**Whole School Positive Behaviour Policy 2023 - 2024**

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 Headteacher’s 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)
* Keeping Children Safe in Education 2023

**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. Our school rules are ‘try hard, no excuses and be kind’, these apply to every member of the school community.

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 each other.

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**

Praise is an integral part of positive behaviour at Smannell Field School and is 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 and telephone calls.

End of 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 challenged and, if necessary, sanctioned.

All staff are collectively responsible for managing behaviour; all staff lead on managing behaviour during lessons, break and lunch times.

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 a referral slip; personal tutors have the sanctions recorded below at their disposal.

Level 1: Restorative Conversation (catch up) – break time

Level 2: Restorative Conversation (catch up) – lunch time

 Telephone call to parents/carer to discuss detail and concern

Level 3: Review (possible restructured timetable) time-bonded, reviewed with the input from a Senior Leader and in consultation with parents/carers

Restorative conversations are approach where a pupil whose behaviour has fallen below an acceptable standard takes part in a conversation with their tutor or other appropriate adult in the school. This conversation focusses on what happened, why it happened and who has been affected and what can be done to restore the situation?

Parents and carers are required to attend an initial admissions meeting where this positive behaviour policy will be shared with them and be signed by parents/carers, the pupil and the Headteacher.

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 suspend a pupil from the school. A pupil may be suspended 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 trigger suspension**

* 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
* Child on Child Abuse

When returning to the school following a fixed-term exclusion parents are 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.

**Child on Child abuse will not be tolerated and could trigger suspension**

This includes physical abuse, psychological abuse, misogyny, misandry, rape jokes, sexual harassment (groping, non-consensual touching), image based abuse (up-skirting, non-consensual sharing of intimate photos, cyber-flashing), and sexual coercion. When behaviours such as these are normalised and accepted this can act as a gateway to more extreme acts such as sexual assault and rape. For this reason these behaviours will trigger exclusion.

**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 storage cupboard 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
* Anything that could be utilised as a weapon
* 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, confectionary, sweets etc.
* Laser pointer pens
* Energy or fizzy drinks or other liquids
* Any drugs (prescription, non-prescription) or smoking paraphernalia including vapes, cigarettes and tobacco

**Mobile phone policy**

Pupils are allowed to bring mobile phones into the school; upon arrival these must be **secured in a locker** and will be accessible at the end of the school day. There are no exceptions to this rule. If parents/carers need to contact their son/daughter during the school day they should call the school office.

**School Uniform**

All pupils will wear a navy polo shirt with the Smannell Field logo. Additionally pupils may wear a navy blue sweatshirt with the Smannell Field logo along with grey/black trousers (sports or school) and trainers. **NO** other items of outer clothing are permitted. For additional warmth pupils may wear base layer garments under their uniform. Any coats, jackets, tops, hoodies etc. worn to school will be stored in a locker. There are no exceptions to this rule.

**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 has adopted principles of Team-Teach*[[2]](#footnote-2)* approach; this is an approach accredited by the Institute of Conflict Management. The Team-Teach principles focus on minimising the requirement to use physical contact or force, focusing instead on the de-escalation of arousal or anxiety. Team-Teach principles include 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.

For the purpose of absolute clarity further guidance for staff and parents can be found in either ‘Team-Teach Workbook; safeguarding people and services’ or at [www.team-teach.co.uk](http://www.team-teach.co.uk).

Staff are trained in restraint reduction and this includes a legal briefing on the use of reasonable force.

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

A physical intervention using reasonable force may be necessary to:

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

**Application of this policy**

This policy applies at all times, whether a pupil on the school premises 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.*

PUPIL - NAME AND SIGNATURE

PARENT/CARER - NAME AND SIGNATURE

HEADTEACHER SIGNATURE & 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

 2022 v.1 [↑](#footnote-ref-1)
2. ###  [Lifetime Opportunities - Team Teach](http://www.lifetimeopportunities.co.uk/teamTeach.html) www.lifetimeopportunities.co.uk/teamTeach.html

 [↑](#footnote-ref-2)