**Smannell Field School**

**Whole School Positive Behaviour Policy**

This policy has been written following discussion and collaboration between the Headteacher, senior leaders, middle leaders, teachers and support staff. It builds on learning from the past and has benefited from consultation with the Management Committee.

Additionally the following documents and guidance have been consulted.

* Behaviour and discipline in schools: advice for Headteachers and school staff (DfE 2016)
* Behaviour and discipline in schools: advice for governing bodies (DfE 2013)
* Mental health and behaviour in schools (DfE 2016)
* Searching, screening and confiscation: advice for schools (DfE 2016)
* Exclusions from maintained schools, academies and pupil referral units in England (DfE 2017)

**Aims of this policy**

At Smannell Field School we strive to provide a calm, purposeful and focused environment that supports and enables all to succeed. We seek to ensure that we treat each other with care, consideration and respect. In combination this ensures a safe, happy and positive learning and work environment.

This policy sets out the approach that will be taken to achieve the above.

**Expectations**

Pupils are strongly influenced by what they see. Therefore they will see that members of the school community work calmly and treat each other with both courtesy and respect. It is important that students are supported to learn how to respect themselves and each other.

At Smannell Field School we actively promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance not only of those with different faiths and beliefs but also for those who identify their gender differently, those of other ethnicity and those with different abilities.

When implementing the Whole School Behaviour Policy staff will have regard to their legal duty under the Equality Act 2010[[1]](#footnote-1) both in respect of safeguarding and the treatment of pupils with special educational needs.

**Rewarding positive behaviour**

Rewards are an integral part of positive behaviour at Smannell Field School and are used to recognise, reinforce and praise positive behaviour. All school staff routinely and reflexively recognise and reinforce positive behaviour whenever it occurs.

Every pupil at Smannell Field School has a personal tutor; this is the person who will come to know them best and will, therefore, be best placed to track their behaviour. The personal tutor leads on all matters related to the pastoral care of a pupil.

The personal tutor will work with the pupil and their parents/carers to identify specific targets for the development of positive behaviour. Colleagues will support personal tutors in monitoring progress against these specific targets by tracking behaviour in each lesson via the pupil’s own tracker. The personal tutor will be best placed to reward positive behaviour in a timely and constructive way.

Personal tutors ensure that parents/carers are aware of good progress against behaviour targets via face-to-face meetings (at least once per term) and telephone calls.

End of (half term), whole school assemblies offer an opportunity for pupils to be acknowledged and rewarded for their positive behaviour and achievements.

**Improving negative behaviour**

At Smannell Field School we acknowledge that things don’t always go well, ‘off’ days happen. To ensure that the school remains calm and purposeful it is important that negative behaviour is addressed and, if necessary and as appropriate, sanctioned. The school sets out to teach not just the curriculum but also acceptable and pro-social ways of behaving.

All staff are collectively responsible for managing behaviour; teachers lead on managing behaviours during lessons and are supported by colleagues.

The individual tracker that pupils carry with them at all times provides an opportunity for staff to record both positive and negative behaviour; in most instances this is sufficient to inform the personal tutor of behaviour.

In some instances it may be necessary for staff to refer specific negative behaviours to a personal tutor via an online form or email; personal tutors have the sanctions recorded in the table below at their disposal.

|  |  |
| --- | --- |
|  | Sanction |
| Level One | Tutor catch up |
| Level Two | Extra time sanction (1415-1500 following day)  *Parents and carers will receive 24-hours notice*  Family Meeting (parents/carers, pupil and personal tutor) |
| Level Three | Restructured timetable (on-site, time-bonded and reviewed) |

Parents and carers are required to attend an initial admissions meeting where this positive behaviour policy will be shared with them.

Personal tutors will inform parents and carers of any concerns they have regarding a pupil’s behaviour or welfare; there is an expectation that parents and carers will be available to meet with personal tutors to discuss concerns if necessary.

It is expected that most behaviour can be challenged and managed at level one or two by the personal tutor; level three sanctions will be imposed in conjunction with a member of the senior leadership team.

In cases of extreme and persistent negative behaviour the Headteacher reserves the right to exclude a pupil from the school. A pupil may be excluded for one or more fixed-term periods for up to 45-days in any one school year. In extreme circumstances the Headteacher reserves the right to permanently exclude a pupil.

**Behaviours likely to lead to further sanctions:**

* Threats or actual physical violence towards pupils, staff or visitors
* Directed verbal abuse towards pupils, staff or visitors
* Persistent and aggressive refusal to follow instructions
* Deliberate damage to property

When returning to the school following a fixed-term exclusion parents/carers are required to attend a reintegration meeting. This meeting will, if necessary, involve the formulation of a risk assessment and a review of tracker behaviour targets.

