



Behaviour Policy

Behaviour Policy

Behaviour Policy	Issue: 5	Page 1 of 30	Updated: 01/09/20	Updated by:KH
------------------	----------	--------------	-------------------	---------------

Table of Contents

- 1 Introduction and Principles 3
- 2 Key legal points 4
- 3 Tackling Poor Behaviour 5
- 4 Reinforcing Positive Behaviour 7
- 5 Responding to Challenging Behaviour 9
- 6 Sanctions 11
- 7 Bullying 12
- 8 Confiscation of inappropriate items 13
- 9 Power to use reasonable force 14
- 10 Key Points for Staff 15
- 11 Malicious allegations against staff 15
- 12 Monitoring, evaluation and review 15

Appendix 1: Behaviour Contract 19

Appendix 2: Physical Intervention and Positive Handling Policy 20

Appendix 3: Incident Report Form 26

Availability of the Behaviour Policy This policy is available on request to students, the parents of students and prospective students of the academy. While students 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 Stone Soup Academy
14 High Pavement Nottingham NG1 1HN Tel.: 0115 822 1834
A copy of the policy is available on the Academy website.

1 Introduction and Principles

Behaviour Policy	Issue: 5	Page 2 of 30	Updated: 01/09/20	Updated by:KH
------------------	----------	--------------	-------------------	---------------

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, students and parents should all be clear of the standards of behaviour expected of all Students at all times. The behaviour policy should be supported and backed-up by senior staff and the Principal.

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 classroom. 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 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

Behaviour Policy	Issue: 5	Page 3 of 30	Updated: 01/09/20	Updated by:KH
------------------	----------	--------------	-------------------	---------------

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 staff. When planning staff training and CPD our students needs our at the forefront of our thinking ensuring the support we offer is appropriate to the needs of an ever changing cohort.

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

2 Key legal points

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

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

2.2 The power to discipline also applies to all paid staff (unless the Principal says otherwise) with responsibility for students, such as teaching assistants.

2.3 Principals, 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

Behaviour Policy	Issue: 5	Page 4 of 30	Updated: 01/09/20	Updated by:KH
------------------	----------	--------------	-------------------	---------------

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 students.

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 Principals and school staff' DfE guidance document (January 2016) for further information.

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

Behaviour Policy	Issue: 5	Page 5 of 30	Updated: 01/09/20	Updated by:KH
------------------	----------	--------------	-------------------	---------------

- 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 - See Attendance Policy
- Smoking
- Leaving site
- Threatening behaviour
- Violence
- Bullying (including cyber-bullying) - Section 7
- Sexting

3.4 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. Where a students behaviour is of particular concern and the Class Dojo system is not having any impact the teacher should make the Engagement Team aware so that the concern can be addressed by the students Personal Coach so interventions can be put in place to further support the student.

3.5 Where a students behaviour is having a negative impact on the learning environment Teachers will use the Class Dojo system which will alert the engagement team of negative behaviour occurring in the classroom, around the school building or at offsite activities. If this

Behaviour Policy	Issue: 5	Page 6 of 30	Updated: 01/09/20	Updated by:KH
------------------	----------	--------------	-------------------	---------------

negative behaviour continues the engagement team will endeavour to support the teacher in managing student behaviour and will remove students where necessary.

3.6 Only the Principal or in the case the Principal is not in the building Vice Principal has the authority to send a child home or make a decision on an exclusion. Exclusion is always a very last resort and where appropriate we will always look at alternative interventions to support students in addressing their behaviour.

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

- The decision to impose a sanction on a student must be made by a paid member of school staff or a member of staff authorised by the Principal
- 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.

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 using the Class Dojo system to reward positive behaviours.

4.4 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

Behaviour Policy	Issue: 5	Page 7 of 30	Updated: 01/09/20	Updated by:KH
------------------	----------	--------------	-------------------	---------------

- 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.
- Weekly staff focus videos are broadcast in form time on a monday morning where staff give praise to individual students or groups of students for their positive behaviour.
- 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
- We have a weekly reward trip for our 2 top performing students and most improved student. We have an end of term reward trip to recognise positive behaviours and attendance and also arrange additional trips and rewards as further incentives for students.
- Postcards are sent home to students who show consistent positive behaviour across the school. This could come from a member of teaching staff, the engagement team or senior leadership team.

4.5 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.

4.6 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

Behaviour Policy	Issue: 5	Page 8 of 30	Updated: 01/09/20	Updated by:KH
------------------	----------	--------------	-------------------	---------------

- Foul language
- Leaving lesson
- Smoking
- Spitting

Our students are able to earn money by attending school and behaving appropriately. Students can earn up to £5 per day, a total of £25 per week which they accumulate during their time with us. When students finish with us at the end of year 11 the money they have earned will be transferred into their account as long as they have a behaviour score of 90% or above positive Dojo's, an average of 7 or above on their weekly behaviour score and their attendance and punctuality is at 90% or above.

Students earn money in the following way:

If a student receives 36 positives, is on time to school between 9:00am and 9:15am and does not receive a warning they will earn £5 in their class dojo account that they could earn at the end of the year depending on their attendance and class dojo percentage.

