

Behaviour Policy

2018/19



Policy Adopted on: **09.06.2018**

Approved by: **Full Board of Trustees**

Date of Review: **01.09.2019**

Signed: _____

LGB Date of Ratification	June 2018
Review Interval	Yearly
Date of Last Review	September 2019
Owner & Attached Governor	Louisa Burnett & Armajit Johal

Aims and Objectives

Seva School will use positive behaviour management to create an environment where effective teaching and learning can take place.

Seva School affirms that in order to enable effective teaching and learning to take place, good behaviour in all aspects of School life is essential.

An effective caring and learning environment that exhibits good behaviour and discipline will be more readily created with the following Head of Schools are evidenced:

- (a) A consistent approach to behaviour management
- (b) Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- (b) Ensuring fairness of treatment for all;
- (d) Promoting early effective intervention and transition to support students
- (e) Providing a safe environment free from disruption, violence, bullying and any form of harassment;
- (f) Encouraging a positive partnership with parents to develop a shared approach to involve them in the implementation of the School's policy and associated procedures.
- (g) Preparing students for the world of work.

Curriculum Implications

We believe that students thrive upon success in achieving their goals and, in support of this, much thought will go into curriculum design and pedagogical practice so that learning opportunities in the School meet the needs and aspirations of all students and are accessible to all.

Seva School recognises that the successful promotion of good behaviour and discipline is made easier when students are engaged, inspired and challenged through the curriculum and by the process of learning.

Pastoral Implications

In a similar way, good behaviour and discipline is more likely when students are happy, confident and have positive relationships with those around them. This will be the central focus of the pastoral care arrangements within the School.

From time to time students will encounter difficulties, whether within the School or from circumstances in their lives outside. Sometimes these can have the potential to jeopardise the student's successful learning and it is critical that we take care of our students under these circumstances to the fullest extent possible through effective and appropriate arrangements within the pastoral care system.

Seva School will seek to involve parents fully in matters affecting the welfare, behaviour and discipline of their child and will also involve external agencies as appropriate.

The School Behaviour Policy is written in line with the following areas of legislation and guidance.

Education Act 2002

Education and Inspections Act 2006

Equality Act 2010

Education Act 2011

Behaviour and Discipline in Schools – DfE Guidance
2012

1. A guide to the law for school governors:

<http://www.education.gov.uk/schools/leadership/governance/b0065507/gttl>

2. The Department's advice on the Equality Act 2010:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

3. Use of Reasonable Force – advice for head teachers, staff and governing bodies:
<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/use-ofreasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

4. Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies:
<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>

5. Guidance on Dealing with Allegations of Abuse against Teachers and Other Staff:
<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-inschools/allegations-of-abuse-against-staff>

School Rules and Consequences

Classroom

Below are the rules we expect all our students to follow. These are built on respecting individuals and creating positive learning environments. Every classroom should have a poster of these rules on display.

I will demonstrate good learning skills by:	
1	Arriving on time for class (late arrival will incur an instant C3)
2	Doing as I am asked first time
3	Listening carefully whilst others are speaking
4	Allowing others to get on with their work
5	Showing respect to others by keeping my hands, objects and comments to myself
6	Always doing my best

B4L Consequence System

First Misbehaviour	Verbal Warning*	C1
Second Misbehaviour	Verbal Warning*	C2
Third Misbehaviour	Removal from Class to a behaviour lead	C3 30 minute on the day detention
Fourth Misbehaviour	If you fail to reach the behaviour lead or If you disrupt the class you are moved into, SLT will be called and you will then face a day in Internal Isolation	SI A day in Internal Isolation

Seva Response

When issuing a consequence the teacher will email response to inform the senior leadership team, pastoral leaders and Head of Departments of the consequence.

When emailing response all that should be sent is the name of the student and location of the lesson and the behaviour lead they are going to. In an emergency the word RED should be typed into the subject box.

