



# Behaviour Policy

## 2020/21

**This is a Safeguarding Policy**

**It should be read in conjunction with:**

**The Positive Handling Policy  
The Attendance Policy**

<b>LAST REVIEW NEXT</b>	September 2020	<b>REVIEW PERIOD</b>	12 months
<b>NEXT REVIEW DATE</b>	September 2021	<b>OWNER</b>	Behaviour Lead
<b>TYPE OF POLICY</b>	Safeguarding	<b>APPROVAL LEVEL</b>	Head Teacher

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# **BEHAVIOUR POLICY**

At Sutton House Academy, we recognise and celebrate effort and success so that pupils feel valued. We believe that all pupils can behave well and that our role is to support them in developing the strategies they need to deal with the various challenges they may face

The Academy aims to create an atmosphere of high expectation, mutual respect, tolerance and awareness of the needs of others, maximizing potential both socially and academically.

This policy applies to the pupils and staff that make up the Sutton House Academy community and extends to parents/guardians in an expectation of mutual co-operation and support.

## **Aims of the policy**

- To embed fair and consistent treatment of pupils in a caring community
- To recognise the rights of all members of the Sutton House Academy community to be free from bullying and aware of their responsibility not to bully
- For all members of the Sutton House Academy community to know and understand required behaviours and expectations
- To promote an orderly, safe and effective learning environment which encourages and promotes good behaviour and attendance
- To promote self-discipline and self-confidence
- To recognise that with support pupils can positively change their behaviour
- To promote teaching and learning as the most effective way of ensuring maximum success for each individual

All members of the Sutton House Academy Community are expected to support this policy in its entirety and to adhere to the philosophy and practice described herein.

## **Parents / Guardians and pupils**

Sutton House Academy works in close collaboration with pupils, parents and guardians. They are made aware of Academies aims, Code of Conduct and Behaviour Expectations through a varied **Roles and Responsibilities**

### **SLT and PLT will**

- Establish a policy and procedures
- Monitor its impact

### **The Head teacher will**

- Establish acceptable standards of:
  - Behaviour
  - Relationships
  - Respect
  - Address any breaches of good conduct or policy using informal and if required formal procedures

### **The Staff will**

- Familiarise themselves with and follow the policy and procedures
- Follow the academy rules and code of conduct for teachers (See Code of Conduct Policy & Staff Handbook)

## **School Rules for Teachers**

1. I will behave in a respectful way to my class at all times.
  - For only by showing respect will I ever gain respect, respect is earned.
2. I will accept responsibility.
  - I will ask myself have stretched and challenged enough during my lesson? Have I given appropriate tasks? Have I given enough praise? Have I followed policy? Did I use tools to de-escalate? Do I know my pupil?
3. I will bring my equipment with me to lessons
  - Setting high expectations, demonstrating understanding, care and integrity.
4. I will remember that school rules are designed first and foremost as opportunities for praise and reward
  - Not as licence for consequence.
5. Each child in my care has the right to their dignity, their self-esteem and quality teaching
6. I will stay calm
7. I will model good calm, consistent adult behaviour.
8. I will not shout
  - What is the point?
    - Is this modelling behaviour encountered elsewhere? Many pupils will respond aggressively or will switch off immediately providing little or no opportunity to help modify behaviour.
9. I will remember that ALL behaviour is a means of communication
10. I will remember the child comes first.

## **Monitoring and Review**

- The Deputy Head teacher in charge of Social Development, Behaviour and Wellbeing will report on the policy to the Head teacher as appropriate.
- The Head teacher will report to PLT & the Governing Body as part of the termly Head teacher report.
- The SLT & PLT will review the policy every 2 years or earlier if required

Type of formats including: Intake interview, Home School Agreement and Academies website. Policies are available on the Academy website or on request from the Academy office.

## **Core Expectations**

At the Sutton House Academy, we believe that all members of the Academies community have a right to be treated with respect.

Staff and pupils will show courtesy, consideration and care to others. Courtesy, consideration and care means that you treat other people, as you would like them to treat you.

All members of the Academy community should show respect for the learning environment ensuring that negative behaviour does not affect the learning of others

## **Sutton House Academy Code of Conduct**

- Show respect
- Listen carefully
- Follow instruction
- Do your best
- Stay safe



**Stay safe means be where you are supposed to be and do what you are meant to do.**

**Pupils are praised for compliance with the Academy Code of Conduct.**

## **Behaviour Expectations**

Whilst core expectations are standard across the Academy, different key stages may operate slightly different expectations and rules in line with the differing needs of pupils across the Academy.

