



Behaviour Policy

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Behaviour Policy

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Availability of the Behaviour Policy

This policy is available on request to pupils, the parents of pupils and prospective pupils of the academy. While pupils may themselves raise concerns and complaints under this policy and procedure, the academy will involve parents should this occur. Copies are available from the following:

The Principal/Headteacher
Stone Soup Academy
14 High Pavement
Nottingham
NG1 1HN

Tel.: 0115 822 1834

A copy of the policy is available on the Academy website.

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1 Introduction and Principles

1.1 Stone Soup Academy recognises that the best way of achieving positive behaviour from students is by keeping them busy, engaged and interested.

1.2 Stone Soup Academy believes that a good behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the standards of behaviour expected of all pupils at all times. The behaviour policy should be supported and backed-up by senior staff and the Principal/Headteacher.

1.3 Our Behaviour Policy is a positive, rewards-based system, with regular opportunities to recognise and celebrate success.

1.4 Working in partnership with home is our most effective way of monitoring behaviour. We aim to keep all parents, carers and referrers fully involved in their student's education and engagement, particularly where additional support is necessary. However, we also recognise the need for sensitivity in these conversations as some home situations may be particularly difficult at times.

1.5 The Stone Soup Behaviour Policy is central to our aim of creating a purposeful working atmosphere for staff and students. It rests on the following principles:

- Positive behaviour is fundamental to successful learning, but it extends further than the workroom. We see 'behavioural literacy' as a key skill that is as important as reading or writing.
- If we want students to behave well, we need to create a positive, caring and fair environment to teach, model and manage the behaviours we want. Behaviour is therefore the responsibility of all delivery and non-delivery staff.
- Positive reinforcement – recognising and rewarding students' good behaviours – is more effective than sanctions.
- All staff who work at the Academy will need to try and understand the causes of poor behaviour as well as respond to the behaviours themselves.
- All students need to learn that actions carry consequences, and they therefore have a choice how to behave.

1.6 We will know this policy is successful if we can demonstrate:

- An ethos of respect and tolerance for all
- Positive encouragement, praise and recognition for good behaviour and effort
- Support for Academy staff through CPD (e.g. Class/workroom management)
- Appropriate support systems for students with emotional, social and behavioural needs (reward charts, 'time out' spaces, tutorials)
- Rules which are clear and define the limits of acceptable and non-acceptable behaviours
- A range of consequences and rewards which aim to respond to and diminish, behavioural problems
- Students who understand appropriate behaviours for different situations
- Referrers, parents and families are confident that the Academy offers consistency, safety and structure
- A positive image of our Academy in the local community.

1.7 Regular, ongoing training is part of the Stone Soup Academy's responsibility to support

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staff. We have a training programme that includes workroom management, working with dyslexic students and de-escalation strategies.

1.8 Stone Soup recognises its legal duties under the Equality Act 2010, particularly in respect of safeguarding and in respect of pupils with special educational needs (SEN).

2 Key legal points

2.1 Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. They may:

- Discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Impose detention outside school hours (although this measure is not adopted by Stone Soup Academy).
- Confiscate pupils' property.

2.2 The power to discipline also applies to all paid staff (unless the Principal/Headteacher says otherwise) with responsibility for pupils, such as engagement team.

2.3 Principal/Headteacher, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

2.4 Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of pupils.

2.5 While Academies are not required by law to publish their behaviour policy on their website, it is good practice to do so.

2.6 After the Deregulation Act 2015, schools no longer have a statutory obligation to have in place home school agreements. Home-school relations are important but schools can determine how best to foster these relationships. If schools choose they can have voluntary home school agreements.

See 'Behaviour and Discipline in Schools: Advice for Principal/Headteachers and school staff' DfE guidance document (January 2016) for further information.

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3 Tackling Poor Behaviour

3.1 Stone Soup Academy recognises that just as there are some students who will find some subjects harder than others, so there are some students who will find learning and displaying positive behaviour more difficult.

