



# **Sandwell Community School**

## **Behaviour and Discipline Policy**

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## **1. Introduction**

Sandwell Community School encourages all students to take responsibility for their own actions both in and out of the school and to consider their impact upon others.

The school works in close partnership with students, parents, other schools and agencies in order to be effective and meet the needs of the students.

The Sandwell Community School Behaviour Policy has taken into account; The Education and Inspections Act 2006 and The DfE Behaviour and Discipline in Schools document, February 2014, Equality Act 2010, the Child Protection Policy and Keeping Children safe in Education Guidance from Sept 2016

SCS consists of five campuses and an "In Reach" team.

The Key Stage 3 provision is based at:-

- Smethwick Campus
- Tividale Campus
- Wednesbury Campus

The Key Stage 4 provision is based at:-

- West Bromwich Campus
- Tipton Campus

In Reach Provision:-

Students who are experiencing significant SEMH difficulties that prevent them accessing education in a Campus are referred to our "In Reach" provision. These students require a higher staff to student ratio and may access their lesson within a Campus on a 1:1 basis, after regular school hours or in a local library dependent on needs.

The school works with students who have been permanently excluded or those at the risk of permanent exclusion who require a Preventative Placement.

Each Campus and the In Reach Team has rules and guidelines based on the following principles:-

- Respect for each other and the environment
- Respect for the building, its contents and other people's property
- The expectation that all learning will be completed to the best of their ability
- The need to follow reasonable instructions
- Permission must be given for students to leave the room or building

## **2. Aims**

Sandwell Community School aims to:

- Create a safe, structured and caring learning environment
- Encourage independence and emotional resilience
- Provide opportunities for students to develop skills for adult life
- Offer a balanced and relevant curriculum
- Provide a positive experience of education
- Offer a balanced and relevant curriculum
- Cultivate campuses with high standards of behaviour
- Ensure safeguarding procedures are adhered to by all staff
- Ensure consistency through staff induction, training and regular meetings

## **3. Strategies**

### High Expectations

Sandwell Community School promotes positive behaviour by encouraging all staff to have high expectations of students and the encouragement of Restorative Approaches where past behaviours can be discussed and left behind. Staff are becoming increasingly skilled at Emotion Coaching and understand how to support students to overcome some of the barriers to education that may exist.

### Positive Relationships

A key strength in staff at SCS is their ability to form positive relationships with most students and their parents. All members of staff are trained to show unconditional positive regard for the students in spite of any negative behaviour students may display.

### Nurture Groups

Staff at Sandwell Community School are increasingly aware of a growing number of students that are emotionally unready to engage with the full curriculum for a whole day. Nurture group provision is in place for these students at KS3 where students are immersed in an accepting and warm environment which helps to develop positive relationships with staff and peers. Boxhall Profiling and Readiness for School trackers are used to identify social and emotional areas of development and to set relevant personal targets.

### Behaviour Recovery

There is a strong emphasis on Behaviour Recovery where there is an increased focus on preventing low level disruption escalating. It relies on motivating the "critical mass" (90%) of students to achieve higher levels of on-task behaviour and promoting long term teacher wellbeing.

**(See Appendix 1)**

Positive behaviour is encouraged throughout the day with acceptable behaviour taught and modelled by staff as appropriate for the students' age and level of understanding. Positive behaviour is noticed, acknowledged and rewarded through the SCS Points system where students score points for achievement, progress, positive social skills and learning behaviour each lesson. Students' efforts and achievements will be recognised via various reward systems and celebrations (which are detailed in each Campus's student induction pack). Inappropriate behaviour is addressed, recorded and suitable consequences put in place.

The behaviours which are considered to be **"Bottom Line"** at SCS that will lead to fixed term exclusion include:

<ul style="list-style-type: none"> <li>• Assault to member of staff</li> </ul>	<ul style="list-style-type: none"> <li>• Sexualised behaviour</li> </ul>
<ul style="list-style-type: none"> <li>• Serious damage to school property</li> </ul>	<ul style="list-style-type: none"> <li>• Drugs: Possession</li> </ul>
<ul style="list-style-type: none"> <li>• Serious assault to another student</li> </ul>	<ul style="list-style-type: none"> <li>• Drugs: Usage</li> </ul>
<ul style="list-style-type: none"> <li>• Deliberately throwing furniture at staff or students</li> </ul>	<ul style="list-style-type: none"> <li>• Drugs Distribution</li> </ul>
<ul style="list-style-type: none"> <li>• Weapons in school</li> </ul>	

Parents will be informed of the campus expectations before students enrol and will receive a copy of the school's Behaviour and Discipline Policy at induction. All parents and students will be asked to sign a Home School Agreement at an initial meeting. **(See Appendix 2 – DfE Guidance on the Use of reasonable force 2013)**

#### **4. Use of Reasonable Force**

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property. **(See Appendix 3)**. Professional training in Positive Handling is provided by a recognised training provider (MAPA) for all staff in order to operate this policy.