Serious Incidents

The following behaviours may lead to any number of the following sanctions: parent meeting, internal isolation, fixed term exclusion, Governors Panel/Warning or Permanent Exclusion.	
1	Verbal or Physical abuse of staff/student
2	Fighting
3	Swearing
4	Possession or use of alcohol or drugs
5	Bringing in dangerous items into the School
6	Setting off the fire alarm
7	Deliberate damage to School possessions
8	Smoking in the School

9	Bullying or racist behaviour in person or over social media
10	Truancy
11	Making malicious unfounded allegations against a member of staff
12	Walking out of class without permission
13	Failing to settle in behaviour lead

Around the School

As a respectful member of the community I will-
Wear my uniform correctly at all times
Keep the School tidy
Eat and drink only in the hall
Walk around the School in a calm sensible manner
Move around the School on the left hand side of corridors and stairs
Clear my table after eating in the hall
Line up in silence outside my classroom
Remove all outdoor clothing when entering the building

Internal Isolation

Internal Isolation is used when a student has failed to settle down after a C3 removal into the behaviour leads classroom. The Internal Isolation Officer enters the C4/SI after the follow up with the On Call member of staff. This is also used if a student collects more than 1 C3 in a day or could be used for a serious incident (SI).

Typical Day in Internal Isolation

Period 1&2	English
Break	Silent Reading
Period 3&4	Maths (including a supervised toilet break)
Tutor Time	Lunch with Silent reading
Lunch	Silent Reading (Lunch with a member of SLT)
Period 5&6	Science (Including a supervised toilet break)
After School	Reconciliation meetings and Silent Reading

The student is collected at the next available and appropriate slot to sit the day in isolation. This consequence is also used where a student has behaved in a more serious manner they may be isolated as an alternative to exclusion from school. Students have break and lunch in the internal isolation area. They are expected to work in silence throughout the day and the day has to be 'passed' by the Internal Isolation officer. Parents will be informed by phone call or text. The Pastoral team are responsible for placing students in Internal Isolation in agreement with a member of SLT. Students with statements of special educational needs may or may not be placed in the Internal Isolation without consultation with the Director of Inclusion or member of the SEN team who may make alternative arrangements. The isolation day runs from 8:30am – 4pm. Students have 2 warnings in isolation to ensure a silent and productive working environment. If a student receives the 3rd warning they will be excluded from the School and be expected to sit the isolation when they return.

Zero Tolerance

Students who persistently disrupt the learning of others will be placed on Zero Tolerance (ZT). ZT requires students to go immediately to isolation if they receive a C3.

- X3 SI's trigger being placed on ZT
- X2 C3s in a week
- X2 Exclusions

ZT students will be reviewed every Friday by the pastoral team. Students who have had 4 consecutive weeks with no incidents will be removed from ZT.

Parents will be informed by letter and/or phone call that their son/daughter is being placed on ZT, this letter will outline what is expected from the student to ensure they are removed from ZT.

If students continue to disrupt the learning of others then they will be at risk of not graduating into the next year with the rest of their year group and will be held back on a temporary basis.

Roles and Responsibilities

The LGB, Head of School and staff will ensure there is no differential application of the policy and procedures on any grounds; particularly ethnic, cultural, religious, gender, disability or sexuality. The School will also ensure that the concerns of students are listened to and appropriately addressed.

The LGB will support the School in maintaining high standards of behaviour and, in consultation with the Head of School, staff and parents will formulate and publish its own policy for behaviour and discipline and monitor its application. It will formally review the policy at least bi-annually considering evidence from attitudinal surveys as well as data, for example, on the use of commendations and sanctions including exclusions.

The Head of School and LGB will ensure that appropriate training is provided for staff in order to support their work in implementing the policy.

All staff will be required to share the responsibility for establishing and sustaining good behaviour and for ensuring that the policy and procedures are followed, and consistently and fairly applied.

Parents will be expected to take responsibility for the behaviour of their child both inside and outside the School. They should be encouraged to work in partnership with the School to assist in the maintenance of high standards of behaviour and will have the opportunity to raise any issues arising from the operation of the policy.