Some students may exhibit persistent, challenging behaviours and do not respond to some mainstream education systems approach to managing behaviour (e.g. exclusion). Serious behavioural issues like these will take time to resolve. We will provide support and guidance for tutors through Continual Professional Development (CPD) and alternative provision/support as appropriate for our students.

3.2 This policy makes a distinction between low level disruption and challenging, offensive behaviour that we label as 'anti-social'.

3.3 The following types of behaviour are unacceptable. This list is not exhaustive.

Low-level behaviours may include (but is not limited to):

- Being untidy
- Defiance
- Disrespect
- Disrupting learning
- Fire escape use
- Foul language
- Graffiti
- Being late
- Littering
- Not working
- Being rude to others
- Spitting
- Throwing

Other behavioural issues that require greater levels of intervention include:

- Dangerous behaviour
- Damaging property
- Lateness
- Smoking
- Leaving site
- Threatening behaviour
- Violence
- Bullying (including cyber-bullying)
- Sexting

3.4 In addition:

- Lateness is covered by the Attendance policy
- Smoking is covered by the Smokefree policy and the Code of Conduct
- Bullying is addressed in section 7 below.
- Student found writing graffiti will be asked to remove it
- Staff should use every opportunity to reinforce to students the unacceptability of litter around the centres and when using the company vehicles. Any student caught dropping litter or eating outside designated areas will be asked to pick it up and be

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reminded of the Code of Conduct. If the behaviour persists, staff should refer to the consequence system (e.g. '3 strikes').

3.5 The school will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs.

3.6 Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a sanction on that pupil.

3.7 To be lawful, any sanction must satisfy the following three conditions:

- The decision to impose a sanction on a pupil must be made by a paid member of school staff or a member of staff authorised by the Principal/Headteacher
- The decision to impose a sanction and the penalty itself must be made on the school premises or while the pupil is under the charge of the member of staff
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

3.8 A sanction must be proportionate. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

3.9 The Principal/Headteacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

3.10 Corporal punishment is illegal in all circumstances.

4 Reinforcing Positive Behaviour

4.1 Stone Soup Academy aims to uphold a positive, rewards-based system, with regular opportunities to recognise and celebrate success.

4.2 We aim to create a positive, caring and fair environment to teach, model and manage the behaviours we want. Behaviour is the responsibility of all delivery and non-delivery staff.

4.3 Every member of staff should aim to praise in every session at least five times more frequently than they reprimand.

4.4 Good Behaviour may be rewarded during sessions in the following ways:

- **Descriptive Praise**

E.g. 'Thank you for [picking up your rubbish] it [helps to keep the class tidy]' and 'well done for [the task] it [positive description]'

The goal of this is to keep the focus on what the positive behaviour is, why it's positive and to reinforce expectations, building the students' self esteem.

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- **Reward Points**

Reward points are awarded specifically to Key Stage 3 and Key Stage 4 students for attendance, behaviour, class work and upholding the Stone Soup ethos.

4.5 Other methods used on a daily basis to reinforce and reward positive behaviour may include the following:

- The ClassDojo reward system (see below)
- Reward charts to highlight students who have shown positive behaviour or achieved certificates
- Weekly meetings and tutorials
- Tutors/engagement team workers use extensive data on a daily basis to show positive, helpful behaviour as well as negative behaviours
- ClassDojo Lockers are used for the students to see their behaviour score as a percentage from the previous week and staff praise students at the start of the day
- Assemblies are held at various points throughout the year, which is an opportunity for students to publicly receive certificates for good behaviours and achievements (e.g. Best attendance, Overall Engagement, Most improved, Most consistent, achievement in a particular subject)
- Pictures are placed all around the school to promote good times at the academy, which serve as a constant reminder to the students that they have a positive experience with us
- Congratulation cards are sent home to students who show consistent positive behaviour across the school.
- Tutor Group “rewardopoly”

4.6 All positive behaviour that is worth commenting on should be recorded in class dojo and on the master documents which are provided to all teaching and delivery staff.