Additionally this process may offer the opportunity of a restorative, face-to-face, meeting between concerned parties.

**Searching and confiscation**

School staff can search pupils for any item if the pupil agrees to be searched. The Headteacher (and senior staff specifically authorised by the Headteacher) has a statutory power to search pupils or their possessions without consent if they believe that the pupil may have a prohibited item.

To minimise the likelihood of search or confiscation all pupils are required to leave personal belongings and outdoor coats in a secure locker at the start of the day; access to these items is not allowed during the school day.

**Prohibited items**

* Knives, bladed instruments or other weapons
* Cigarette lighters, matches or gas lighters
* Alcohol
* Drugs (included prescribed medication which must be secured in the office and administered by a specific staff member)
* Stolen items (or items believed to be stolen)
* Fireworks
* Pornographic images (actual or digital)
* Any article that the Headteacher reasonably suspects has been, or is likely to be, used to commit an offence or used to cause personal injury or damage to property
* Aerosols (any)
* Chewing gum
* Laser pointer pens
* Energy or fizzy drinks or other liquids
* Food/sweets (breakfast, snack, lunch and drinks are available free of charge)
* Any drug or smoking paraphernalia including vapes, cigarettes and tobacco

**Mobile phone policy**

All pupils must store their mobile phone in their locker at the beginning of the day; the phone can be retrieved at the end of the day. Mobile telephones cannot be accessed during the school day. Parents who need to contact their child are welcome to telephone the school office; if their child is in class at the time of the call the child will be able to return the call at the next break in lessons. Alternatively parents/carers are welcome to leave a message.

**Use of school locker**

It is important that all belongings (including outdoor wear, bags, mobile phones etc.) are stored securely in a locker at the beginning of the day. Pupils are asked not to bring valuables into school.

**School Uniform**

There are only two items of compulsory school uniform; a navy polo shirt with school logo and a navy sweatshirt with school logo. Pupils can wear black or dark trousers, sportswear (track or jogging trousers) or skirts. Training or sports shoes can be worn or school shoes if preferred. The polo or sweatshirt must be ‘worn to be seen’ e.g. not under other items of clothing. If necessary a warm ‘base-layer’ can be worn under the polo shirt.

**Staying on site**

Smannell Field School takes their responsibilities for safeguarding pupils very seriously. Once a pupil has arrived at school they need to stay on-site throughout the day until the end of their taught sessions. For the purpose of clarification ‘on-site’ means either within the school buildings or on the grounds to the rear of the school building. If a pupil leaves the school site without permission during the school day parents/guardians will be informed and an expectation that the pupil be collected established.

**Physical contact; care, comfort, reassurance and restraint**

Smannell Field School supports the needs of a wide range of pupils aged between 11 and 16 years old. The school adopts the principles of the Team-Teach*[[2]](#footnote-2)* approach; this is an approach accredited by the Institute of Conflict Management. The Team-Teach approach focusses on minimizing the requirement to use physical contact or force, focusing instead on the de-escalation of techniques. The Team-Teach approach includes a range of personal safety strategies and methods of holding pupils safely; a pupil’s welfare, safety and individual needs are always of paramount importance.

A physical intervention using reasonable force will always be a lastresort.

A physical intervention may be necessary to:

* Prevent a pupil from harming themselves
* Prevent a pupil from harming somebody else
* Stop a physical altercation (fight)
* To prevent a pupil from committing a criminal act

Additionally the law clearly explains the following:

Any citizen has the common law power to intervene in an emergency to use reasonable force in self-defence, to prevent another person from being injured or committing a criminal offence.

**All school staff** that have control or charge of pupils also have statutory power, in addition to common law power.

Section 93 of the Education and Inspections Act (2006) enables school staff to use such force as is reasonable and proportionate to prevent a pupil from doing or continuing to do any of the following:

1. Committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
2. Causing personal injury to, or damage to the property of, any person (including the pupil himself)
3. Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

**Application of this policy**

This policy applies at all times, whether a pupil is at the school or engaged in an off-site activity; whether this is during the school day or during an enrichment activity out of school hours.

To ensure that parents and carers are fully aware of how the school manages behaviour they are required to **read and sign** a copy of this policy at initial admission meetings or following a revision of the policy.

Pupil print name and sign

Parent/Carer print name and sign

Signature of Headteacher – Amanda Edney Date

1. ### [Equality Act 2010: guidance - GOV.UK](https://www.gov.uk/guidance/equality-act-2010-guidance) https://www.gov.uk/guidance/equality-act-2010-guidance

   [↑](#footnote-ref-1)
2. ### [Lifetime Opportunities - Team Teach](http://www.lifetimeopportunities.co.uk/teamTeach.html) www.lifetimeopportunities.co.uk/teamTeach.html

   [↑](#footnote-ref-2)