Students will be expected to take responsibility for their own behaviour and will be made fully aware of policy, procedures and expectations. Students will also understand their responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported to the appropriate person in the School.

Recording and Record Keeping

All significant events will be recorded. Records will be brief, precise, accurate and relevant. Any contemporaneous witness evidence will be in writing, signed and dated. As records can be called as evidence in law they should have the integrity to bear rigorous external scrutiny.

The Head of School will not only ensure that efficient systems are in place for record keeping, but that effective actions are taken to support and encourage positive behaviour; for example, from analysis of logs of incidents.

There will be systematic tracking of students by, for example, gender and ethnic or natural origin; by cultural, religious or sexuality allegiance; and of students with special educational need or disability, and 'looked after children' and students 'at risk'.

Records will be archived normally for 5 years but for 10 years in exceptional circumstances.

Bullying

Any form of bullying will not be tolerated at the School. Please refer to the anti-bullying policy for more information on:

- Bullying outside of the school
- Cyber bullying
- Preventions
- Interventions
- Dealing with bullying

Rewards and Sanctions (see separate School reward policy)

The School will adopt a formal commendations procedure.

Good order based upon respect for the individual, respect for others, respect for the environment, and an understanding that learning can only take place within a settled environment is required. It is the responsibility of all staff to generate a positive and purposeful ethos and high levels of corporate self-regulation and individual self-discipline will be expected of students. Opportunities will be taken readily to praise achievement, acknowledge considerate conduct, commend caring actions, and celebrate successes.

Sanctions will be applied to inappropriate behaviour. The nature of the sanctions and associated procedures will be decided by the School, except in the case of exclusions where the policy and its associated procedures is the subject of a separate policy statement.

A range of sanctions will be defined clearly in the procedures and their use will be characterised by clarity about why the sanction is being applied and what changes in behaviour are required to avoid future sanctions.

Involvement with outside agencies

Seva School will work positively with external agencies. We will seek appropriate collaboration with them to ensure that the needs of all students are met by capitalising on the range of external support available.

Behaviour 'out' of School

The School's teachers have the right to discipline a student for misbehaviour when the child is:

- Travelling to and from the School(including travelling on the school buses)
- On any School visit
- Wearing School uniform
- Or are identifiable as a student of the School
- Poses a threat to any other student or member of the public
- Adversely affect the reputation of the School
- Using social media

In all of these circumstances the Head of School will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will be informed.

In addition, School staff will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the School staff should follow its safeguarding policy.

Teachers have the legal power to set detentions out of School hours and confiscate property from students off School site. The School does not have to give parents notice of afterschool detentions or tell the why a detention has been given.

The School will use the same set of sanctions in line with, 'In-School' behaviours for misbehaviours reported off site.

The power to use reasonable force

The School can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Telling parents when force has been used on their child

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to the School to decide whether it is appropriate to report the use of force to parents.

In deciding what is a serious incident, teachers should use their professional judgement and consider the:

- pupil's behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff; and the child's age

Restraint should only be used as a last resort and if there is an obvious threat to the safety of the member of staff, the student or other student. If restraint is planned there should always be 2 members of staff both of whom are on the trained list

Definitions

“Reasonable force – using no more force than needed. Restraint means to hold back physically or bring a pupil under control” (Use of reasonable force advice or head teachers, staff and governing bodies, DFE, July 2013, pg 4)

Physical contact with Students

It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.

Examples of where touching a student might be proper or necessary:

- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

The following members of staff have received ‘safer Handling’ training:

Gurdial Singh

Mairi Mawn Claire McDougall

Interventions for Poor Behaviour Choices

Detentions

Once a student has received a C3 in class they are given a 30 minute detention that day and are sent from the class to the behaviour lead. The teacher from the original lesson processes the detention using go for schools, documenting what the detention was for.