4.7 The Class Dojo Reward System

Stone Soup Academy uses ClassDojo as a system to record positive and negative behaviour for each individual student.

Students may be rewarded for behaviours such as:

- Hard work
- Excellent work
- Being polite
- Helping others
- Teamwork
- Upholding Stone Soup Ethos
- On time to class
- Being helpful

Negative behaviours, which subtract from their daily total, may be for behaviours such as:

- Defiance
- Damaging property
- Dangerous behaviour
- Foul language
- Leaving lesson
- Smoking

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- Spitting

Where agreed by parents, the accumulation of positive points can translate into tangible rewards including a monetary sum that may be used by students for educational items or activities. Where applicable, the remainder of this money will be released into the student’s bank account on the last working day of August in the year that they leave the school. If their placement is ended early, these rewards may be forfeited.

5 Responding to Challenging Behaviour

5.1 It is important to make clear which behaviours we consider unacceptable, and therefore lead to sanctions.

5.2 All students are required to sign a behaviour contract (see Appendix A) in their induction, which takes place on their first day at the school. This outlines expected behaviours, as well as what is considered unacceptable.

5.3 When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with established systems. A range of disciplinary measures are available and clearly communicated to staff and students. These can include:

- A verbal reprimand
- ClassDojo negative point
 - Three negative points constitute a warning
- Loss of privileges such as:
 - failure to earn ClassDojo rewards
 - removal of ClassDojo rewards earned
 - not being allowed to participate in offsite activities including afternoon activities, end of term trips and residential trips
- Isolation including during break and lunchtime
- School-based community service or imposition of a task such as:
 - picking up litter
 - tidying a classroom
 - helping clear up the dining hall after meal times
 - removing graffiti
- Being placed on report (including being set individualised targets to reach) for behaviour monitoring
- In more extreme cases schools may use temporary or permanent exclusion (please refer to the school’s Exclusions Policy).

5.4 Responding to challenging behaviour in class

The sanctions system is a series of steps. At each step, staff should remind the students that they have a choice. It is also the delivery staff’s decision to know when to implement this formal system:

- **A Refrain** - Remind the student of the Code of Conduct or Behaviour Code, (depending on the programme) and that they have a choice.
- **Negative** - If the reminder doesn’t work, give student a negative point on the Classdojo system. The Engagement team will then monitor the lesson and that particular student via cameras and the online system.
- **Second Negative** - Student is removed from the session by an ET member to talk to them one to one. Ask them to analyse the effect of their actions (e.g. “What do you

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think will happen if you do knock him out?”, “You are better than this”, “The (Name of student) that I know makes the right choices here”).

- **Third Negative** - If the refrain and negatives don't work, the student will be sent to the learning hub facility under supervision. The student will spend the rest of that session with the Engagement team who will re-focus them into a more positive frame of mind. It is always useful to offer some discussion time outside of the session with a student who is displaying challenging behaviour; however if staff are alone with a student and if a colleague is not available to attend the discussion, tutors must remain visible to other staff or CCTV cameras.
- **Calling for Assistance** - If the student is still being disruptive, or if s/he is very abusive and there is a high possibility that the student, tutor or others may be harmed, a Lead Tutor or a colleague should be called to assist.

(N.B. This policy should be read in line with Physical Intervention Policy and the positive handling policy which is attached as appendix 2)

The decision to return the student to the same session should be carefully considered between the staff member and the Lead Tutor. It is the student's responsibility to be in class, learning, and it is the delivery staff's responsibility to assist them to achieve this. If staff are aware that a student is causing serious disruption which is interfering with the work of other students, preventing the session from taking place or is behaving in a way which is likely to lead to a major confrontation, then the standard practice is to remove them from the teaching/activity area. Staff should not send a student out of the room to wander around the building.