If a student receives 36 positives, is late to school between 9:15am and 10:00am and does not receive a warning they will earn £4.

If a student receives 26 positives, is on time to school between 9:00am and 9:15am and does not receive a warning they will earn £4. If they are late will receive £3.

If a student receives 20 positives, is on time to school between 9:00am and 9:15am and does not receive a warning they will earn £3. If they are late will receive £2.

5 Responding to challenging behaviour

5.1 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. Students will be set targets during this initial 6 weeks which will be monitored by their personal coach. Where students are struggling to meet these targets interventions are put in to provide further support and everything is done to support students in

Behaviour Policy	Issue: 5	Page 9 of 30	Updated: 01/09/20	Updated by:KH
------------------	----------	--------------	-------------------	---------------

completing this induction.

5.2 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:
 - Not being allowed to participate in offsite activities including afternoon activities, end of term trips and residential trips
- Negative phone call home.
- Being placed on report (including being set individualised targets to reach) for behaviour monitoring.

5.3 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 the student a negative point on the Class Dojo 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 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 refocus 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.

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

Behaviour Policy	Issue: 5	Page 10 of 30	Updated: 01/09/20	Updated by:KH
------------------	----------	---------------	-------------------	---------------

5.3 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.

5.4 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.

5.5 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 student's Personal Coach. The outcome of the incident will be fed back to key staff through the use of CPOMS and if appropriate during team meetings and briefings.

5.6 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 and recorded on CPOMS. This matter should also be brought to the attention of the Principal who will decide if the matter requires reporting to the Governing Body.

5.7 Where tutors are concerned about behaviour, the Principal, Vice Principal, Head of Engagement or Personal Coach 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 or Head of Engagement. No phone calls should be made using personal phones.

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

- Misbehaviour when the student is:
 - Taking part in any school-organised or school-related activity
 - Travelling to or from school

Behaviour Policy	Issue: 5	Page 11 of 30	Updated: 01/09/20	Updated by:KH
------------------	----------	---------------	-------------------	---------------

- o 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:
 - o Could have repercussions for the orderly running of the school
 - o Poses a threat to another pupil or member of the public
 - o Could adversely affect the reputation of the school.

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

6 Sanctions

6.1 Responding to challenging behaviour using Class Dojo. All members of teaching staff have access to the Class Dojo 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 refocus 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: the staff use a decision matrix and individualised targets to monitor the student's behaviour more closely. Ten separate interventions trigger a daily record.
- Ten warnings: a letter is sent home to the student's parent notifying them of their child's behaviour.
- Fifteen 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.

Behaviour Policy	Issue: 5	Page 12 of 30	Updated: 01/09/20	Updated by:KH
------------------	----------	---------------	-------------------	---------------

- Twenty-five warnings: the student’s placement will be placed under consideration.

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, Personal Coach and either one of the Principal or Vice Principal.

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.

Behaviour Policy	Issue: 5	Page 13 of 30	Updated: 01/09/20	Updated by:KH
------------------	----------	---------------	-------------------	---------------

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 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 ongoing 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.

Behaviour Policy	Issue: 5	Page 14 of 30	Updated: 01/09/20	Updated by:KH
------------------	----------	---------------	-------------------	---------------

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.

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 students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

9.2 Principals 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

Behaviour Policy	Issue: 5	Page 15 of 30	Updated: 01/09/20	Updated by:KH
------------------	----------	---------------	-------------------	---------------

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

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

The policy will be promoted and implemented throughout the academy.

Behaviour Policy	Issue: 5	Page 16 of 30	Updated: 01/09/20	Updated by:KH
------------------	----------	---------------	-------------------	---------------

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:

Behaviour Policy	Issue: 5	Page 17 of 30	Updated: 01/09/20	Updated by:KH
------------------	----------	---------------	-------------------	---------------

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, 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.

Behaviour Policy	Issue: 5	Page 18 of 30	Updated: 01/09/20	Updated by:KH
------------------	----------	---------------	-------------------	---------------

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, 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 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

Behaviour Policy	Issue: 5	Page 19 of 30	Updated: 01/09/20	Updated by:KH
------------------	----------	---------------	-------------------	---------------

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 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 a Director or Lead Tutor either by telephone/walkie-talkie 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

Behaviour Policy	Issue: 5	Page 20 of 30	Updated: 01/09/20	Updated by:KH
------------------	----------	---------------	-------------------	---------------

- 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

Behaviour Policy	Issue: 5	Page 21 of 30	Updated: 01/09/20	Updated by:KH
------------------	----------	---------------	-------------------	---------------

Staff 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

Behaviour Policy	Issue: 5	Page 22 of 30	Updated: 01/09/20	Updated by:KH
------------------	----------	---------------	-------------------	---------------

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 Soup

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 will be informed at the earliest possible opportunity of any incidents where positive handling was used. The Principal (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.

Behaviour Policy	Issue: 5	Page 23 of 30	Updated: 01/09/20	Updated by:KH
------------------	----------	---------------	-------------------	---------------

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 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 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.

