



Local Procedure/Protocol	
School/Home Name:	Sandwell Learning Centre
Local Procedure/Protocol Title:	Behaviour Policy
Linked to Group Policy Title & Code:	OPSP07 Behaviour Policy
Date Reviewed:	September 2023
Next Update Due:	September 2024
Procedure/Protocol Lead (SCHOOL):	Ashley Winn (Pastoral Manager)
Procedure/Protocol Sponsor (GROUP):	Elaine Moyers, Associate Director (Safeguarding, Behaviour and Inclusion) Rob James, Head Of School Development
EQUALITY AND DIVERSITY STATEMENT	
Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.	
ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT	
Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on our Group goals.	
To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.	

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1. RATIONALE

- 1.1 Sandwell Learning Centre delivers education and care according to the individual needs of the pupil in a safe, positive and predictable environment. Some pupils may display challenging behaviour as a result of their difficulties with communication, understanding or social skills.
- 1.2 This policy provides clear guidance on our expectations and the methods we use to promote positive behaviour through Positive Behaviour Support (PBS) principles.
- 1.3 Approaches to behaviour are entirely dependent on the prevailing culture of the school, and it is therefore critical that practice related to behaviour is inclusive and person-centred. We believe that PBS represents an ethically compatible approach to addressing pupil behaviour within the context of our school. PBS approaches are based on a set of overarching values, which include the commitment to providing support which promotes inclusion, choice, participation and equality of opportunity.
- 1.4 We believe that all behaviour relates to having needs met; i.e. that it is functional and serves an identifiable purpose. Some of our pupils display challenging behaviour as a response to a complex range of needs, including those associated with their learning difficulties and disabilities. These problems may be compounded by additional difficulties associated with developmental trauma, mental health issues, social deprivation and complex medical conditions requiring strategies which are informed by an extensive understanding of challenging behaviour.
- 1.5 It is our aim that every member of our school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our school's Behaviour Policy is designed to support us in promoting the overall quality of life of pupils and staff, and an environment in which everyone feels happy, safe and secure.
- 1.6 This policy outlines the behaviour we expect from all our pupils, staff and visitors to the school. It extends to all members of our school community and is written in line with current legislation, guidance and best practice. Positive behaviour and self-discipline have strong links to effective learning, and are vital for pupils during and beyond their school years.
- 1.7 We believe that all pupils should be aware of the standards of behaviour that are expected of them in our community, and that they should be supported to take responsibility for both adhering to and promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the school, built on trust and understanding. Through the use of this policy we aim to support all of our pupils in developing a high level of social awareness and tolerance. Our aim is to ensure

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that all our pupils leave the school with the key skills they need to continue to progress to the best of their ability in all areas of life.

1.8 Sandwell Learning Centre is dedicated to ensuring that our school environment supports learning and the well-being of pupils and staff through a strong sense of community. Cooperation, support, and respect are the foundations of our ethos and we work hard to provide a school where pupils feel included in every aspect of school life, and comfortable to voice their opinions.

Our school is committed to supporting all pupils to:

- Achieve their full potential.
- Acquire the knowledge and skills relevant to life in a demanding, fast changing world.
- Develop as confident learners, able to take risks within a safe environment.
- Are curious, ambitious and take pride in their achievements.
- Achieve high standards in all they do.
- Develop as self-motivated independent and collaborative learners.
- Value and care for themselves and others in our community.
- Understand their rights and responsibilities as citizens.
- Enjoy what they do and have fun.

1.9 To achieve these aims, our school will provide:

- A happy, healthy, safe and secure environment.
- High quality teaching with individualised support.
- An exciting curriculum, which is delivered based on the needs and interests of pupils, providing first-hand practical experiences.
- A stimulating, evolving inspirational environment.
- A professional, skilled, highly-motivated staff team.
- School leadership focussed on continuous improvement.
- Opportunities for parents and carers to play an active, supportive part in their child’s education.
- Opportunities outside the classroom, and the chance to extend our close links with the local community.