5.5 Staff should not raise their voices to students, but instead use refrains in their usual tone. We recognise that this is more successful than shouting as many students react badly to this and it can escalate small situations.

5.6 If staff witness some negative or challenging behaviour that needs comment, it should be recorded on class dojo as a negative mark. For more serious incidents, an incident report (attached as appendix 3) should be completed at the earliest possible time, using notes and discussion with staff involved. All information and recordings should be passed to the Lead Tutor. The outcome of the incident will be fed back to tutors through team briefings.

5.7 All incidents involving situations where a student, tutor or member of the public has been at risk of harm should be noted on an Incident Form or a cause for concern form. This matter should also be brought to the attention of the Principal/Headteacherteacher who will decide if the matter requires reporting to the Governing Body.

5.8 Where tutors are concerned about behaviour, the Principal/Headteacherteacher, or Lead Tutor may schedule a meeting with the parent/guardian.

Working in partnership with home is our most effective way of monitoring behaviour. Most parents are supportive and understand we are acting in the student's best interest. However, we also recognise the need for sensitivity in these conversations as some home situations may be particularly difficult at times. Therefore, we discourage individual members of staff from calling home directly, and contact with home should not be made without first speaking with the Principal/Headteacherteacher or Engagement team

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manager. No phone calls should be made using personal phones.

5.9 Teachers have the power to discipline pupils for misbehaving outside of the school premises to such an extent as is reasonable. This may include:

- Misbehaviour when the pupil is:
 - Taking part in any school-organised or school-related activity
 - Travelling to or from school
 - Identifiable in some way as a pupil at the school (e.g. uniform or some other way)
- Misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the school
 - Poses a threat to another pupil or member of the public
 - Could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

5.9 Where a student is endangering themselves, the building or others, they can be removed from the building to allow them to calm down. This is a short term measure and all students should return to the Academy as soon as it is safe to do so.

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6 Sanctions

6.1 Responding to challenging behaviour using ClassDojo

All members of teaching staff have access to the ClassDojo system on computers and mobile phones. They should use this to respond to low-level disruption (verbal abuse, deliberate or persistent disruption etc.).

- Staff will use a refrain such as 'if that happens again you will earn yourself a negative point'. If behaviour continues, a negative point is given.
- The Engagement Team monitor sessions through CCTV; if another negative is given in that lesson the ET respond and remove the student. The ET work with that student and re-focus them to a more positive frame of mind for return to class, but if unsuccessful they are removed completely and continue the learning away from the classroom.

6.2 Warnings

Three consecutive negative points on ClassDojo for the same behaviour constitutes a warning. Certain specified behaviours, such as smoking and leaving lesson, are immediately counted as a warning.

Students who receive a warning forfeit any ClassDojo rewards earned in that day.

6.3 Where a student begins to gather large numbers of warnings in a half term, their behaviour is more closely monitored by the Engagement team and a series of consequences are implemented to ensure the child's engagement and welfare:

- Six warnings: Personal Coach intervention

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- Ten warnings: a letter is sent home to the student’s parent notifying them of their child’s behaviour.
- Fifteen warnings: Student attends formal meeting with personal coach and targets set
- Twenty warnings: the parent is invited to attend a meeting to discuss their child’s behaviour and any underlying issues, along with any additional measures that can be implemented to support the student.

6.4 Behaviours such as physical violence or intimidating threats of violence lead to:

- removal from the provision for three to five days
- attending a placement meeting with the parent/carer, referrer, and either one of the lead tutors or the Principal/Headteacherteacher.

7 Bullying

7.1 Stone Soup Academy follows DFE guidance on bullying, which defines bullying as: “behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”. The guidance goes on to say that, “Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities”. Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or excluded from social interaction).

