Sandwell Valley School

Behaviour Regulations and Relationships Policy

September 2024

Document Details

Policy Title:	Behaviour Regulation and Relationships Policy
Policy Reference:	Sandwell Valley / Student
Description:	This document sets out how the School manages behaviour.
Status:	Statutory
Category:	Independent
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Other relevant SA polices:	Safeguarding and Child Protection Policy Anti-Bullying Policy Exclusion Policy
Adopted by the Governing Board on:	Sep 2024
Date for Review:	Sep 2025

Change Record

Version	Date	Description
2.1	September 2022	New statutory guidance for Suspension and Permanent Exclusion September 2022 & Behaviour in schools Advice for principals and school staff September 2022
2.2	September 2023	Re-visioning of approach to supporting behaviour and amendments to behaviour levels.
2.3	September 2024	'Disruption Stage 4' replaced by 'Major disruption', in line with updates to Behaviour for Learning procedure Additions to definitions for misbehaviour/serious misbehaviour Update of staff in attendance for Level 6 meeting with the Principal

Contents

1. Aims

This policy aims to:

- Provide a consistent approach to promoting positive behaviour that is applied fairly to all students

- Define what we consider to be unacceptable behaviour, including bullying and discrimination

- Outline how students are expected to behave and how positive behaviours are promoted

- Identify any safeguarding concerns that are the root of any unacceptable behaviour

- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

- Outline our system of rewards and sanctions

- Consider what extra support can be offered to groups of pupils who are at a higher risk of exclusion, or pupils who are particularly vulnerable to the impacts of exclusion

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- School suspensions and permanent exclusions
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- 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

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Vision for Behaviour and Welfare

At Sandwell School, our core belief is that good behaviour is not simply the absence of poor behaviour. As such, our aim is to promote pro-social behaviours through positive reinforcement and rewards, and by explicitly teaching positive behaviours through every interaction. When positive behaviour is maintained, staff and students feel safe and there is a positive climate for learning.

Our entire approach to behaviour is fitting with our four student-friendly aims:

- Be ready
- Be safe
- Be respectful
- Be reflective

The school continues to invest in an Emotion Coaching approach to challenging interactions (Appendix A), whereby negative feelings are identified, boundaries are made clear and positive solutions are agreed upon. In doing so, every interaction can be seen as an intervention, and our school climate works to prevent negative behaviours from occurring. It is our belief that children and young people require consistency and predictability in their interactions with adults, and it is therefore our expectation that all adults working within our school community actively model the behaviours we wish to promote.

Our expectation is that when negative incidents occur, and when harm is caused, both staff and students will work collaboratively to restore relationships and repair damage, particularly given that relationships act as a protective factor for wellbeing, and are valued by staff and students alike (Graham, Powell &Truscott, 2016). In doing so, our aim is for all members of the school community to have a voice, and to develop the skills and resilience to overcome adversity.

"Every child deserves a champion – an adult who will never give up on them" – Rita Pierson

3. Definitions

All students and staff at Sandwell Valley are entitled to work in a safe and supportive environment where everyone is valued. The school recognises that it has an explicit duty to safeguard and protect children and young people and this policy should be read in conjunction with the Safeguarding and Child Protection Policy.

Effective learning takes place where high expectations of behaviour are clearly communicated and students feel safe in an environment free from bullying. Positive behaviour is reinforced to ensure students are motivated to succeed; conversely, poor behaviour is discouraged through purposeful and proportional sanctions, coupled with a restorative approach to relationships. It is upon these principles that the Students conduct expectations are founded and will develop, and form part of the school's Behaviour Policy. It is the responsibility of all concerned to ensure that standards are upheld and that students become entitled to:

- be valued
- be actively encouraged to achieve and succeed at a level appropriate to age and individual ability
- develop independence and personal responsibility
- develop and justify personal viewpoints in a climate which encourages active listening, open discussion and respect

Students are expected to extend these same entitlements to everyone in the School and the wider community. There must be due regard for other students' and teachers' entitlements.