### **Examples of acceptable behaviour include:**

#### **For others:**

- Courtesy, consideration and care
- Patience, tolerance and co-operation
- Equal respect for all members of the Academy community
- Use of language that is respectful, non-discriminatory, non-hurtful or intimidating

#### **For oneself:**

- Self-esteem, self-respect & self-discipline
- Commitment, tidiness in work
- Good personal hygiene and pride in appearance
- Truthfulness

#### **For Academy rules, expectations and property:**

- Respect and care for Academies property and the shared learning environment.
- Adherence to the Code of Conduct and rules.

### **Examples of unacceptable behaviour include:**

- Failure to adhere to the Code of Conduct
- All forms of bullying and harassment
- Including e-safety/cyber bulling.
- Aggression, rudeness, abusive behaviour (physically or psychologically)
- Lateness, truancy, absconding
- Spitting, bad language, mocking, sarcastic or impolite ways of talking,
- Lying, stealing
- Disturbing the learning environment of others
- Non-compliance with uniform regulations
- Non-compliance with requirement to relinquish personal property and mobile phones
- Possession and/or consumption of alcohol and illegal substances
- Possession of weapons

## **Promoting Positive Behaviour.**

### **Pivotal MAPA – The Management of Actual or Potential Aggression Foundation programme for Schools**

Parallel Learning Trust (PLT) and Sutton house Academy have adopted the Pivotal MAPA programme as its preferred approach to behaviour management recognising the philosophy, lessons and skills taught align with organisational values and policies. MAPA's underpinning values and philosophy are:

- **Care** – Demonstrate respect, dignity and empathy; providing support in a non-judgemental and person-centred way
- **Welfare** – Provide emotional and physical support; acting in the person's best interests in order to promote independence, choice and wellbeing

- **Safety** –Protecting rights, safeguarding, reducing or managing risk to minimise injury or harm
- **Security** – Maintaining safe, effective, harmonious and therapeutic relationships that rely on collaboration.

Practice should be guided not only by this policy but alongside and other organisational policies and procedures, professional standards for best practice and any relevant legal and regulatory frameworks such as:

- DFE – Use of Reasonable force in schools (July 2013)
- DFE – Behaviour and Discipline in schools; Advice for Head teachers and School Staff (January 2016)
- DFE – Reducing the need for restraint and restrictive intervention of children and young people (June 2019)

Additional guidance can be found in

- PLT – Positive Behaviour Support Policy

In line with MAPA we respond calmly and consistently to situations with the aim to de-escalate. It should always be our intent to minimise conflict and maximise co-operation. A whole school approach should include proactive strategies, classroom management as outlined above, individual behaviour plans and risk assessments and incidents should be followed by staff and pupil de-brief's and clear and appropriate recording (see below). When considering consequences for children it is important on each occasion to evaluate all factors to within the situation including the individual child and the behaviour displayed and the possible reasons. The behaviour policy strives to implement **a consistent approach to consequences. The complex nature of our pupils and the circumstances will be considered before a consequence is put into place.** The principle messages should be:

- **Fair not the same**
- **Certainty not severity**
- **Most positive outcome**

### **Restorative Approaches**

Restorative approaches are used in response to a variety of incidents and situations and should be language commonly used when speaking to pupils and supporting them in modifying and managing their behaviour. Restorative approaches recognise the impact of actions and any harm caused and then consider the steps to make things right. The purpose of a restorative approach is to move from the managing of problem behaviour to the nurturing and repairing of relationships. Restorative approaches encourage acceptance of responsibility, empathy for others and problem solving. These conversations focus on the harm done to others, problem solving and solutions, responsibility, repairing, and making a change. Rather than a rule violation, problems, blame and punishment. Staff and pupils should start to shift their thinking from the, what to the now what.

Restorative themes include:

- What happened?
- Thoughts/feelings?
- Impact?
- Who has been affected?
- What will happen next? What can you do to put thing right?
- What can be done differently in the future?

All restorative conversations will be recorded either on sleuth or via restorative forms available and placed in the pupil file.

### **Consistency of Practice**

MAPA believe Consistency is achieved through the five pillars of pivotal practice; consistent, calm adult behaviour, attention for best conduct, relentless routines, scripted interventions and restorative follow up. For staff this will look like:

- Modelling emotional control
- Demonstrating respect to all
- Positive reinforcement
- Defined and agreed consequences
- Certainty of follow up

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- Consistency of language
- Providing a clear and consistent environment
- Following simple rules, agreements and expectations

## **Duties**

All staff are expected and paid to be on duty throughout the day. There is a duty rota for before school break lunchtime and after school.