7.2 Bullying of any form is not tolerated at Stone Soup Academy.

7.3 We take all claims of bullying extremely seriously, and resolve individual issues promptly, fairly and with a view to teaching positive behaviours for the future.

7.4 Bullying can be motivated by actual differences or perceived differences.

7.5 Bullying can be:

- Physical e.g. punching, kicking, hitting, spitting at another person
- Verbal e.g. name-calling and/or offensive, discriminatory verbal abuse
- Exclusion e.g. deliberately excluding a person or encouraging another person to exclude a person from discussions/activities
- Damage to property or theft e.g. deliberately damaging someone’s or taking personal belongings. Physical or verbal threats might be used to force the person to hand over their property
- Face-to-face or remote e.g. via the internet or text
- By someone known to the recipient or an unknown protagonist e.g. an anonymous email
- Cyber-bullying e.g. communications that intimidate, control, manipulate, put down, falsely discredit, or humiliate.

7.6 We expect all members of staff and students at Stone Soup Academy to be united in our drive to eradicate all forms of bullying. We recognise that prevention and education is the most positive and effective means of eliminating bullying.

7.7 Reporting

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When an incident of bullying is reported we:

- make it easy for students to report bullying including bullying which may have occurred outside of school, by being clear that students can report bullying to any member of staff without fear of further bullying or discrimination
- take any report of bullying seriously and investigate it thoroughly
- implement sanctions for any student found to have bullied another student. This might include loss of privileges, isolation or external exclusion, depending on the nature, severity and context of the bullying
- work with perpetrators using a restorative justice approach to help them to take more responsibility for their actions, to repair the harm done and to ensure there is no repetition
- work closely with the parents/carers of the perpetrator, and inform them of the outcome of the investigation
- support the victims of bullying, by for example, making sure there is an adult who is their first point of contact to express on going concerns, and use external agencies such as a counsellor, where appropriate
- record all instances of bullying in line with the Behaviour policy, and identify and respond to patterns.

7.8 Where bullying outside the school is reported to staff, it is investigated and appropriate action taken.

8 Confiscation of inappropriate items

8.1 Stone Soup Academy rules require all students to hand in their mobile phones once they enter the Stone Soup centre.

8.2 Other electronic equipment e.g. MP3 players, tablets or hand-held computer games are not to be brought to the Academy. They will be confiscated on the door by staff and returned at the end of the day.

8.3 The following items are not permitted at the Academy or any of its premises under any circumstances. Students found in possession of any of these items may be excluded and the items will be confiscated. Where appropriate, the item will be destroyed or handed to the police.

Staff are legally allowed to search without consent for prohibited items including:

- 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 item banned by school rules which has been identified in the rules as an item which may be searched for
- Lighters/Matches

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8.4 Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Please see the DfE Guidance Document [Searching, Screening and Confiscation](#) for legislation on what must be done with prohibited items.

9 Power to use reasonable force

Please see the Physical Intervention and Positive Handling policy attached as appendix 2 for further information.

9.1 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

9.2 Principal/Headteacherteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for prohibited items as outlined in the previous section that have been or could be used to commit an offence or cause harm.

Please see the DfE Guidance Document [Use of Reasonable Force](#) for further information.

10 Key Points for Staff

- When faced with misbehaviour, try not to take it personally
- Understanding that students need to learn appropriate behaviours means accepting they will not all behave well all of the time
- A key skill is separating the behaviour from the person
- Avoid confrontation. Young people will often try to draw you into confrontation, particularly if this is the kind of behaviour they are used to
- Avoid sarcasm
- Once a sanction has been imposed, it's important not to keep referring back to it. Our basic message is that if you don't get it right today, there is always another chance tomorrow
- Students will expect you to use the system and respond well to consistency, so please make sure you do use it for both positive and challenging behaviours
- Ask for help and support whenever you feel you need it.

11 Malicious allegations against staff

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Principal/Headteacherteacher will consider what form of disciplinary action to take in accordance with this policy, which could include exclusion.