Above all, we must remember and be guided by the following principles:

- Students attend school to learn
- Teachers come to school to teach
- Everyone at Sandwell Valley must be safe

In the rare exceptions when students breach the above they will be dealt with appropriately to ensure that other students and staff can proceed effectively with their learning and teaching.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or positive points challenges
- Poor attitude
- Incorrect uniform
- Truancy
- Defiance

Serious misbehaviour is defined as:

- Repeated breaches of the student code of conduct
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Physical assault against a student or adult
- Unsafe or dangerous behaviour
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Third party involvement in an investigation (see Appendix C)
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Vapes or e-cigarettes
    - 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 one 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: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

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 Regulation and Relationships Policy's effectiveness and holding the Principal to account for its implementation.

5.2 The Principal

The Principal is responsible for reviewing and approving this Behaviour Regulation and Relationships 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 to all groups of students.

The Principal will ensure that this Behaviour Regulation and Relationships Policy works alongside the safeguarding Policy to offer students both sanctions and support where necessary.

The Principal will ensure that the data from the behaviour log is reviewed on a fortnightly basis, to make sure that no groups of students are being disproportionately impacted by this policy.

5.3 Staff

Staff are responsible for:
- Implementing the Behaviour Regulation and Relationships Policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on Arbor

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

5.4 Parents

Parents are expected to:
- Support their child in adhering to the Student Conduct Expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Pastoral Tutor / Mentor promptly

6. Student code of conduct

The standards that are expected of Sandwell School students are set out in the Student Charter (Appendix B) which every students signs to acknowledge that they have read and understood it.

All day, every day students are expected to:
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 How will teachers promote positive behaviour?

A school which actively fosters an ethos which is motivating, supportive and safe will promote good behaviour. The school adopts a relational approach to behaviour management, working to repair and restore relationships when these have been compromised.

Coupled with this, the following strategies, if operated consistently **by all staff**, will help us to achieve a positive atmosphere and high standards of behaviour.
- Effective session preparation to ensure work is matched to the ability of all students within a group.
- Provision of attractive and user - friendly learning resources.
- Actively involving students in learning which includes a range of varied and relevant activities.
- Establishing clear routines for classroom management.
- Setting attainable and realistic targets each session.
- Providing constructive feedback through regular assessment and purposeful discussions with students.
- Ensuring records of progress inform session planning.
- Keeping Personal Tutors / Mentors and parents updated about student progress.
- Retaining a sense of humour and fostering a friendly atmosphere.
- Ensuring that teaching environments are attractively maintained.
- Setting appropriate and relevant positive point tasks.
- Listening and taking appropriate action when students express concern.
- Not tolerating bullying. Any such incidence should be referred to the Personal Tutor / Mentor and/or a Senior Leader immediately.
- Being an active participant in the Points System which plays an integral role in the reward system at the School. (See Appendix D)
- Encouraging students to be aspirational, striving to aim high, go further and influence the world around them by taking on the leadership opportunities available such as Student Council and Peer Mentoring opportunities.

7.2 List of rewards and sanctions

Positive behaviour will be reinforced with:
- Praise
- Sharing examples of good practice with other students
- Displaying work
- Positive points
- Phone calls home to parents / guardians
- Special responsibilities/privileges
- Trips (Termly)
- Rewards Basket
- Star Student
- Achievement Assembly Awards (monthly)
- Outstanding Contribution Badges – for Sport and Enrichment activities

The School may use one or more of the following sanctions in response to unacceptable behaviour:
- A verbal reprimand
- Removing a student from an activity/group for a short period of time
- Full removal from a lesson area or lesson
- Use of the Intervention Education Centre (IEC)
- Expecting work to be completed at home, or at lunchtime
- Conduct Placement Review
- SVS community service
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- A Fixed-Term Suspension (FTS)

Our aim as a school is to promote high behavior expectations for all students. However, we also acknowledge that some pupils, including those with special educational needs or a disability, may have additional needs which make them more likely to present with behaviours which are deemed challenging. In these instances, the school will carefully consider the purpose and proportionality of sanctions, as well as the extent to which the young person had control over their actions, making reasonable adjustments where appropriate. These adjustments will take account of advice from relevant staff within the school, along with professional advice, where appropriate.