Staff on duty will:

- provide activities to prevent poor behaviour
- engage with pupils
- Challenge poor behaviour
- Ensure the safety of pupils
- Record and report inappropriate behaviour

## **Behaviour for Learning**

Our Code of Conduct states that we help each other learn.

## **Behaviour in the Classroom**

As leaders within our classrooms we concentrate on the positives and manage pupils effectively with respect at all times. By giving warnings, time to respond using scripts and providing an element of choice it is possible to deal with the vast majority of incidents.

### **Questions to ask yourself:**

- Have I followed the academy behaviour policy?
- Have I planned an interesting and engaging lesson?
- Have I praised those with good learning?
- Have I made my expectations clear?
- Have I used the six step approach?

## **Educational Consequences**

We believe that educational consequences should be used to assist pupils and allow them to Reflect on their negative behaviour and make better, more informed decisions in the future. This can take many different forms and should be proportionate and appropriate to the behaviour displayed. The following list will be used as educational consequences where appropriate:

- Completing tasks e.g. learning missed
- Rehearsing e.g. knocking on a door and waiting for the teacher to open it.
- Assisting with repairs when damage has been committed to property.
- Educational opportunities
- Research e.g. finding out the cost of a pane of glass and what that money could have been used for.
- Restorative meeting
- Option/after school detention

## **Protective Consequences**

Protective consequences will be considered when there is a risk to pupils and staff and can include the following:

- Increased staff ratio
- Limited access to outside space
- Escorted in social situations
- Restriction on travelling in school vehicles
- Trip ban
- Differentiated teaching space
- Option/after school detention
- Exclusion (last resort)

## **Activity Sanctions/Consequences**

In general, senior staff run/lead activity consequences but these may be run by head of subjects and middle leaders and use a restorative/repair approach where possible or ensure pupils catch up on work where necessary. However, any member of staff is able to set a restorative/catch up with pupils and are encouraged to do so. Activity sanctions/consequences take place between 2.30pm and 3.00pm Monday- Thursday and from 11am on a Friday.

## **Friday Afternoon Sanctions/Consequences**

Before setting an afterschool detention:

- Contact parent
- Arrange for Parents or staff to take home
- Cancel Taxi
- Senior staff direct Friday Afternoon detentions and use a restorative/repair approach where possible

## **Pupils out of lessons**

Pupils are encouraged to remain in lessons however, due to the complex nature of our pupil's, reasons and situations may arise that result in pupils leaving their lesson in order to manage their behaviour

Pupils out of lessons are encouraged to:

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- Cool off/'Take 5' – Pupils take 5 minutes on site, in sight or within their identified 'Safe place' to process and manage their emotions.
- As long as pupils return within this time-frame this should **not** be recorded as a missed part
- For H&S reasons and to safeguard pupils 'On Call' staff and/or the engagement team should be notified immediately if a pupil leaves a lesson or does not arrive (where available the LSA should follow/locate the pupil)
- Staff should use school scripts (Appendix 8) regarding leaving lessons and when encouraging pupils to return to lessons

See Appendix 1 – De-escalation guidance

## **Reward is MUCH more powerful than sanction.**

Reward and sanction systems are designed to best meet the differing needs of the pupils across KS1 and KS2, KS3 and KS4.

- A warning should precede sanctions.
- Praise and rewards can be instant and meaningful and/or re enforced as part of an end of week celebration assembly.
- Praise should be plentiful – ‘Grab every opportunity to ‘notice and praise success’, particularly when pupils recognise and turn around poor behavior.
- Sanctions correspond with levelled behaviour categories and consequences. See Appendix 2: Behaviour Categories and Consequences

**Staff will promote the aims of the policy through:**

### **Fairness - Consistency - Predictability**

Multiple opportunities to turn around behaviour should precede warnings, which make clear exactly what is going to happen, if poor behaviour continues. It is imperative that pupils understand why their behaviour is unacceptable and what their options are for turn around.

Sanctions should be consistent with Behaviour Policy and must be followed through.