The Principal/Headteacherteacher will consider a malicious allegation to be one where there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false.

12 Monitoring, evaluation and review

The governing body will review this policy at least every year and whenever there is a

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change in legislation or guidance, and assess its implementation and effectiveness.

The policy will be promoted and implemented throughout the academy.

Next Review Date: 02/09/2019

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Appendix 1: Behaviour Contract

This contract is to help the student conduct themselves in a manner that reflects the Stone Soup Behaviour Policy. By signing the Behaviour Contract and following the simple expectations the time spent at Stone Soup will be a happy and safe experience.

As a student of Stone Soup Academy I will:

- Treat staff, students and learning environment with respect
- Try my hardest in the subjects I have chosen
- Be respectful in my language and manner in and around the building
- Try and always be above 90% in my class dojo positive points
- Address any problems I might have to the engagement team

As a student of Stone Soup Academy I will not:

- Use threatening behaviour (physical or verbal)
- Be violent to any other student or staff member
- Distract or hinder other student's learning
- Be in the learning hub unless I have to be
- Bring my phone into school (*If I do I will place it in my locker during the school hours*)
- Smoke during school hours

Student Name:

Date Agreed:

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Appendix 2: Physical Intervention and Positive Handling Policy

1 Introduction

1.1 This policy is based upon Government Advice on Use of Force.

1.2 Stone Soup recognised that there is a need, reflected in common law, to intervene when there is an obvious risk to safety to its students, staff and property.

1.3 Stone Soup is committed to ensuring that all staff and adults with responsibility for young people's safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour, and only use positive handling as a last resort in line with DfE and Stone Soup behaviour guidelines. If used at all, it will be in the context of a respectful, supportive relationship with the students. We will always aim to ensure minimal risk of injury to students and staff.

1.4 This policy must be read and implemented in conjunction with the academy's behaviour policy and approach to behaviour management, together with students' individual learning plans.

1.5 The Education Act 1996 (Section 550A) states that it is lawful for teachers and other authorized staff to use reasonable force to prevent a student from committing an offence, causing injury or damage or disrupting the good order and discipline of the academy. Tutors at Stone Soup are not contractually obliged to carry out restraint procedures and they are not contractually obliged to undertake training in any restraint procedures. However, the Principal/Headteacher, Senior Managers and Lead Tutors at Stone Soup are trained in appropriate techniques. This policy applies to all staff who are authorized to use positive handling.

1.6 All staff authorized to positively handle students and young people must be aware that they MUST NOT:

- Use corporal punishment
- Use pain to gain compliance
- Deprive the person of food or drink
- Require the person to wear inappropriate clothes
- Humiliate/degrade the child or young person.

2 Approach to best practice

2.1 The best practice regarding positive handling outlined below should be considered alongside other relevant policies in Stone Soup Academy, specifically those policies involving behaviour, anti-bullying, child protection and health and safety.

2.2 In line with Education Act 1996 (Section 550A) in the following situations, staff must judge whether or not positive handling would be reasonable or appropriate:

- Where there is risk to the safety of staff, students or visitors
- Where there is a risk of serious damage to property
- Where a student's behaviour is seriously prejudicial to good order and discipline
- Where a student is committing a criminal offence.

This judgement will take into account the circumstances of the incident. All staff should be

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aware that the use of positive handling in response to a clear or developing danger of injury will always be used to manage behaviour positively to prevent a deterioration of the situation.

2.3 Staff will view positive handling of students as a **last resort for the purposes of maintaining a safe environment**. If students are behaving disruptively or anti-socially, every strategy to de-escalate the situation will be used to manage behaviour positively to prevent a deterioration of the situation.

2.4 Staff will understand the importance of listening to and respecting young people to create an environment that is calm and supportive, especially when dealing with students who may have emotional and behavioural needs, which may increase their aggression.