7.2 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.

Students 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

Sanctions for sexual harassment and violence may include:
- official warnings to cease offending
- community involvement in school
- removal of privileges/activities
- after school sanction
- exclusion from certain areas of school premises
- removal of access to social areas
- referral to senior staff and/or external agencies e.g. Sandwell Safeguarding Partnership, Police Liaison Officer.
- external fixed-term suspension
- permanent exclusion

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/record of concern
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Use an alternative venue for keeping victim or perpetrator safe
    - 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.

7.3 Off-site behaviour

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

Sanctions may also be applied where a student 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 student or member of the public
- Could adversely affect the reputation of the school

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

7.4 Malicious allegations

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

Where a pupil makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student 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, where relevant) will consider whether the student 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 students 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 students.

8. Behaviour management

Taking Appropriate Action

Inevitably, there will be occasions when students' behaviour or standards of work are unacceptable. In these instances, swift and appropriate action will be taken. The responsibility for taking action begins with the relevant Personal Tutor / Mentor or Subject Teacher. Teachers will be supported by their Line Managers and Senior Managers. If teachers are unsure about the nature of action they should take they should seek advice. Personal Tutors / Mentor should be kept informed so that they can retain an overview of the progress of students in their tutor group. Key people to take advice from are the Head of Behaviour and the SLT members of the school.

In addressing behaviour issues, it is important to have a proportionate and graduated response. At each level of the behaviour policy, increasing amounts of support and intervention are brought to bear. It is, therefore, not in the principle of the policy for a student to move backwards through levels over time.

Students are encouraged to take accountability for their behaviour and it is the intention of the School to support students in identifying and correcting unacceptable conduct, where appropriate and tolerable. The School makes use of restorative approaches to develop pupils' ability to reflect on their actions and the impact of their behaviour on others. In doing so, we aim to promote a safe environment for all and a culture of empathy.

In rare circumstances, it may be necessary to move a student directly to a specific level of the Behaviour Policy, depending on the severity of the circumstances or the intervention, support or action required. Such a decision is at the discretion of the school.

The procedures for disciplinary action are as follows:

Subject Teacher/Personal Tutor
Example Characteristics
- Misbehaviour as defined in Section 6 (See Appendix E)

Suggested Actions
- Member of staff to record negative event on Arbor
- If a Stage 2 disruption is recorded, the student is required to attend a Reflection Session in order to have a restorative conversation with a member of staff
- If a Stage 3 disruption is recorded, alongside a Reflection Session, class teacher to make a phone call home to the Parent/Guardian to discuss areas for improvement

Level One
Example Characteristics
- Repeated misbehaviour as defined in Section 6
- Significant incident. Any behaviours that breach the Student Code of conduct could be considered significant

Suggested Actions and Support Strategies
- Events recorded on Arbor for Personal Tutor / Mentor and parental information
- If a Major disruption is recorded, alongside a Reflection Session, Pastoral Team to make a phone call home to the Parent/Guardian to discuss and to liaise with Personal Tutor / Mentor to agree areas for improvement
- Personal Tutor / Mentor to arrange meeting with Parent/Guardian, where necessary
- Consult with the Pastoral Team to identify potential barriers and strategies are shared

Level Two
Example Characteristics
- Repeated misbehaviour as defined in Section 6 has continued
- Strategies at Level One have been ineffective
- Significant incident. Any behaviours that breach the Student Code of conduct could be considered significant

Suggested Actions and Additional Support Strategies
- Events recorded on Arbor for Personal Tutor / Mentor and parental information
- Student placed on Personal Tutor / Mentor Review
- Student placed on internal report
- Referral to Inclusion Team for further assessment work and strategies shared

Level Three
Example Characteristics
- Repeated misbehaviour as defined in Section 6 has continued
- Strategies at Level Two have been ineffective
- Serious misbehaviour as defined in Section 6