Behaviour Policy	Issue: 5	Page 24 of 30	Updated: 01/09/20	Updated by:KH
------------------	----------	---------------	-------------------	---------------

Behaviour policy: coronavirus addendum

Stone Soup Academy



Behaviour Policy	Issue: 5	Page 25 of 30	Updated: 01/09/20	Updated by:KH
------------------	----------	---------------	-------------------	---------------

Approved by: Kerrie Henton **Date:** 01/09/2020

Last reviewed on: 01/09/2020

Next review due by: 29/09/2020 – Every 4 weeks during term time.

Behaviour Policy	Issue: 5	Page 26 of 30	Updated: 01/09/20	Updated by:KH
------------------	----------	---------------	-------------------	---------------

Contents

1. Scope	27
2. Expectations for pupils in school	27
3. Expectations for pupils at home	29
4. Monitoring arrangements	29
5. Links with other policies	30

1. Scope

This addendum applies until further notice.

It sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

2. Expectations for pupils in school

2.1 New rules

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact Kevin Wildrienne if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

On entrance to the academy students will have their temperature taken, use hand sanitiser and are expected to wear a mask until they have been searched and have been allowed access to the building. When in the building students are encouraged to wear masks if they wish however this is not compulsory.

When inside the building we expect our students to be aware of social distancing and behave appropriately with this in mind and be respectful of others. We are aware however that due to the nature of the building it is difficult to strictly social distance at all times. There is hand sanitizer available in every classroom and students will be encouraged to keep their hands clean and wash them regularly. At the end of each lesson teaching staff will sanitise classrooms.

Behaviour Policy	Issue: 5	Page 27 of 30	Updated: 01/09/20	Updated by:KH
------------------	----------	---------------	-------------------	---------------

2.2 Rewards and sanctions for following rules

To help encourage pupils to follow the above rules, we will:

Recognise adherence through the award of Class Dojo positives.

However, if pupils fail to follow these rules, we will:

Students breaking Covid 19 rules and procedures -

Our intervention sheets break down the interventions we put in place on a daily basis to support our students. These are filled out by personal coaches and can be for various reasons including - RP - Rude to peers, RS - Rude to staff & OOL - Out of lesson. Since our return to school we have now included C-19 for any Covid - 19 interventions. This is when a member of the team has had to speak with a student about purposefully breaking the schools C-19 rules and procedures.

Each time an intervention is logged the personal coach will call home to speak to parents / carers.

Where multiple interventions are recorded the procedure is as follows:

3 incidents written on the intervention sheet from the engagement team will then mean the Head of Engagement will speak with the students and log this on the intervention sheet and phone home explaining our concerns.

4 incidents = Vice Principal intervention.

5 incidents = Principal intervention.

Incidents will be looked at on a case-by-case basis by the senior leader team. They will discuss with the Head of Engagement & assistant Head of Engagement on the actions for each student that is needed.

Actions can include -

Parent meeting

Time at our second site in inclusion

Exclusions

2.3 Changed rules

Until further notice, we will alter the following school rules:

Behaviour Policy	Issue: 5	Page 28 of 30	Updated: 01/09/20	Updated by:KH
------------------	----------	---------------	-------------------	---------------

When entering the school building in the morning students are asked to wear masks, as the entrance is narrow and strict social distancing is difficult. Those students who do not feel comfortable wearing masks in this space will be asked to wait until the area is clear.

3. Expectations for pupils at home

3.1 Remote learning rules

If pupils are not in school, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact their child's personal coach in the first instance if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

Remote Learning

Where students are working remotely they will be contacted during morning tutorial between 9:00am – 9:30am and afternoon tutorial between 1pm – 1:30pm by their personal coach. If they have access to the appropriate technology and have Internet access we expect them to login remotely via Google Classroom by 9:30am where they can then begin accessing their work set by our teaching staff within subject specific classrooms. Where students do not have access to the Internet, physical work packs are sent home to complete. We encourage student's to send in photos of any completed work to their personal coach who will then share this with the appropriate member of staff.

At all times where students are working remotely we have the same expectations of student behaviour as we do in school and any negative / inappropriate behaviours will be challenged and reported on CPOMS where appropriate.

3.2 Dealing with problems

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will:

When we are unable to make contact with students at the suggested times we will follow this up with a call to parents. Parents / carers will also be contacted daily by Personal Coaches to ensure students are safe and well

In the result of negative behaviours parents / carers will be informed and we will work alongside to them to ensure we are putting the appropriate support in place for our students.

4. Monitoring arrangements

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum every 4 weeks during term time by our Vice Principal, Kevin

Behaviour Policy	Issue: 5	Page 29 of 30	Updated: 01/09/20	Updated by:KH
------------------	----------	---------------	-------------------	---------------

Wildrienne. At every review, it will be approved by our senior leaders and by our Governing Body.

5. Links with other policies

This policy links to the following policies and procedures:

- > Child protection policy
- > Behaviour policy
- > Health and safety policy
- > Safeguarding Policy

Behaviour Policy	Issue: 5	Page 30 of 30	Updated: 01/09/20	Updated by:KH
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