2.5 All staff will understand the importance of responding to the feelings of the young person, which lie beneath the behaviour as well as to the behaviour itself.

3 Practice regarding specific incidents:

3.1 All policies and practice regarding the supervision of students at Stone Soup will be appropriate to the identified needs and behaviours of the students. Combined with Stone Soup’s approach to behaviour, this should reduce the likelihood of requiring positive handling to an absolute minimum

3.2 The physical action taken will take into consideration the age and competence of the young person and will be the least detrimental alternative

3.3 Staff intervening with young people will seek assistance from other members of staff as early as possible, since single-handed intervention increases the risk of injury to both parties and does not provide a witness.

3.4 A member of staff recognizing that a situation is escalating to a point demanding positive handling yet who feels unable to carry this out must, as part of their duty of care, clearly tell the student(s) to stop the behaviour and seek help by any means available. They must also be clear about strategies to de-escalate the situation.

3.5 Staff who become aware that another member of staff is intervening physically with a student will have a responsibility to provide a presence and to offer support and assistance should this be required.

3.6 Where possible, staff who have not been involved in the initial confrontation leading up to an incident may be in a better position to intervene or restrain the student if this proves necessary.

3.7 A student’s behaviour may be adversely affected by the presence of an audience. Wherever possible the audience will be removed, or if this is not possible, the student and member(s) of staff will withdraw to a quiet but not completely private place (e.g. two members of staff should be present or a door left open so that others are aware of the situation).

3.8 Staff will be aware of the need to tell the student being restrained, in a calm and gentle

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manner, that the reason for the intervention is to keep the student and others safe. Staff will explain that as soon as the student calms down, she/he will be released.

3.9 The force used will be commensurate with the risk presented.

3.10 All staff are aware that we operate a back-up system to enable staff to call for help in emergencies (e.g. a member of staff will contact an engagement team member either by telephone or by sending a student).

4 Positive Handling

4.1 Examples of situations where positive handling may be appropriate include when:

- A student attacks member of staff or another student
- Students are fighting
- Students are engaging in, or on the verge of, committing deliberate damage or vandalism to property
- A student is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects

4.2 The following approaches are regarded as reasonable in appropriate circumstances:

- Holding for security and to reduce anxiety where there is potential risk, even if the student is not yet out of control. This is best used when the student is anxious or confused. Its purpose is to defuse or prevent escalation. Staff should take care that their actions should in no way be capable of being interpreted by the student as aggression.
- Physically interposing between students.
- Blocking a student's path.
- Pushing, if restricted to situations where reasonable force is used to resist a student's movement This does not include a forceful push that might cause the student to fall over.
- Escorting a student by the hand or arm.

5 Holds to be avoided

The following holds should **NOT** be used:

- Holding a student around the neck, or by the collar, or in any other way that might restrict a student's ability to breathe
- Slapping, punching or kicking a student
- Twisting or forcing limbs against a joint
- Tripping a student
- Holding a student by the hair or ear
- Holding a student face down on the ground.

6 Recording an incident

6.1 All incidents that result in non-routine interventions will be recorded in detail in an incident report (see Appendix 3).

6.2 Contemporaneous record (i.e. written within twenty four hours of the incident's occurrence) will be made by the staff member involved in the incident.

6.3 Similarly, contemporaneous notes will also be made by any other members of Staff

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involved (i.e. as witnesses or additional providers of support).

6.4 The record will contain the following information:

- The name(s) and the job title(s) of the member(s) of staff who used reasonable force
- The name(s) of the student(s) involved
- When and where the incident took place
- Names of staff and students who witnessed the incident
- The reason that force was necessary
- Behaviour of the student which led up to the incident
- Any attempts to resolve and de-escalate the situation
- The degree of force used
- How it was applied
- How long it was used for
- The student's response and the eventual outcome
- Details of any injuries suffered by either staff or students (if able, photograph)
- Details of any damage to property (if able, photograph damage)
- Details of any medical treatment required (the accident book will be completed, where medical treatment is needed)
- Details of follow-up, including contact with the parents/carers of the student(s) involved
- Details of follow up involvement of other agencies – police, Social Services
- Post incident discussion with young person.