Suggested Actions and Additional Support Strategies

- Events recorded on Arbor for Personal Tutor / Mentor and parental information
- Student placed on Personal Tutor / Mentor Review
- Student placed on internal report
- Bespoke or targeted, time limited intervention delivered by pastoral team.
- Referral to external agency or professional for bespoke advice
- Set a placement review date with funders

Level Four

Example Characteristics

- Repeated misbehaviour as defined in Section 6 has continued
- Strategies given by Pastoral team or external services have been ineffective
- Serious misbehaviour as defined in Section 6

Suggested Actions and Additional Support Strategies

- Events recorded on Arbor for Personal Tutor / Mentor and parental information
- Meeting with Head of behaviour
- If appropriate development of behaviour Implementation plan (BIP)
- Bespoke or targeted, time limited intervention delivered by pastoral team.
- Referral to an external agency or professional for specialist assessment and support if deemed appropriate
- Set a placement review date with funders

Level Five

Example Characteristics

- Repeated misbehaviour as defined in Section 6 has continued
- Strategies given by Pastoral team or external services have been ineffective
- Behaviour Implementation plan (BIP) has been ineffective
- Serious misbehaviour as defined in Section 6

Suggested Actions and Additional Support Strategies

- Events recorded on Arbor for Personal Tutor / Mentor and parental information
- Head of Behaviour to arrange meeting with Parent / Guardian.
- Review of behaviour / safeguarding and academic data.
- Bespoke or targeted, time limited intervention delivered by pastoral team.
- Direction for the student to attend PM provision to improve their behaviour, this will be time limited
- Set a follow up placement review date

Level Six:

If students do not respond to the actions of Level One to Level Five they will be referred to a Disciplinary meeting with the Principal.

The following will be asked to attend:
- The student and parent/guardian
- Head for Behaviour
- Personal Tutor / Mentor
- Assistant Head for Welfare Support
- Inclusion and Welfare Specialist

Procedure at this Disciplinary Meeting
- The Head of Behaviour will present a full overview of the behaviour record of the student
- The students and parent/guardian will be asked to comment
- The Principal and staff in attendance will ask questions of the student, parents/guardian
- The Principal will ensure that all levels of support have been secured for the student through Levels One to Five of this procedure
- The Principal will decide on the next stage of action.

Possible Outcomes
- The student returns to the current programme of study with specific targets of good behaviour to be met over an agreed period of time. A second meeting would be agreed to review progress within an appropriate timescale.
- The student returns to an alternative programme of study which is arranged to meet the needs of the student and to safeguard the learning of other students. Further meetings will be held to review student progress.
- Direction for the student to attend PM provision to improve their behaviour. This will be time-limited.
- Permanent Exclusion

Level Seven:

Following the Disciplinary meeting of Level Six and the introduction of the additional support strategies agreed with parent/guardian, there are two possible outcomes.
- The student meets the standards of behaviour required at the school and completes their programme of study.
- The student does not meet the standards of behaviour required at the school and the Principal permanently excludes the student.

At any time:
- At any time through levels one to seven, fixed term suspensions may be issued by the Principal in accordance with the Exclusion Policy.

At any time:
- Occasionally, in exceptional circumstances, where all support strategies have failed to achieve the desired behaviour, the parents/guardians in consultation with the school have the right to withdraw the student and seek alternative education.

At any time:

- In cases, when an incident is of a most serious nature, the Principal may make a decision to immediately exclude a student. Exclusions can be either a fixed period or permanent.

Conclusion:
- Clearly the level of intervention to adopt depends on the nature of the behaviour and the circumstances. Intervention can occur at any level. The 'common sense' rule applies and teachers are encouraged to seek advice when they are unsure of appropriate action.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the student code of conduct 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
  - Making use of emotion coaching strategies, as appropriate
  - 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
  - Using restorative approaches

8.2 Removal from classrooms

Staff will only remove students 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:
- Restore order if the student is being unreasonably disruptive
- Allow the disruptive student to continue their learning in a managed environment

Students will be removed from the classroom for the least time possible.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:
- Meetings with mentors
- Support from the Pastoral Team
- Time-out, where deemed appropriate
- In some circumstances, in-situ behavior coaching

8.3 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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 on Arbor and reported to parents

8.4 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

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

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

8.5 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour will be adapted to cater to the specific needs of the student.