- Effective internal communication systems
- Effective classroom management and curriculum delivery
- Use of Sleuth:
  - Social Independence Survey to assess pupil need and set targets on Individual Education and Behaviour Plans (PRU) and Individual Support Plans (SEMH) supporting pupil focus and progress
  - To record, monitor and track pupil progress.
  - To provide current pupil information to all staff in the form of Risk Assessments, Positive Handling Plans alongside IEBP's and ISP's.
- Policy and procedures relating to all forms of bullying, bias and harassment including, racism, disability bias, gender bias and sexual harassment recognise the rights of all members of the Sutton House Academy to be free from bullying and aware of their responsibility not to bully.
- Robust management of the key worker system providing consistent named adult support to pupils
- Embedding the aims of this policy into the curriculum towards promoting a culture of fairness, consistency and predictability.
- Effective organisation and supervision at break and lunch times.
- Collaboration with external agencies
- Ensuring Pupil and parent voice influence policy
- Engagement with all aspects of the Academy CPD program
- Collaboration with parents, guardians and external agencies.

## **Exclusion**

Sutton House Academy recognise pupil needs for inclusion and safety.

Internal and external exclusion is used only in response to a serious breach of behaviour expectations.

## **Uniform**

Sutton House Academy have clear uniform expectations outlined at Intake meetings and in the Home School Agreement. As such, parents/guardians are expected to ensure pupils arrive punctually, in uniform and ready for learning.

Pupils arriving in non-standard uniform attire will not be allowed direct access into the main learning areas. The following choices are made available:

- Parents/guardians will bring required uniform to Academies for pupils to wear.
- Where uniform issues remain unresolved and resources are available, pupils will be taught in isolation from the main pupil group for the day.
- Where KS3 and KS4 pupils refuse the options as set out above, parents /guardians will be informed that the pupil is to return home and is expected to return in a timely manner in full uniform.

## **Attendance**

The Academies Attendance Policy is available on the website and from the Academies site office.

For pupils to reach their full educational achievement a high level of attendance is essential. Often young people arrive with us having a significant history of poor attendance. The need for robust attendance is essential so that gaps in education can begin to close.

### **We expect our parents/carers to ensure:**

- Their children attend regularly and punctually, in uniform and ready for learning
- Required morning medication is taken prior to them leaving the home.
- They contact the Academies as soon as possible when their child is unable to attend
- Not to take children on holiday during term time (see Penalty Notice)
- Evidence is provided for their child's absence
- Ensure they are contactable throughout the School day.

### **Promoting good attendance and punctuality**

Every opportunity is taken to encourage and celebrate attendance success.

- Daily and weekly rewards for punctuality and attendance
- Points earned through the IEBP and ISP system
- Access to enrichment activities and educational trips for good attenders.

## **Attendance interventions**

The Academies operates a robust early intervention system to ensure all absences are monitored and emerging difficulties are identified quickly.

- Parents are issued with a warning letter, when pupils are absent for three consecutive days.
- After four days, pupil, parents / guardians are expected to attend a Level 1 intervention meeting to identify areas of difficulty and agree support.
- When attendance improves the process is closed
- In cases where there is no improvement, The Academies works in partnership with the Local Authority Educational Welfare Team to implement any required support.
- Should attendance continue to be of concern that case will escalate to the Local Authority and Statutory Services.

The Academies is committed to working proactively with pupils and parents towards successful early intervention

## **Pupil Property, Mobile Phones and Social Networking Devices**

Sutton House Academy is committed to providing a safe and productive learning environment for staff and pupils. Mobile phones and social networking devices can constitute a safeguarding risk and can be a source of distraction and disruption to the learning environment.

- Pupils are not permitted to be in possession of mobile phones or other networking devices whilst in the Academies and must hand them over to staff upon entry to the Academies.
- Pupil personal belongings are handed over at entry and are stored in a locked environment through the course of each Academies day.
- Mobile phones found on any learning site will be confiscated and the time and method of return will be negotiated with parents/guardians.
- Pupils refusing to comply with this policy will not be permitted entry to the Academies.
- Parents / Guardians are expected to support their child hand over their belongings; arrange transport for their child to return home; provide permission for their child to travel home independently.
- The Mobile phone Policy is available on the Academies website or upon request from the Academy Office. The policy applies to pupils, staff and visitors.

## **Smoking**

- We are proud to be a non-smoking site
- Pupils are reminded in CPSHE, tutorial, assemblies and through signage around the school
- Staff will challenge smoking and record it electronically and alert staff in daily debrief
- Tutors will contact home if a pupil is caught smoking or in the possession of smoking materials.
- Senior staff will contact home if pupils are involved in repeat incidents of smoking
- The items will be confiscated and only be returned to parents/carers.
- Senior staff will arrange for the pupil to be searched on arrival for a period of time. Random searches may also be put in place.
- Parents/carers will be requested to support and check their child is not in possession of smoking

- materials when they leave home.
- Educational consequences will be used to support the pupil understand the risks including the use of video and external agencies.
  - Support will be offered to those trying to give up smoking through trained smoking cessation staff or via external agencies available.