6.5 Student witnesses may also be asked to provide a written account if appropriate.

6.6 A copy of this entry will be kept on the student's file and retained.

6.7 Stone Soup will report any injuries to students or staff in accordance with legislation.

6.8 Students who are identified as likely to require positive handling as part of their Behaviour management will require an Individual Behaviour Plan alongside their Individual Education Plan. This is drawn up in response to the risk posed by the student's behaviour and is shared with all staff, parents/carers and the student if appropriate.

7 Debriefing Arrangements

7.1 The student and the member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it, or medical treatment obtained.

7.2 The student will be given time to become calm while staff continue to supervise him/her. When the student regains complete composure, a senior member of staff (or his/her nominee) will discuss the incident with the student and try to ascertain the reason for its occurrence. The student will be given the opportunity to explain things from his/her point of view. All necessary steps will be taken to re-establish the relationship between the student and the member(s) of staff involved in the incident.

In cases where it is not possible to speak to the student on the same day as the incident occurred, the debrief will take place as soon as possible after the student returns to Stone

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7.3 All members of staff involved will be allowed a period of debrief and recovery from the incident. This may involve access to external support. A senior member of staff (or his/her nominee) will provide support to the member(s) of staff involved.

7.4 The Principal/Headteacher will be informed at the earliest possible opportunity of any incidents where positive handling was used. The Principal/Headteacher (or her/his nominee) will initiate the recording process if not already underway. (See 6.0) and review each incident to ensure that any necessary lessons are learned.

8 Training Needs of Staff

8.1 In cases where it is known that a student will require positive handling on occasions, Stone Soup will ensure that appropriate training is provided. Staff involved will identify their training needs in this area.

8.2 Where Stone Soup anticipates that positive handling may be required on occasions, Stone Soup will review approach and techniques with its consultant/trainer.

8.3 Staff trained in positive handling techniques need to update their training on a yearly basis and ensure that their training record is kept up to date.

9 Authorisation of staff to use positive handling

9.1 We recognize that positive handling will be seldom used and it is a last resort to maintaining a safe environment.

9.2 All teaching staff are, by the nature of their roles, authorized to use positive handling as appropriate. Support staff will require specific authorization, either temporarily or permanently. The Principal/Headteacher can only give this authorization. Authorised staff will be notified formally.

9.3 Best practice will be monitored. Frequent sessions to practice the use of techniques, as well as to disseminate any revised information, will be included as part of the Stone Soup's normal schedule or pastoral meetings.

These meetings will be open to all staff, including non-teaching staff, who have been authorized to use positive handling techniques

9.4 In the event of a complaint being received by Stone Soup in relation to the use of physical force by staff, the matter will be investigated in accordance with Stone Soup's complaints procedure.

10 Arrangements for Informing Parents

10.1 Parents will be informed of Stone Soup's policy regarding positive handling in the following ways:

- At the outset of the introduction of this policy, all parents/carers will be sent a letter outlining its introduction with information about obtaining a copy for their own

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information

- Thereafter, a section about the Stone Soup’s legal obligations to maintain a safe environment and the possible use of positive handling (as a very last resort) with students will be included in Stone Soup’s brochure
- All parents will be informed after a non-planned incident where positive handling is used with a young person
- The policy will be available on the school website.

The Governing Body of Stone Soup Academy will be informed of the number of incidents where positive handling has been used, on an annual basis.

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Appendix 3: Incident Report Form

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|-----------------------|--|-------|--|
| Date | | Time: | |
| Report Author | | | |
| Students Involved | | | |
| Witnesses to Incident | | | |
| Staff Involved | | | |
| Location of Incident | | | |