Parents are informed of detention by a text and or phone call from the School. The teacher issuing the consequence will complete a follow up phone call to discuss the incident. Students who fail to attend the detention are not allowed back into the School until they have attended a meeting with their parents/guardians the following morning.

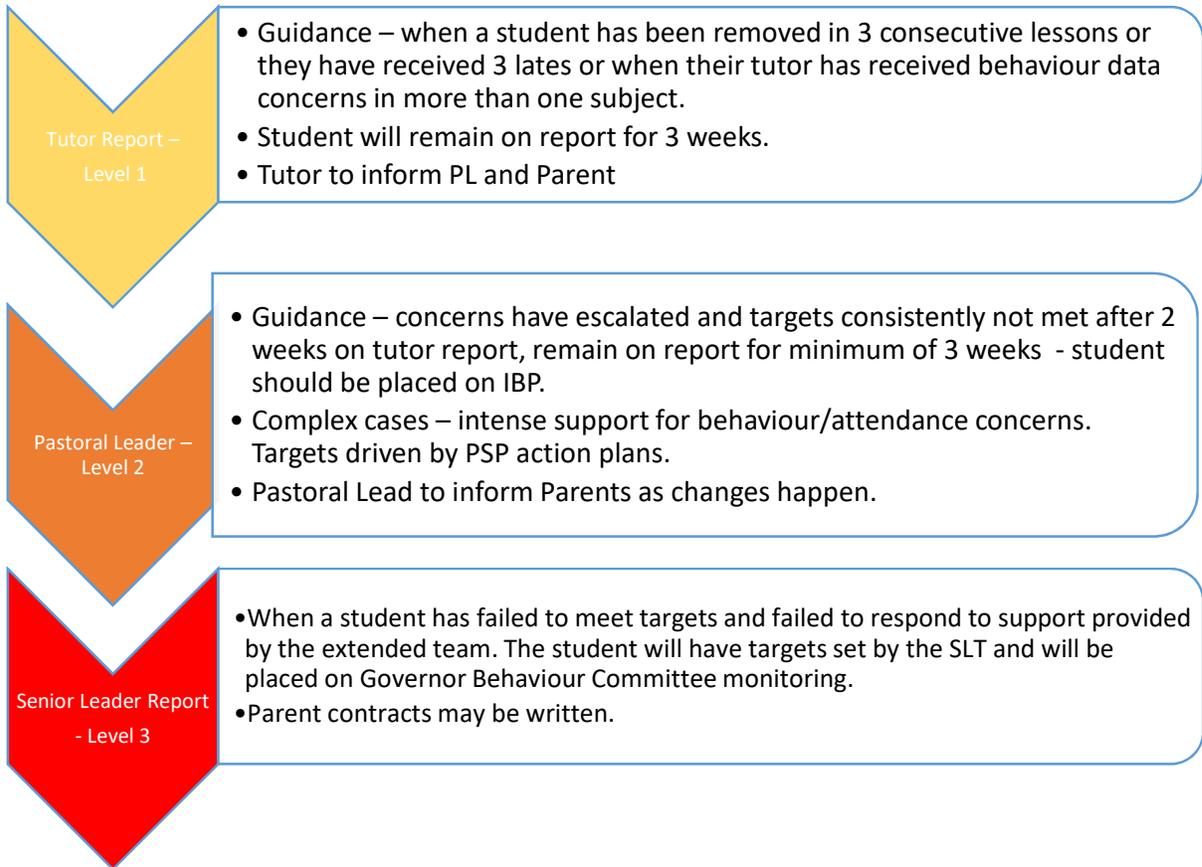
Late to the School will incur an instant c3 and students will be required to sit their detention on the same day. Two lates to the School in one week will incur a full day in isolation.

Students that misbehave or eat in non-designated areas around the School during lunch and break times will receive an instant C3 same day detention after school.

Students will also be issued with an instant C3 for forgetting their reading book.