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### **Reasonable, Proportionate and Necessary**

As a minimum requirement any incident of Restrictive Physical Intervention (RPI) will be logged accurately on Sleuth and signed for accuracy by the members of staff involved alongside any potential witnesses. The parents/carers of the pupil involved will be informed by telephone within 24hrs. A pupil debrief will take place using a restorative approach at the earliest opportunity by a member of staff not involved in the RPI usually the tutor which will also be recorded accurately on sleuth.

For quality assurance and good practice, a formal staff debrief will take place and recorded under the following circumstances:

- Pupil has been held twice in one week (reviewed by Pivotal MAPA Tutors, Tutor & SLT)
- Staff member involved in two incidents of RPI in one week (Reviewed by Pivotal MAPA Tutor & Staff member)
- If the duration of an RPI lasted longer than 3 minutes (Reviewed by Pivotal MAPA Tutor, Tutor & Staff members)
- Incident involving RPI resulted in a staff member or pupil being hurt (Reviewed by Pivotal MAPA Tutor, SLT & Staff members)
- At any time, a staff member feels it is necessary. (Pivotal MAPA Tutor & Staff Member)

In addition:

- The review of CCTV is used if appropriate and available.
- All incidents of Restrictive Physical intervention will be reviewed and signed off weekly by a Pivotal MAPA Tutor.

Following debrief any actions are shared with staff and the pupils PHP, Pupil Profile, or Risk Management Plan is updated where necessary.

### **Parents / Guardians**

As parents provide a vital role in promoting the good behaviour of pupils, Sutton House Academy encourages positive home/school liaison and parents to give their full support. We expect parents/guardians to inform us of behavioural difficulties or trauma they may be experiencing outside of school.

### **Enlisting the Support of Parents/Carers**

“When I walked into the house the first thing I noticed was the medal he got from the fun run hanging in pride of place above the mantel piece, it was the only thing of colour in the room”.

It is not that the parents don’t want to help neither is it the case that pupils don’t want it. We believe it is more the case that they fear they do not know how to help. We can help by opening a dialogue and developing strategies including:

- Praising the good
- Phone calls, emails and texts
- Letters
- Postcards
- Newsletter
- Certificates

- Parental Questionnaires
- Advocacy Days

## **Pupils**

Academy pupils will as part of their education follow a therapeutic curriculum that promotes personal development, PSHE, Citizenship, Wellbeing and designated projects. The pupil council reviews the behaviour policy and practice as an agenda item at least once a year

## **Other Agencies, Schools and the Local Community**

Sutton House Academy will work in partnership with the local community, mainstream and special schools, other agencies including Children's Social Care, Health, Early Help Family Support Services (EHFS), Emotional Wellbeing Mental Health Service (EWMHS), Youth Offending Service (YOS) and Essex Police to ensure that pupils are benefiting from a full range of support available to improve their behaviour and safety.

## **Health and Safety**

Pupils are expected to follow the safety codes in practical subjects and to move around the buildings and/or alternative educational provisions such as mechanics or the YMCA in a calm and sensible manner.

## **Possession of weapons**

Weapons and objects perceived as dangerous must not be brought onto any of the Academies or external provider sites such as the YMCA or Mechanics site, (this includes mock weapons).

Any object, perceived by staff to be dangerous will be confiscated and the Police and parents / guardians informed.

## **Illegal substances.**

### **The Academy operates a zero tolerance of pupil taking or being in possession of drugs and alcohol on all its sites.**

Pupils suspected of having taken illegal substances when arriving on site at any time of the day, will not be permitted entry to learning zones. Where pupils are found to be in possession of a drug that cannot be identified, it will be treated as an illegal substance.

In all cases, the pupil and their belongings are searched. Where drug paraphernalia is found it should be confiscated and the pupils parents informed. Following the search, whether or not anything is found, the Academy will record the time and the place, who was present and note the outcomes and any follow-up action

Where the amount of illegal substances found indicate it is intended for more than one person's use, it will be confiscated and the Police called.

#### **A. Where it is clear that a pupil may have taken Psychoactive substances including Legal-highs or an unidentified substance**

Staff will assess the pupils' wellbeing including their ability to assess and manage risk appropriately and to keep themselves safe.

