BEHAVIOUR and ENGAGEMENT POLICY

LAST REVIEW NEXT	September 2019	REVIEW PERIOD	
NEXT REVIEW DATE	September 2020	OWNER	
TYPE OF POLICY		APPROVAL LEVEL	

This is a Safeguarding Policy

It should be read in conjunction with:

The Positive Handling Policy
The Attendance Policy

BEHAVIOUR AND ENGAGEMENT 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, maximising 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 Sutton House Academy to be free from bullying and aware of their responsibility not to bully.
- For all members of Sutton House Academy 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 Sutton House Academy 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 the Academy's aims, Code of Conduct and Behaviour Expectations through a variety of formats including: Regular phone calls home, Intake interview and Academy website. Policies are available on the Academy's website or on request from the Academy office.

Core Expectations

At Sutton House Academy, we believe that all members of the Academy 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.

Pupils are praised for compliance with the Academy Code of Conduct. Sutton House Academy uses a point's reward system that reinforces and encourages pupils through Sleuth to follow the code of conduct throughout the day and in lesson.

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.
- Resilience, communication, managing myself, positive relationships, managing emotions.
- Truthfulness.

For Academy rules, expectations and property:

- Respect and care for Academy property and the shared learning environment.
- Adherence to the Code of Conduct and rules.
- Community service for pupils who cannot respect property.

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.

Consequences for unacceptable behaviour can vary depending upon pupil need and level of SEN. Staff will always be fair, consistent and understanding of the situation when dealing with unacceptable behaviour. See appendix de-escalation behaviour guide chart.

Promoting Positive Behaviour

The Academy elects to follow the TEAM TEACH model of behaviour management. (*www.teamteach.co.uk)*

95% of behaviour management is de-escalation and 5% is use of physical restraint, used only in extreme circumstance when de-escalation has failed to make safe pupils, staff and property. (See Positive Handling Policy)

Reward is MUCH more powerful than sanction.

Reward and sanction systems are designed to best meet the differing needs of the pupils across KS2 and 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 behaviour.
- 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

Sutton House Academy uses a points system throughout the day that supports pupils in earning a weekly reward time with an accumulation of earned points in lesson. There is an opportunity of ultimate rewards that pupils can earn from a required number of points calculated throughout the academic year to keep pupils engaged in behaviour and learning.

Points are recorded and monitored using the behaviour system in SLEUTH. Staff use a planned plenary within lesson to make pupils aware of their individual points score. Appendix 3. 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 options are available to enable them to improve and change.

Sanctions should be consistent with the Behaviour and Engagement Policy and must be followed through as follows:

- Effective internal communication systems.
- Effective classroom management and curriculum delivery.
- Use of Sleuth:
  - Social Independence Survey to assess pupil need and support targets on Individual Support Plans 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 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 Sutton House Academy to be free from bullying and aware of their responsibility not to bully. A discrimination process is now in place to support and educate pupils who discriminate/bully other members of the community.
- Robust management of the tutor 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 recognises pupil need for inclusion and safety. Internal and external exclusion is used only in response to a serious breach of behaviour expectations, where pupils are supported through the process.

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 may not be allowed direct access into the main learning areas. The following choices are made available:

- Parents/guardians will bring required uniform to the Academy 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.
- Pupil circumstance is always taken into consideration when an outcome is required.
- Depending on the uniform in question and circumstances of the pupil, a one day 'grace' period may be put in place to allow contact home to be made by staff.

Attendance

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

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

Promoting good attendance and punctuality for pupils

- Every opportunity is taken to encourage and celebrate attendance success.
- Daily and weekly rewards for punctuality and attendance.
- Points earned through the behaviour system.
- Access to enrichment activities and educational trips for good attenders.

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 Academy 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 academy day.