#### **5. Acts of violence and aggression against members of staff**

Sandwell Community School operates a Zero Tolerance Policy with regards to acts of violence and/or aggression against members of staff.

The Local Authority and school Governors have a statutory obligation to ensure the provision of a safe and secure environment for all staff.

If a member of staff chooses to report an incident of violence and/or aggression then charges may be brought against the individual concerned and Alternative Education may be sought for the student.

## **6. Confiscation of inappropriate items (searching and screening)**

All staff have the powers to confiscate, retain or dispose of a student's property, so long as it is reasonable in the circumstances (**See Appendix 4 – DfE Guidance on Screening, searching and confiscation 2013**).

The power to search without consent for "prohibited items" includes:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any other item banned by the Campus rules

Weapons, knives and pornography must always be handed to the Police, otherwise it is for the Head of Campus if confiscated item (see Appendix 4 - "West Midlands Police - Weapons in Schools Guidance Document")

## **7. Weapons related to Permanent Exclusions**

It has been agreed at Schools Forum that all any weapon-related permanent exclusion should be reported to the Police. This will assist agencies in accessing positive interventions. "Weapons" include:

- a) Those either made (e.g. knuckle-duster, dagger, gun) or adapted (e.g. broken bottle) for causing injury to the person; and
- b) Weapons such as kitchen knives, spanners, hammers intended to cause injury to the person.

## **8. Exclusions Protocol (Fixed Term)**

Fixed term exclusions are only issued as a last resort where a student's behaviour has exceeded the normal sanctions and the incident is so serious that an extended period of Isolation is not deemed appropriate. Where possible, Parking within a Reflection Zone in a Campus or Parallel Parking in another Campus will be used as Alternative to exclusion

It is not an option to send a student home unofficially so all requests to return home must be treated as fixed term exclusion and recorded as such on the register.

All exclusions must be agreed with the Head before being issued. At SCS, exclusions should be not used for:

- Minor incidents

- Poor academic performance
- Lateness or truancy
- Breaching dress code including hairstyle or jewellery
- Punishing students for the behaviour of their parents by extending their fixed term exclusion until the parents agree to attend a meeting.

#### **9. Length of fixed term exclusion**

The law allows a school to exclude a pupil for up to 45 days in a school year. However, at SCS, individual exclusions should be for the shortest period necessary. Work should be set and marked for all periods of exclusion up to 5 days. If a student is excluded for more than 5 continuous days then the Campus may consider providing alternative education on the 6<sup>th</sup> day at another campus within Sandwell Community School.

#### **10. Useful / related documents**

This Behaviour Policy and Discipline Policy should be read in conjunction with the following Policies:-

- Attendance Policy
- Anti-bullying and Anti-Harassment policy
- Safeguarding and Child Protection policy and guidance
- DfE guidance, Behaviour and Discipline in Schools, February 2014
- Use of Reasonable Force – Advice for Head Teachers, Staff and Governing Bodies
- Screening, Searching and Confiscation – Advice for Head Teachers, Staff and Governing Bodies
- Keeping Children Safe in Education – September 2016

## APPENDIX 1

### THE EIGHT DOMAINS OF PRACTICE

The eight domains of practice shown in the diagram focus on techniques to prevent low level disruption - motivating the critical mass of students (90%) to achieve high levels of “on task” behaviour.

The last two domains focus on techniques to de-escalate disruptive behaviour, guiding students back on task, defusing highly volatile confrontations and creating a “win, win outcome”.

The curriculum is central when planning for the prevention of disruption. Teaching, learning and behaviour are inter-dependent when creating an ethos and climate for continuous improvement.

Domain 1            Authoritative Leadership

Domain 2            The Curriculum

Domain 3            Communication Skills

Domain 4            Visual Aids

Domain 5/6           A range of strategies to increase “on task” behaviour and avoid creating mass off task behaviours.