Report Cards

These are issued by SLT/ the tutor/Head of Departments and the pastoral leaders after weekly monitoring of the generated B4L data. Reports are delivered to the students during Monday P1. The flow charts examples the report card process:



The report cards are completed by the teachers at the end of each lesson and shared with the tutor at tutorial time and PL at the end of the day. Failure to complete the report card successfully results in movement to the higher level.

Exclusion

Exclusion is a very serious sanction and the decision to exclude is not taken lightly. The decision to exclude a student from the School is made only by the Head of School. Parents are informed by telephone and by letter if their child is excluded.

Parents are legally responsible for their child for the first 5 days of any exclusion and they must **be at home** during this period. After 6 days the School will make arrangements with the parents in offering education.

Parents are expected to attend a reintegration meeting with a member of the senior leadership team on return from any exclusion. Students are always monitored on a SLT report card following exclusion. On return from exclusion students must complete a full day in isolation. Students who have been excluded will be put on to a PSP plan, which will be discussed with the parents and the student at the reintegration meeting and shared with the relevant staff to support the student to make the right choices in the future.

Governors Behaviour Panel

Students who are failing to improve their behaviour despite interventions are asked to appear with their parents before the Head of School/Assistant Head Safeguarding and Welfare and if available, a School Governor. They are expected to account for their behaviour and sign a behaviour contract. All such students are monitored by SLT for up to 4 weeks following being called to the panel.

School Police Liaison

The School works closely with the West Midlands Police to assist us in ensuring that our students are safe both in the School and in the local community. They will give advice, information and support to students and their families. The School and West Midlands Police share information to this end. Where a criminal offence is known by the school to have taken place either in or outside school this information will be passed to West Midlands Police.

Searching

The Head of School and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons (Student who are baptised are allowed to carry a Kirpan)

- 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).
- Alcohol
- Illegal drugs
- Head of School and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

The School is not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil’s bag or locker and for the pupil to agree

Establishing grounds for a search

Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

Teachers must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.

There is a limited exception to this rule. Teachers can carry out a search of a pupil of the opposite sex to you and / or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

Screening

What the law allows:

The School can require pupils to undergo screening by a hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.

School statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.

Any member of school staff can screen pupils but this will normally take place in the presence of a member of SLT.

Also note:

- If a pupil refuses to be screened, the School may refuse to have the pupil on the premises. 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.
- If a pupil fails to comply, and the School does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Refer to link 4 on page 2- DFE guidance on searching, screening and confiscation for further information.

Telling parents and dealing with complaints

Schools are not required to inform parents before a search takes place or to seek their consent to search their child. There is no legal requirement to make or keep a record of a search.

Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Complaints about screening or searching should be dealt with through the normal school complaints procedure.

Students who are found to have made malicious accusations against school staff

The fact that teachers are often the only adult in a classroom of young people means that they can be subject to false or even malicious allegations. As well as being a distressing experience, this can affect career progression and damage the perception of teachers.

It is of course absolutely essential that genuine cases of misconduct or abuse are dealt with fairly and effectively. And to do this, false allegations need to be identified and dismissed quickly.

Governors and the Head of School or the DSL- Assistant Headteacher will ensure that all allegations are investigated without delay. We will work with local authorities, the Home Office and the Association of Chief Police Officers (ACPO) to address this issue.

In most cases, while investigating an allegation we will opt to suspend the teacher in question, regardless of the nature or seriousness of the allegation.

Where there are no risks to children, alternatives must be explored so that teachers do not have to endure the stigma and speculation that accompanies suspension.

False allegations can damage teachers' career prospects even once disproved. Employers are asked to give references for teachers they should never be required to report prior allegations which were found to be malicious or untrue.

Students found to be making false allegations about staff will be excluded.

Monitoring and reviewing of the Policy

The behaviour and discipline policy will be monitored by the LGB annually. This is a working document and will next be reviewed September 2019.

The School rules are reviewed annually and all stakeholders are consulted.

This documentation will be given to all parents and students in the form of the parent handbook annually, from September 2018 and is available on the School website under the policies section.