As a fully inclusive school, our team comprises of pastoral staff, safeguarding staff and the Inclusion team. This ensures that all students are supported to maintain positive behaviour, regardless of their needs. In addition, at each level of the Behaviour Policy, there is a consideration of whether unidentified or additional needs may have contributed to poor behavior. As such, we ensure that any escalation up the behaviour scale triggers timely assessment and intervention work.

Where appropriate, support and advice will also be sought from specialist advisory teachers, an educational psychologist, medical practitioners and/or other external professionals, to identify or support specific needs.

Where assessment work has taken place, strategies and behaviour plans will take account of student and parent voice to ensure a collaborative approach.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent or mitigate against them.

8.6 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student'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.

9. Training

All staff have formal CPD sessions on behaviour management at least annually and any updates to the Behaviour Policy are communicated appropriately. Additional support and training is provided for ECTs and staff requiring further support. These sessions cover the ECF and EEF research-based strategies.

Our staff are provided with training on managing behaviour and the Behaviour for Learning Procedure as part of their induction process.

Behaviour management will also form part of continuing professional development.

10. Monitoring arrangements

This Behaviour Regulation and Relationships Policy will be reviewed by the Principal and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour log (as per section 5). At each review, the policy will be approved by the Principal.
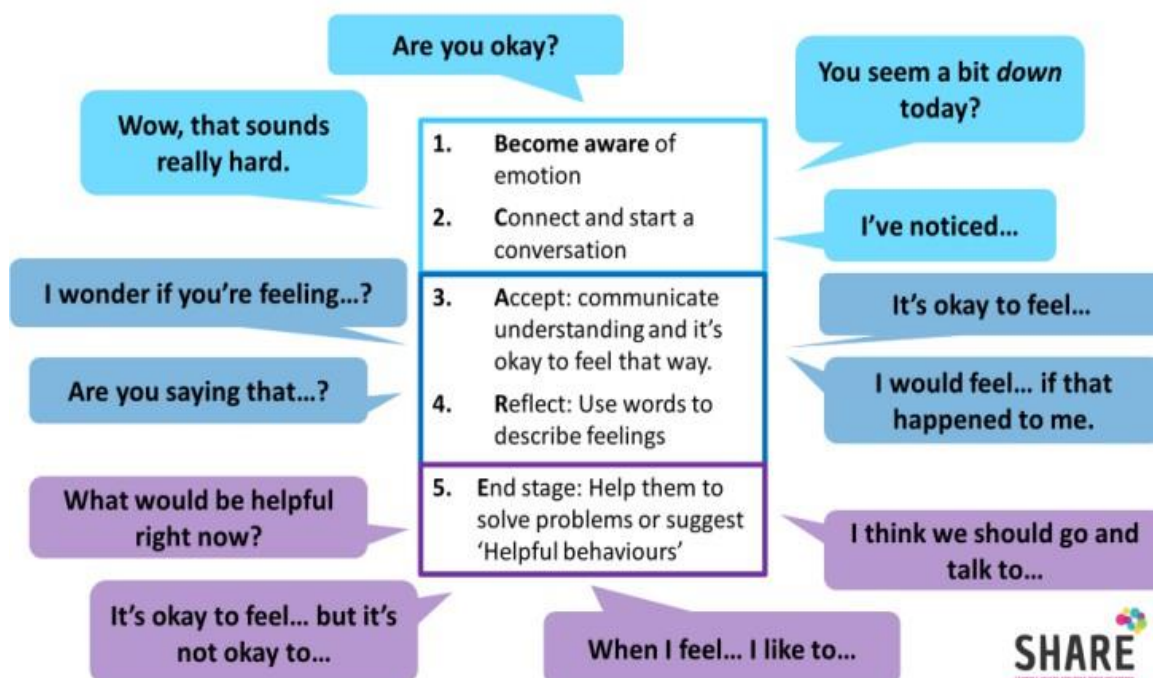
11. Links with other policies

This Behaviour Regulation and Relationships Policy is linked to the following policies:
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Exclusion Policy
- Wellbeing Policy

References:

Graham, A., Powell, M. A., & Truscott, J. (2016). Facilitating student well-being: relationships do matter. *Educational Research*, *58*(4), 366-383.