Domain 7/8           A range of strategies are employed to Recover low level off task behaviours or serious incidents. These may include a student accessing the “**Behaviour Recovery Zone**” in their classroom. More disruptive behaviour may require a student to access “**Parallel Parking**” in another part of the campus. More serious incidents which would normally have resulted in an extended fixed term exclusion will result in a student being “**Parallel Parked**” at **Tipton Campus**, where more specialist support and mentoring to improve behaviour is needed.

## ROAD MAP: EIGHT DOMAINS OF PRACTICE

**1.AUTHORITATIVE LEADERSHIP:** calm, confident, measured, planned – the teacher can maintain high levels of order by being prepared

**2.CURRICULUM:** crisp start, pace, segmentation, relevant, matched to students' needs – the content and delivery of the curriculum can prevent

**3.COMMUNICATION SKILLS:** short clear directions, explanations/instructions broken down into bytes matched to students' understanding and language skills

**4.VISUAL AIDS:** rules, awards and rewards, consequences and sanctions, serious incidents – reference to the visual display's stops

**STRATEGIES:** a range of strategies that are built on the four building blocks listed above. As well as the strategies being effective at the time of use – each strategy aims to 1) maintain low level stress of teachers and 2) build for positive long-term

### INCREASING ON-TASK BEHAVIOUR (critical needs):

- Praise the early starters
- Praise and repeat directions
- Three part praise statements
- Use positive presence
- Motivational Challenges
- Use of awards / rewards
- Use of an incentive
- Praise group work
- Praise whole class

### NON-DISRUPTIVE - LOW LEVEL OFF-TASK BEHAVIOUR (avoid creating mass off-task behaviours):

- Use of child's name
- Physical presence (positive)
- Check book / work
- Re-teach
- Praise – ignore
- Eye contact (encourage)
- Praise re-engagement

### DISRUPTIVE LOW LEVEL - OFF-TASK (if teacher or students are prevented from working)

- Use of body - re-teach
- Refocus and praise
- Move seat - re-teach
- Positive Warning
- Record persistent disruption
- Follow class hierarchy
- De-personalise - state high expectation - positive

### SERIOUS INCIDENTS THE BOTTOM LINE

- Heightened awareness of unsettled group behaviour
- Defuse any building tension
- Positive private talk
- De-escalate and calm the situation
- Use open but safe body language
- Refer to liability consequences
- Referral to HoF
- Serious incident review

**BEHAVIOUR RECOVERY RE-THINK SHEET**

**PUPIL:-**

**TUTOR:-**

**DATE:-**

**What did I do wrong?**

**What rule did I break and why was this wrong?**

**What could I do next time that would stop me getting into trouble?**

**When allowed to go into lessons, will I be able to follow the rules?**

**SAFE, HAPPY, LEARNING**

## APPENDIX 2

SCS agrees to: -	The Student agrees to:-	Parent/carer agrees to:-
<ul style="list-style-type: none"> <li>• Keep in regular contact with home and share success and concerns and contact parents if pupils are absent.</li> <li>• Be available between 8.30am – 4.00pm Monday – Thursday and 8.00 – 2.30 Fridays during term time.</li> <li>• Offer a personalised programme of support to meet the needs of students and to help them achieve their goals.</li> <li>• Support pupils to improve their behaviour and arrange restorative meetings following incidents</li> <li>• Offer a range of qualifications to include GCSE's, and Entry Level learning.</li> <li>• Enter pupils for appropriate exams and ensure Access Arrangements are in place where necessary.</li> <li>• Offer vocational learning matched to the interest of the pupil.</li> <li>• Provide regular information about pupils progress, learning and their behaviour through reports, telephone calls, meetings and parents events.</li> <li>• Prepare pupils for moving on to Employment, Further Education or Training.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the correct entrance, sign in, and stay on the school site until it is time to leave.</li> <li>• Attend all lessons on their timetable and be on time.</li> <li>• Not use their phone in lesson for calls, texts or music.</li> <li>• Not smoke in or around the school site.</li> <li>• Not use inappropriate language or offensive remarks.</li> <li>• Treat all staff, other pupils and visitors with respect and use good manners.</li> <li>• Work hard to make progress with learning and behaviour.</li> <li>• Read and agree to the Behaviour Contract and the Safe Use of Internet Contract.</li> <li>• Wear the uniform agreed at Induction.</li> <li>• Be punctual when attending any Off Site provision, always showing respect and good manners.</li> <li>• Complete HW if requested to a high standard</li> <li>• Abide by the rules for using ICT equipment at West Bromwich Campus.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure your child is well rested and prepared for their day</li> <li>• Inform us of any absences due to ill health and of any ongoing health problems your child has which may affect attendance.</li> <li>• Make sure your child is clean and smart in the uniform agreed at Induction and has appropriate sportswear for PE.</li> <li>• Encourage my child to use the internet responsibly &amp; know school takes precautions to ensure inappropriate material is not accessed.</li> <li>• Let us know about any incidents at home which may affect your child's behaviour at school.</li> <li>• Provide Healthy Pack lunches if not accessing free school meals.</li> <li>• Make a <b>£30</b> contribution to repair or replace anything deliberately damaged by your child. This includes lockers, door, furniture etc.</li> <li>• Meet the full cost of replacing any lost bus passes.</li> </ul> <p style="text-align: center;"><b><u>Please Tick or Cross</u></b></p> <p><input type="checkbox"/> I agree to photos of my child being published.</p> <p><input type="checkbox"/> I agree to my child leaving the site at lunchtime</p>