- Where a pupil is assessed as being well and able to recognise risk, and behave in a rational manner:
  - Phone call home to pupils parents immediately and advised to pick up child and seek medical advice.
  - Pupil, should be separated from other pupils and closely monitored until parents arrive.
- Where it is clear that the pupil is unwell, an ambulance will be called and parent informed they should make their way to their nearest Hospital as a matter of urgency.

**A. Where pupil is assessed as being able to recognise risk and/or function in a safe and rational manner:**

- Parents informed immediately and expectation communicated that they should pick up their child as a matter of urgency.
- Where parents unable to attend parents to give permission for their child to return home independently
- Where, for safeguarding reasons pupil cannot return home, pupil will be isolated on site until able to return home.
- Referral to Young People Drug and Alcohol Team (YPDAT)
- Where drug/alcohol use is repeated and pupil is not engaging with YPDAT and/or parental support is ineffective, a referral to Social Care will be made.

**B. Where pupil is assessed as being unable to recognise risk and/or function in a safe and rational manner:**

- Parents informed immediately and expectation communicated that they should pick up their child as a matter of urgency and take them to A&E
- Referral to YPDAT.
- Where drug use is repeated and pupil is not engaging with YPDAT and/or parental support is ineffective, a referral to Social Care will be made.

**C. Where pupil is found to be in possession of illegal substances presented in such a way as to indicate intention to trade.**

- Police incident report made immediately and guidance sought.  
Academy follow the guidance of Police
- Where drug related behavior is repeated and pupil is not engaging with external agencies and/or parental support is ineffective, a referral to Early Help Family Support and/or Social Care will be made.
- Due to the serious safeguarding risk presented by pupil behavior a fixed term exclusion may be implemented at the discretion of the Head of Academy.

Following all drugs related behaviour incidents, the pupil and parents/guardians are expected to attend a meeting with the Academy and partner agencies such as the Police, YOS Prevent and Young People Drugs and Alcohol Team (YPDAT) and Children's Social Care (where involved) to agree an intervention supporting non re occurrence of drug related behaviors. Engagement and progress will be monitored towards ensuring positive outcomes.

### **Power of Search, Searching, Screening and Confiscation**

The Academy follows the guidance provided by the Government (**Searching, screening and confiscation. Advice for Head of Academies, school staff and governing bodies. Feb 2014**)

## **Search with permission**

### **With pupils Permission**

Key stage 3 & 4

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

Key Stage 1&2

- Permission to search pupil should be sought from parent unless there is reasonable grounds to believe that a pupils may be carrying a prohibited item that could be used to cause harm to self / others.

## **Search without permission**

Where staff have reasonable grounds for suspecting that the pupil may have a prohibited item on their persons or in their belongings, they can be authorised by a member of the Senior Leadership Team to use their statutory power to search pupils or their possessions, without consent.

### **Prohibited items are:**

- Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic image
- 
- Any article that the member of staff 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).

## **Respect for pupil rights under the European Convention of Human Rights**

- A staff member of the same sex as the pupil being searched should carry out any search; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.
- **Exception to this rule applies only** where a member of staff reasonably believes that there is a risk that serious harm to a person/s if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff. In such instances staff are advised to locate themselves within the range of a CCTV camera

## **Confiscation**

Academy staff are authorised by the Academies Head of Academy, to seize any prohibited item found because of a search. They can also seize any item, however found, which they consider harmful or detrimental to Academies discipline.

## **Screening**

As part of its commitment to safeguarding pupils, staff and visitors, the Academy expects all pupils to undergo screening upon entry.

\*This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

### **All pupils**

- Non-touch search -Pupils are directed to empty pockets, show belt area and raise trousers to show socks. Any items found on the pupil's person must be handed over for storage with other belongings in a locked space until the end of the day.

### **Key stage 3 and 4 pupils**

- Staff use a hand held metal detector (wand) to locate any hidden metal objects, or mobile phone, which will be removed by staff, and stored safely until the end of the day.
- If a pupil fails to comply with screening requirements, they will not be granted entry. In this instance, the Academy has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend. (*'Health and safety legislation requires a school to be managed in a way, which does not expose pupils or staff to risks to their health, and safety and this would include making reasonable rules as a condition of admittance DfE guidance as referenced above'*)

\*Use of Mobile Phone Policy is available on Sutton House Academy website and is available from the office at Prittlewell and North Road sites. This policy is explained to parents and pupils at intake meetings and referenced in the Home School Agreement.

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## **Scope**

This policy applies to pupils at all times and in all areas. This includes break, lunch times, and whilst at an off-site provision such as Mechanics, the YMCA and during Educational Trips.