Attendance interventions required by staff

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

- Admin staff and/or tutor will ring on the first day of non-attendance.
- 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 with form tutor.
- When attendance improves the process is closed.
- In cases where there is no improvement, The Academy 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 Academy 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 Academy and must hand them over to staff upon entry to the Academy.
- Pupil personal belongings are handed over at entry and are stored in a locked environment through the course of each Academy day.
- Pupils refusing to comply with this policy will not be permitted entry to the Academy.
- Parents / Guardians are expected to support their child in handing over their belongings; to arrange transport for their child to return home; or to provide permission for their child to travel home independently if pupil refuses to follow code of conduct.

Parents/Guardians

As parents provide a vital role in promoting the good behaviour of pupils, Sutton House Academy encourages positive home/academy 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.

Pupils

Academy pupils will as part of their education follow a curriculum that promotes personal development, PSHE programme and Enrichment opportunities.

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 Figure of 8 in a calm and sensible manner.
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Power of Search, Searching, Screening and Confiscation

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

Searching pupil belongings with permission

With pupils Permission:

Key stage 3 & 4

- Academy 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 are reasonable grounds to believe that a pupil 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 include:

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

Possession of weapons

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

Any object perceived by staff to be dangerous will be confiscated and the Police and parents / guardians informed. If required a referral to MASH (Mutli Agency Safeguarding Hub) will be made by the academy while working with parent/guardians.

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.

If there is reason to suspect a pupil is in possession of an illegal substance their belongings will be searched upon arrival by a senior member of staff. Where drug paraphernalia is found it will be confiscated and the pupil's parents will be informed. Following the search, whether anything is found, the Academy will record the time and the place, who was present and note the outcomes and any follow-up action while informing parents/carers throughout the process.

Where the amount of illegal substances found indicates it is intended for more than one person's use, it will be confiscated, the Police contacted, and parents informed throughout the process.

Where 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.

A) **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.

B) 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.

C) 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.

D) 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. The Academy will follow the guidance of Police.
- Where drug related behaviour 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 behaviour, a fixed term exclusion may be implemented at the discretion of the Academy Head.

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 Childrens Social Care (where involved) to agree an intervention supporting non re occurrence of drug related behaviours. Engagement and progress will be monitored towards ensuring positive outcomes.

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 Academy Headteacher, 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 Academy's 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 handheld 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*'.

Damage, Reparation and Charging

The Academy takes all incidents of damage to property very seriously. Where damage has occurred deliberately, and staff have used de-escalation techniques alongside giving opportunities to allow for the pupil to rectify behaviour; Parents/guardians are included in the process and expected to support the Academy in recovery of costs. Criminal Damage may be reported to the police in this scenario.

Scope

This policy always applies to pupils and in all areas. This includes break, lunch times, and whilst at an off-site provision such as Mechanics, Figure of 8 and during Educational Trips.

This Policy is reviewed annually.

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

Appendix 1:

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Effective Behaviour Management

is

FAIR – CONSISTENT - PREDICTABLE

Guidance to be implemented consistently across all sites.

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Examples of de-escalation include:

Positive re-direction 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?

2. **Managing unacceptable behaviour effectively**

- Maintain calm stance, tone of voice and body language.
- 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 Workbook for further guidance.

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.
- Internal exclusion.
- Fixed term exclusion.
- Loss of privileges – Educational / Enrichment trip.
- Payment for damage caused.
- Involvement of Police, Social Services or another 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 2: Behaviour Categories and Consequences