Signed: \_\_\_\_\_ (Staff)

Signed: \_\_\_\_\_ (Student)

Signed: \_\_\_\_\_ (Parent)

## **APPENDIX 3 – Use of Reasonable Force - 2013**

**APPENDIX 4 – Screening, searching and confiscation – 2013**

## **APPENDIX 5 – Knife Crime Checklist**

In the event of information that a pupil has a knife on school premises, the following procedure should be considered.

- Locate the pupil and two staff take the child to a designated place free from obstacles
- The pupil should be searched to try and locate the weapon
- At no point should the pupil be left unattended
- The knife/weapon is to be secured and placed in the school safe with incident information
- Pupil's parents/guardian to be informed
- Police to be called (999) if there is any immediate danger to other pupils or staff
- Police to be called (101) with details of the offender and incident details on each occasion
- PC Treasure to be informed of the incident and action plan can be formulated
- Pupil can be excluded and asked to leave the site if this matter do not require immediate police intervention.

Weapons in Schools

Guidance Document



## Introduction

This document has been created for guidance, support and to raise knowledge around the powers and law when dealing with offensive weapons.

West Midlands police are committed to keeping pupils safe, reducing the risk of young people getting drawn into crime or anti-social or extremist behaviour, improving the safety of the school site and surrounding area, building positive relationships between pupils and the police, promoting shared values and improved community relations generally within the school and wider community.

## Core Principles

As young people develop maturity they naturally experiment with their behaviour and test boundaries. The younger they are the less capacity they will have for restraining themselves, resisting temptation or resisting peer pressure. They will mature at different rates and will have less life experience than adults. We would also expect them to benefit from a greater opportunity to learn from their mistakes, being more able to change their behaviour and attitudes than adults. Young people will also suffer a greater impact from social stigma or a criminal record, affecting their future opportunities and prospects. Effective integration back into their communities is a key consideration.

None of this excuses poor or criminal behaviour. It actually increases the need to intervene at a low level, to show that actions have consequences, and that harm is being caused. But we must also be careful, in acting positively, to take into account immaturity and ensure we don't inadvertently damage a young person's future. Police disposals should assist in one or more of the following:

- Confront young people with the consequences of offending.
- Help develop a sense of personal responsibility.
- Manage a clear risk to young people within the community.
- Reinforce the serious nature of weapon-related crime.
- Strengthen factors that reduce the risk of re-offending.
- Encourage reparation.
- Encourage the restoration of relationships of trust.
- Define, agree and reinforce the responsibilities of parents.

We will be firm, fair and consistent with young offenders. We will separate the young person themselves from the behaviour they have exhibited. Decision makers must have regard to the principal aim of the youth justice system, which is to prevent offending by children and young people. Consideration must be given to the interests of the young person when deciding whether it is in the public interest to prosecute. Youth Offending Teams (YOTs) are our key partners in tackling youth crime and their experience and skills should be utilised to the full.

In the interests of our communities, victims and offenders, West Midlands Police have agreed to make most decisions on offence resolution for young offenders in partnership with Youth Offending Services. Joint Decision making will facilitate a partnership approach and improve outcomes. We believe that more time and effort invested in dealing with offending behaviour at this early stage will better serve our communities in the long run.