Appendix A – Emotion coaching

1. **Become aware of emotion.** Especially if it is low intensity (such as disappointment or frustration).

2. **Connect.** View their emotions as opportunities for connection and teaching.

3. **Accept.** Listen and accept their emotions: avoid judgement.

4. **Reflect.** Help them use words to describe what they feel.

5. **End stage.** If appropriate, help them to problem solve. You may also communicate that all wishes and feelings are acceptable, but some behaviours are not.

Are you okay?

You seem a bit *down* today?

Wow, that sounds really hard.

1. **Become aware** of emotion

2. **Connect** and start a conversation

I've noticed…

I wonder if you're feeling…?

3. **Accept:** communicate understanding and it's okay to feel that way.

It's okay to feel…

Are you saying that…?

4. **Reflect:** Use words to describe feelings

I would feel… if that happened to me.

What would be helpful right now?

5. **End stage:** Help them to solve problems or suggest 'Helpful behaviours'

I think we should go and talk to…

It's okay to feel… but it's not okay to…

When I feel… I like to…

SHARE

What Standards are expected of Sandwell Valley students?

1. *We expect you to show RESPECT by wearing Full school uniform.*

2. *We expect you to arrive at school and all lessons, on time and be READY to learn.*

3. *We expect you to use appropriate and RESPECTFUL language at all times.*

4. *We expect you to be RESPECTFUL to everybody.*

5. *We expect you to RESPECT the beliefs, views and opinions of others.*

6. *We expect you to RESPECT the school building environment and the equipment within it.*

7. *We expect you to conduct yourself in a SAFE and appropriate way.*

8. *We expect you to RESPECT staff and follow their instructions.*

9. *We expect you to REFLECT on your behaviour when it falls below the required standard.*

10. *We expect you to follow our behaviour expectations.*

Appendix C – Investigation Procedures and Protocols

Stage 1 Incident Reported	→	**Stage 2** Gathering evidence	→	**Stage 3** Presentation of Evidence
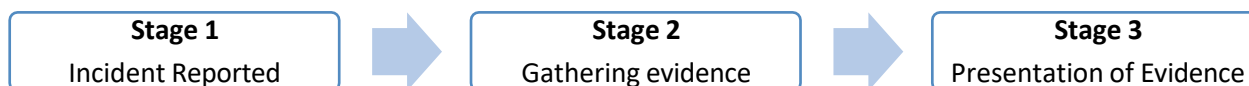
Stage 1 – Incident Reported

When an incident is reported it will be referred to either the Head of Year (HOY) or a member of the Welfare Team. The immediate response will be to ensure one, or some, of the following:

- everyone is safe
- whether medical aid is needed
- whether emotional support is required
- whether an item needs confiscating
- whether or not the incident needs reporting to the police or other agencies

The Welfare Team will then liaise with the Inclusion and Welfare Specialist to establish the investigation priorities and to make an investigation plan.

- what needs to be investigated
- isolation of students
- who is carrying out the investigation
- anyone who needs to be spoken with ('witnesses')

- any sources of evidence, for example CCTV footage,
- if any searches of students are required
- setting out the importance of confidentialit

Stage 2 – Gathering Evidence

Evidence during an investigation may include, but not be limited to:

- CCTV footage
- Student statements
- Staff statements

CCTV will be reviewed and book marked by the Head of Behaviour overseeing the investigation. CCTV footage should be viewed discretely and only be seen by necessary staff. In the process of reviewing CCTV footage if a safeguarding concern is raised the Safeguarding lead will be contacted and the footage must be password protected. The CCTV footage should immediately be shared with the Designated Safeguarding Lead (DSL).