## **Damage, Reparation and Charging**

The Academy takes all incidents of damage to property very seriously. Where it is clear that damage has occurred with intent, and that ample opportunities were provided for the pupil to turn around behaviour; Parents/guardians are expected to support the Academy in recovery of costs.

## **Complaints**

Please see the Academies Complaints Policy, available on the Academy website or Academy Office.

### **Reporting and Recording**

It is important that the academy keeps systematic records of every significant incident via Sleuth. As part of the wider school culture to reduce the number of significant incidents, accurate and timely record keeping allows the academy to monitor pupil behaviour, identify patterns and judge the impact of any changes made.

Therefore, staff should ensure:

- Reports are completed as soon as reasonably possible after the event
- The system records date, time and the person recording the event
- Records are accurate and abbreviations, Jargon or speculation is kept to a minimum.
- The facts are recorded, who, what, where, when, what was said and your actions
- Records are saved
- They are aware that any changes or alterations to records are recorded alongside the time, date and person making the change.
- Records will be reviewed regularly by SLT.
- CCTV maybe reviewed where available and appropriate.

In the case of Restrictive Physical Intervention staff should be clear on the essential pieces of information that need to be part of recording and reporting in order to meet legal and statutory guidance these include:

- The names of the staff and pupils involved
- The reason for using a physical intervention
- The type of physical intervention and the level of restriction used
- The date, time, location and the duration of the physical intervention
- Whether the pupil or anyone else experienced injury or distress as a direct result of the use of physical intervention or if an injury was sustained in the lead up to the incident.
- Any supportive actions taken including first aid
- Pupil/staff debrief including views of staff and pupils involved and any learning that has taken place
- A record of the pupil's parents/carers have been informed.
- Internal exclusion
- Fixed term exclusion.
- Loss of privileges – Educational / Enrichment trip
- Payment for damage caused
- Involvement of Police, Social Services or other relevant Agency
- Reparation/ charging costs for any damage done to equipment or to the fabric of the building or environment. This includes staff personal belongings and vehicles. Criminal damage may result in Police involvement.

## **Appendix 1.**

### **Effective Behaviour Management**

**Is**

#### **FAIR – CONSISTENT - PREDICTABLE**

**Guidance to be implemented consistently across all sites.**

- Rule reminders communicated calmly, clearly and confidently.
- Clues – communicate calmly and clearly expected behaviour ensuring pupil knows what they need to do.
- Provide clear choices allowing pupil to feel a level of control/responsibility.
- Lay down markers indicating boundaries between acceptable and non-acceptable language and behaviour.
- Be clear in communicating three chances to turn around behaviour along with an expectation that pupil will succeed.
- Change of face
- Acknowledge problem without allocating blame (telling pupil they are clearly angry suggests they are the problem).
- Ensure pupils feels heard
- Use solution focused approach to support pupil to resolve difficulty.
- Ensure there is a manageable way out of conflict for the pupil.
- Give warning – clearly alongside clue for expectation and possible sanction / provide the information needed to make a positive choice.
- Reflection – so how did you manage to turn things around?

See Team Teach Work book for further guidance

#### **2. Managing unacceptable behaviour effectively**

- Maintain calm stance, tone of voice and body language.

#### **3. Examples of sanctions include:**

Individual circumstances should be considered when setting sanctions, which, where practical, should occur the same day to allow a fresh start.

- Removal from class into a supervised area to work alone / discuss behaviour.
- Restorative meeting/discussion
- Time allocated to make up learning time lost
- Pay Back Time- missing personal time, an alternative to detention
- Contact with parents/guardians to discuss behaviour.
- Community service

### **Examples of de-escalation include:**

4. Positive redirection strategies provide a non-intrusive approach to initial signs of behavioural disruption occurring in response to experiences such as frustration.

### **Pre-empting**

- Use of pupil name – connect and engage.
- Non-verbal signs and communications i.e. signal where replacement pencils are.
- Detract.
- Proximity praise (praise others nearby who are doing the right thing provides clues and detracts)
- Use of ‘when’, ‘then’ direction, tactical ignoring.
- Partial agreement, deflate issue.
- Tactical ignoring.
- Time out and quick return.

### **Provide a choice**

- What can you do?
- Which of these solutions works best?
- Is it enough that I know or do you need help?
- How will you do it?