### **Incident Reporting**

Where the police School Link Officer (SLO) are not available and an immediate police response to an incident at the school is required, dial 999. For example: a student has been detained in possession of a knife on school premises and poses, or is likely to pose, a risk of:-

1. Danger to life.
2. Use or immediate threat of use, of violence.
3. Serious injury to a person.
4. Serious damage to property.

When there isn't such a clear and present immediate risk school staff have the option of reporting incidents directly to their SLO or through the police non-emergency number by dialling 101.

Due to the serious nature of weapons possession and potential consequences, contact should be expeditious in order that future risk is managed and behaviour confronted.

The SLO will, wherever possible, utilise the disposal of lower-level offences by 'community resolution' to avoid disproportionately criminalising young people. The SLO will seek the views of the head teacher to establish the preferred method of disposal with all factors taken into consideration. When a community resolution is not an option we would consider a range of other disposal methods including caution, voluntary interview and, in the most serious cases, arrest.

Any articles intended/used in an incident will be seized by the police and destroyed, schools are asked to retain items in a safe place until police attend.

### **Outcomes/ Specific benefits**

Through proactive partnership working between police and schools to tackle weapon-related incidents the following benefits and outcomes can be achieved.

#### **Schools will:**

- Be helped to identify, challenge and support pupils most at risk of causing harm and offending through benefiting from the professional expertise a police officer can bring, and other partners accessible through police contact i.e. Youth Services, Youth Offending Services.
- Experience a calmer school environment which is more conducive to learning and achieving and where all members of the school community will feel safer and understand the consequences of weapon possession.

- Be provided with greater opportunities to work with partners, helping to support more effective interventions with pupils and families.
- Uphold a reputation for maintaining a safe school environment where weapon possession isn't tolerated and where assistance is provided to prevent and deter and divert young people from future offending.
- Be able to evidence joint preventative action for any future serious case review, including how risk has been managed and young people safeguarded.

**The police will:**

- See reductions in youth crime and anti-social behaviour, through identifying and dealing with issues at an early stage in school.
- Continue to develop partnership working with local schools through shared understanding and cooperative working.
- Be able to identify and support children and young people who feel threatened by crime and anti-social behaviour through prevention and early intervention.
- Have the opportunity to develop relationships and talk to young people about local crime issues, including if there are problems around gang culture, group offending, weapon carrying or risks from violent extremism.

**Law and Definitions**

Possession of a weapon is a criminal offence. The law provides police with specific powers to safe guard the public; the following definitions provide police with power to deal with incidents involving weapons.

**Offensive Weapon**

Any person, who without lawful authority or reasonable excuse, proof of which shall lie on him, has with him in any public place any offensive weapon, shall be guilty of an offence

*Contrary to section 1 prevention of crime act 1953*

Any article made or adapted for use for causing injury to the person, or intended by the person having it with him for such use by him, or by some other person.

**Going Equipped**

Any person, when not at his place of abode has with him any article for use in the course of, or in connection with any burglary or theft

*Contrary to section 25 theft act 1968 (as amended by fraud act 2006)*

### **Carrying a bladed or sharply pointed article**

Any person who has with him any article, which has a blade or is sharply pointed in a public place without good reason or lawful authority, commits an offence.

*Contrary to section 139(1) criminal justice act 1988*

### **Carrying a bladed or sharply pointed article on school premises**

Any person who has with him any article, which has a blade or is sharply pointed or any offensive weapon on school premises without good reason or lawful authority commits an offence.

*Section 139A criminal justice act 1988*

### **Power of entry and search: Carrying a bladed or sharply pointed article on school premises**

A constable may:

- Enter and search school premises and persons on school premises for bladed articles, pointed articles, offensive weapons if reasonable grounds to believe offence or possession of such an article is or has been committed.
- Seize and retain anything found.
- Use force, if necessary.

The meaning of offensive weapon can be broken down into two categories:

- a) Those that are offensive per se, that is, those either made (e.g. knuckle-duster, dagger, gun) or adapted (e.g. broken bottle) for use for causing injury to the person; and
- b) Weapons not so made or adapted (e.g. kitchen knife, spanner, hammer) but intended by the person having it with him for causing injury to the person.

## 11. Ratification

Signed:.....

K Morgan

Head Teacher

Date:

Signed:.....

J McBride:

Chair of Governors:

Date:

Implementation: 28.03.17 (Academic Year 2017 -18)

Review Date: February 2018