Students will be interviewed and asked to complete a *witness statement* form. It is an expectation that students will co-operate with this process. At this stage the parents may not be contacted as the interview is only to try to help establish the facts and to ascertain, on the balance of probabilities, what happened.

In the event that it is discovered that the account on a student's *witness statement* form is false, or lacking key known information, the person investigating may request that a further *student statement* form is completed. Where an account is found to be false, or where key information has been deliberately withheld, this could also result in disciplinary action for attempting to bias an investigation.

If, in the process of an investigation, a safeguarding concern is raised, then this will be referred to the DSL who will deal with it through our normal safeguarding procedures.

Please note that it may be necessary to isolate a student/students whilst an investigation is taking place. This may be for their own safety, the safety of others or to ensure that there is no collusion with other witnesses. When investigating low level events students can be isolated within the whole school colleague support venues, when investigating serious events students should be isolated in a more secure environment like the boardroom or the interview rooms.

Staff will be asked to submit their statements at their earliest opportunity and this can be via email or handwritten. Staff may also be interviewed at a later date.

Stage 3 – Presentation of Evidence

Once an investigation has been completed the evidence will be presented to the relevant person dependent on the nature of the incident. The person investigating is expected to give recommendations at the end of the investigation.

Guidance for potential levels of Incidents:
- **Minor** incidents, investigated and dealt with by Personal Tutor / Mentor, sanction agreed where applicable by the Head of Behaviour. Incident recorded on Arbor.
- **Intermediate** incidents, investigated by Mentors, with the Head of Behaviour overseeing the incident. Incident recorded on Arbor.
- **Major** Incidents, investigated by Head of Behaviour, with SLT overseeing the incident. Incident recorded on Arbor.
- **Safeguarding** incidents will be dealt with by the DSL or DDSL

When making a decision about the outcome of an investigation all evidence gathered and any mitigating circumstances will be taken into account. Full details may not necessarily be conveyed to other parties involved due to confidentiality.

The range of outcomes available will be dependent on the level of the incident. Once a decision is made, parents of all involved parties will be contacted as necessary. This will always include both the victim, and perpetrator, but in some instances it will extend to witnesses. Any immediate sanctions, mediations or restorative justice will be communicated at this point. If the decision is that a student is to be fixed term suspended, this will be communicated through the Head of Behaviour, then the outcomes, targets and support package will be discussed during the student's reintegration meeting. Parents are expected to support with the reintegration process.

The school's Behaviour Regulation and Relationships Policy will govern all actions taken during this process.

Additional Information – Third Party Involvement

A third party is neither:
- the victim
- the perpetrator
- a witness

However, this does not mean that a third party is not affected by an incident. A third party can report an incident. If a third party is affected by an incident they can ask for support by flagging this with their Personal Tutor / Mentor and/or a member of the Pastoral Team. The school has staff identified to provide such support.

If a third party reports an incident to their Personal Tutor / Mentor or the Pastoral Team, they can confirm that they are aware of the incident. However, they will not share any details with the third party and the third party will not be updated about the course of the investigation or the outcome.

A third party should **not**:
- propagate rumours or theories about what happened – they were not there
- attempt to involve themselves in the situation or the investigation
- use social media to discuss the incident or voice opinions about it
- expect updates on the investigation

Should the third party involve themselves in any of the ways above they could find themselves subject to disciplinary action in line with the School's Behaviour Regulation and Relationships Policy.

REWARDS SYSTEM

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:

- **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.**

- **Badges for Sports and Enrichment classes.**

Lesson Rewards:

 Awarded for progress made with behaviour or learning in a lesson and exceeding personal targets: -

10 points awarded on Arbor per class (maximum).
Subject / Form teachers to make subject specific positive call home.

Appendix E – Consequences ALL Reflections C1 – C4

Consequences - All reflections from C1 – C4 should be recorded on ARBOR by the person reflecting on the behaviour

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 negative 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).