Intervention / Sanction guide		
This chart is intended to act as guidance only, it is vital that we use our professional judgement in making decisions		
Level/staff	**Typical student behaviour**	**Appropriate Sanctions**
B1 LSA/ Teacher	**Low level disruption :** • General misbehaviour • Lateness to lesson • Poor effort • Disrupting the work of others • Minor rudeness/swearing • Leaving Classroom • Incorrect uniform	**Sanctions to be set by the class teacher or LSA may include :** • A brief chat to the side of the room within a lesson • Movement in class seating • Chat after the lesson • Short detention up to 15 minutes (at the teacher's discretion) • Assisting teacher tidy-Up • Phone call home & log phone call / incident • Consider completing Incident Report (SLEUTH) • Teacher / student learning conversation before next lesson
B2 Staff Involved/ Teacher	**Escalation from B1, persistent low level disruption that blocks learning, or:** • Rudeness • Rough behaviour • Refusing to follow staff instructions • Use of inappropriate language • Using phone during lesson	**Sanctions to be set by the class teacher or staff involved, may include :** • Detention 15-30 minutes • 30min detention and phone call home • Meeting with Tutor • Phone call home & log phone call / incident • Complete Incident Report (SLEUTH) • Parent meeting
B3 Teacher/ Tutor	**Escalation from B2, serious disruption or a specific incident:** • Refusal to comply with request • Refusal to go to ES • ES breaks down • Dangerous behaviour in class • Bringing items to school or products to sell • Damaging school property • Theft • Intentional swearing • Student threatens to use violence • Carries out minor assault • Bullying / harassment or discrimination • Truancy from lessons	**ES to work with Teacher if required to resolve the immediate issue or remove. Class teacher tutor leads on further action or SLT if an out of lesson incident:** • Detention 30 mins • SLEUTH incident • Student removed • If removal breaks down refer to MM detention to make up lost time • Community service around school • SLT intervention (isolation for period) • Phone call home & log phone call / incident • Behaviour contracts/ lesson contract • Period out of lesson working in other part of the Site • Parent meeting • Consider Isolation / Fixed Term Exclusion • Pupil discussion in de brief with SENCo • Referrall to Discrimination folder
B4 Staff Member involved/Tutor /SLT	**Escalation from B3, very serious incident or a refusal to abide by Teacher / MM/SLT guidance :** • Escalating acts of defiance or misbehaviour • Direct swearing or verbal abuse of a member of staff or student	**ES to remove. Class teacher refers to tutor (In class issue) or to SLT (Out of lesson issue) tutor seeks support from SLT:** • Behaviour contract, report to tutor/ SLT • Parent meeting SLT • Pupil De Brief • Refer to SLT for intervention

	• Student uses or threatens to use violence against a member of staff • Carries out assault • Brings illegal drugs or alcohol onto school site • Persistent Bullying / harassment or discrimination	• Consider Internal/Fixed term/Permanent Exclusion • Removal from specific classes for a specified period of time • Alternative education provision • Refer to outside agencies e.g. police • Safeguarding officer referral
B5 CEO/SLT	**Extremely serious one off incident or persistent serious poor behaviour :** • Brings illegal drugs into school with intent to encourage others to use them • Brings an offensive weapon into school • Uses or threatens to use serious violence against a member of staff or a student • Carries out / threatens a sexual assault • Persistent defiance / Bullying / harassment or discrimination • Commits a single one off serious incident	**ES to remove. Class teacher refers to SLT, tutor seeks support from SLT, escalate to CEO if appropriate** • Refer to outside agencies e.g. police • Internal/Fixed term /Permanent Exclusion (consider extenuating circumstances) • Behaviour contract • Re-refer SENCO or Safeguarding officer • Alternative education provision • Instant Police call • Outside agencies meeting •

This guidance should be implemented consistently across all sites.

Appendix 3: Rewards Points

Not…	**Not…**
0	Not in class (unless agreed)
1	Swearing /rudeness
2	Not following code of conduct
3	Not engaging in learning
	Discrimination

Part…	**Part…**
4	Partly staying in class (45+ mins)
5	Partly engaging in learning
6	Engaging in social skills
	Turning behaviour around

Mostly…	**Mostly…**
7	Mostly staying in class (50+ mins)
8	Mostly engaging in learning
9	Good amount of work
	Following code of conduct

Achieving…	**Achieving…**
10	Staying in class (60 mins)
11	Engaging in learning
12	Completing all work
13	Following code of conduct
	Good behaviour/politeness

Excellence…	**Excellence…**
14	Excelling in learning
	Extention work
	Excelling behaviour
	Supporting others