good condition
- Make the most of the opportunities available to me
- Follow staff instructions and accept their authority in school
- Report concerns to staff

### **Items not permitted in school**

- Mobile phones to be handed in at the start of each day
- Energy drinks, chewing gum
- Aerosol sprays, perfumes
- Sharp instruments, i.e. scissors etc.
- Jewellery (apart from small earrings and religious symbols with permission)
- Large combs
- Staff reserve the right to confiscate any items they deem to be unsafe.
- School has the right to invoke its search policy if required for safeguarding purposes.

Student name: \_\_\_\_\_

Signed: \_\_\_\_\_

Parent name: \_\_\_\_\_

Signed: \_\_\_\_\_

**Date: September 2023**

**Review Date: September 2024**



## Appendix 3 – PRIDE Award

With the introduction of the PRIDE award at Sandwell Valley School we will be issuing the Award to one pupil per month. The award is for pupils showing the following behaviours over the course of a month; being polite, responsible, in control of your actions, doing their best and earning the respect from staff and other pupils. Staff will be given the chance to highlight one student that they feel is deserving of the reward based off points accumulated via ARBOR over the period of the month. *(See certificate below)*

# PRIDE AWARD



Presented to  
**[Type Name]**

for

***Being polite, responsible, in control of  
your actions, doing your best & earning  
respect***



September 2023

Mim Hall

**Principal**

PRIDE MONTHLY AWARD 2023 - 2024