Code	Type of Behaviour (list not necessarily exhaustive)	Sanction Type	Action By	Day of Sanction	Additional Information
	Low level chatting / Silliness Lack of concentration	Verbal Warning **using ready, safe, respect & reflect** framework	Subject Teacher/ Mentors	Daily	
C1	**Uniform / Punctuality Lateness**	**10-minute reflection**. Parents / guardians should be **notified by text** using Arbor, once the reflection is set.	Subject Teachers / Mentors	Daily	Failure to complete class work. Lateness to lesson. Reluctance to follow instructions after warnings. Persistent Low-level chatting / disruption / completion of class work. Rudeness to another student (not discriminatory) Misuse use of technology, Inc. computers and laptops
C2	**After school reflection (Period 1)** **Stage 1**	**10-minute reflection.** Parents / guardians should be **notified by text** using Arbor, once the reflection is set.	Subject Teachers / Mentors	Daily	Persistent from Behaviour Code 1. Inappropriate language, rudeness to an adult (not discriminatory or insulting). Incorrect uniform *(Pastoral reflection).* 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.
C2	**After school reflection (Period 2)** **Stage 1**	**10-minute reflection.** Parents / guardians should be **notified by text** using Arbor, once the reflection is set.	Subject Teachers / Mentors	Daily	Persistent from Behaviour Code 1. Inappropriate language, rudeness to an adult (not discriminatory or insulting). Incorrect uniform *(Pastoral reflection).* 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.
C2	**After school reflection (Period 3)** **Stage 1**	**10-minute reflection.** Parents / guardians should be **notified by text** using Arbor, once the reflection is set.	Subject Teachers / Mentors	Daily	Persistent from Behaviour Code 1. Inappropriate language, rudeness to an adult (not discriminatory or insulting). Incorrect uniform *(Pastoral reflection).* 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.
C2	**After school reflection (Period 4)** **Stage 1**	**10-minute reflection.** Parents / guardians should be **notified by text** using Arbor, once the reflection is set.	Subject Teachers / Mentors	Daily	Persistent from Behaviour Code 1. Inappropriate language, rudeness to an adult (not discriminatory or insulting). Incorrect uniform *(Pastoral reflection).* 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.
C2	**After school reflection (Period 5)** **Stage 1**	**10-minute reflection.** Parents / guardians should be **notified by text** using Arbor, once the reflection is set.	Subject Teachers/ Mentors	Daily	Persistent from Behaviour Code 1. Inappropriate language, rudeness to an adult (not discriminatory or insulting). Incorrect uniform *(Pastoral reflection).* 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.
C3	**Lunchtime reflection** *(Exceptional cases only)*	**10-minute reflection.** Parents / guardians should be **notified by text** using Arbor, once the	Subject Teachers/ Mentors	Daily	Persistent from Behaviour Code 1 and 2. Inappropriate language, rudeness to an adult (not discriminatory or insulting). Incorrect uniform *(Pastoral reflection).* 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

		reflection is set.			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.
C4	**SLT reflection** **Stage 2**	**30-minute reflection.** with SLT / Behaviour / Welfare Manager. Referral made to safeguarding and agencies when necessary. Parents / guardians should be **notified by text** using Arbor, once the reflection is set.	SLT / Behaviour / Welfare Manager	Weekly (Friday Only)	Persistent from Behaviour Code 1,2 & 3 from Behaviour Code 5 Bullying of any kind, Aggressive defiance. Willful vandalism to School Property. Premeditated or one-off assault on another student. Inappropriate language or rudeness which is deliberately discriminatory, i.e., racial, homophobic or sexual. Smoking, Inc. shisha or e cigarettes. Threatening behaviour towards a member of staff Theft (depending on nature). Bringing the School's name into disrepute (dependent on nature of incident)
	Suspension / Expulsion	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 letter, phone call and text via Arbor.	Behaviour / Welfare Manager		Persistent from Behaviour Code 4 Failed to attend SLT Reflection, Bullying of any kind, Aggressive defiance. Willful vandalism to School Property, Premeditated or one-off assault on another student. Inappropriate language or rudeness which is deliberately 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 Being in possession of an offensive weapon Dealing of Illegal substances. 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.