## Appendix 2 - Behaviour Categories and Consequences

**This guidance should be implemented consistently across all sites.**

Level	Behaviour	Staff Action
<b>B1</b>	<u>Low Level</u> <ul style="list-style-type: none"> <li>• Swearing</li> <li>• Arriving late</li> <li>• Inappropriate comments or talking during lesson</li> <li>• Walking about the class</li> <li>• Use of mobile phones or MP3 players</li> <li>• Not on task</li> </ul>	<ul style="list-style-type: none"> <li>• Informal discussion with pupil</li> <li>• Comment in Key Worker Log where necessary</li> <li>• Discuss in tutorial – becomes part of student target</li> </ul>
<b>B2</b>	<u>Medium Level</u> <ul style="list-style-type: none"> <li>• Persistent swearing</li> <li>• Verbal abuse towards other students and staff</li> <li>• Persistent refusal to follow instructions</li> <li>• Leaving site</li> <li>• Persistent disruption to others' learning</li> </ul>	<ul style="list-style-type: none"> <li>• Comment in Key Worker log</li> <li>• Behaviour Incident Form completed</li> <li>• Phone call home to inform parents</li> <li>• Informal restorative enquiry meeting on or off site</li> </ul>
<b>B3</b>	<u>High Level</u> <ul style="list-style-type: none"> <li>• Theft</li> <li>• Significant damage to property</li> <li>• Racist, sexist, homophobic and ageist abuse</li> <li>• Throwing furniture dangerously</li> <li>• Physical assault towards other students and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour Incident Form completed</li> <li>• SLT involved</li> <li>• Consider off site provision short term or after school provision</li> <li>• Consider initiating Individual Behaviour Plan on return to site</li> <li>• Formal restorative/reintegration meeting on return to site</li> <li>• Changes to provision if necessary to support student's need</li> </ul>
<b>B4</b>	<u>Highest level incident</u> <ul style="list-style-type: none"> <li>• Dealing illegal substances</li> <li>• Serious assault towards adult or student</li> <li>• Serious verbal abuse and inappropriate behaviour in a public place</li> <li>• Severe racist, sexist, homophobic and ageist abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed term or permanent exclusion</li> <li>• Police involvement if necessary</li> <li>• Reintegration meeting with parent/guardians</li> <li>• Consideration of alternative provision</li> </ul>

**This Policy is reviewed annually.**

**The whole Academy community, including parents/guardians and pupils will form part of the monitoring and evaluation cycle.**

**Appendix Scripts**

**Consequence Script**

**There will be a Consequence!**

**I can see you feel strongly about.....**

**It's private**

**We are aware**

**Trust us – it's being dealt with**

**You might not see it**

**We are fair but not the same**

**Everyone's different which means different rewards and  
different consequences**

## **De-escalation & Verbal Intervention Script**

**Pupil Name.....**

**I can see something has happened/is wrong**

**I am here to help**

**Talk and I will listen**

**Come with me and .....**

### **Verbal Intervention Script**

**I've noticed.....**

*(Identify the behaviour that needs to change)*

**This is the\_\_\_\_\_ time I have spoken to you**

**You know the rule about.....**

*(Remind the pupil of the agreed  
rule/expectation/standard)*

**You will need to.....**

**Do you remember when.....**

*(Positive example of previous good behaviour)*

**Thank you for listening**

*(Walk away, allow 'take up time')*

**'Taking 5' Leaving Lessons Script**

For pupils leaving lessons:

**"I've noticed you need to take 5/are taking 5- Remember to return for points"**

For pupils out of lessons:

**"I've noticed you have taken 5/you are taking 5 - Remember to return for points"**

**"Let's go now or it could lead to a missed part/missed learning"**

### **Mobile Phone Script**

Within lessons

"I've noticed your phone is out/Not on silent - please put your phone away and make sure it is on silent."

"Remember phone use during lesson time affects your learning."

"Remember not putting your phone away will mean your points will be affected."

"Remember logged incidents of phone misuse has consequences"

"Well done for following our mobile phone policy."

For pupils recording on site:

"Recording others in school is a criminal offence."

## **Poor Language Scripts**

Conversational poor Language will be challenge twice

**"I have noticed you swearing/remember where you are"**

**"We are aware that swearing is a sign of anxiety/something is wrong is there anything we can help you with?"**

if poor language continues

**"If there is nothing we can help you with we are now going to ignore you and log it"**

Personal abuse is challenged

**"They might/ I find that offensive, please be kind"**

Racist/Homophobic Language is challenged

**"That is offensive please be kind."**

**"Remember it is a criminal offence to use that type of language"**

Angry/Emotional language is addressed using MAPA de-escalation strategies and or our 'Help Script'