1.10 The aim of this policy is to determine the boundaries of acceptable and unacceptable behaviour, describe rewards and sanctions, or consequences used by the school, and to determine how they will be fairly and consistently applied, whilst taking into account the individual needs of pupils.

In order to achieve this, the school will:

- make clear its expectations of positive behaviour through assemblies, lessons, School Council meetings and in published documents;
- reward achievements, awarding house/ class points, stickers, certificates;
- treat every member of the community as individuals and respect their rights, values and beliefs;
- create a zero tolerance environment against all instances of bullying or discrimination;
- provide positive examples for modelling behaviour;
- promote good relationships and a sense of belonging to the community;
- intervene early to challenge undesirable behaviour;
- be consistent when dealing with unacceptable behaviour.

2. STANDARDS OF BEHAVIOUR

2.1 The school understands that the first step to modelling positive behaviour is to lead by example. This means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally. We work hard to ensure that expectations and standards are clear and consistent across the school. Expected boundaries, positive rewards and sanctions are clear to all and are applied fairly, proportionately, and without

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discrimination, taking into account special educational needs and disabilities (SEND) as well as the additional challenges that many pupils may face.

2.2 Staff are trained to deal with behavioural strategies as part of their continual professional development, and are well informed of the extent of their disciplinary authority.

We work closely with parents and carers to help them to understand their children's needs, and the resulting behaviour. We believe that in conjunction with consistent boundaries and reliable support systems, praise, and rewards for positive behaviour are an important part of building an effective learning community.

We discuss positive behaviour and behaviours of concern with parents and carers regularly. We encourage parents/ carers to communicate with the school if they have concerns about their child's behaviour, and we try to support parents when they need it. We promote positive behaviour within the school curriculum and reminders of school rules and expected standards of behaviour are displayed in classrooms and around the school.

2.3 Staff are a constant presence around the school, before and after school, between lessons, during break and lunch time, to supervise and support pupils to use the school premises respectfully and behave as expected.

We recognise that when individual pupils engage in persistent disruptive behaviour this can indicate an unmet need. If such needs are identified we will do our best to ensure that the pupil receives appropriate support. Some pupils may require individualised or additional support to take full advantage of the educational opportunities available to all pupils. An Individual Positive Behaviour Support Plan (PBS plan') will be used for pupils displaying challenging behaviours.

2.4 Advice will be sought from our multi-disciplinary clinical team and external agencies where necessary to support us to put in place appropriate support strategies. **Please read our Special Educational Needs Policy.**

The school will take all reasonable measures to ensure the safety and well-being of all pupils and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills. **Please read our Anti-bullying Policy.**

3. EXPECTATIONS OF PUPILS

3.1 We expect and support everyone to show respect to one another, whether pupils, staff or visitors. Pupils are ambassadors for our school even when off school premises, and we expect them to act accordingly. Within the context of their identified needs they are expected to follow school rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as pastoral support programmes.

The school asks that pupils carefully read and then sign our home-school agreement to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour within the context of their identified needs.

3.2 Incidents of bullying, denigration, or bringing intentional harm to other pupils or staff will not be tolerated. Under no circumstances will illegal or inappropriate items be brought into school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded inappropriate and may result in actions and possible suspension, these decisions will be made taking into account the individual needs of the pupil. For more information on suspensions, **please refer to our Suspension Policy.**

3.3 Behaviours that we regard as inappropriate include:

- verbal abuse to pupils, staff or others;
- physical /attack on pupils, staff or others;
- sexual assault of staff or other adults
- child-on-child sexual violence and sexual harassment

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- inappropriate online behaviour, including language, soliciting or sharing inappropriate material, images or videos
- indecent behaviour
- damage to property
- possession, use or distribution of alcohol, cigarettes, illegal drugs or substances;
- theft
- serious actual or threatened violence against pupils, staff or others
- possession or use of an offensive weapon
- arson
- repeat incidences of unacceptable behaviour.

3.4 In respect of any behaviour where a child has suffered or is likely to suffer harm, we will follow *our Child Protection Policy*

4. ROLE OF PARENTS OR CARERS

4.1 Parents and carers play a big part in ensuring that their children are ready to learn, and are aware of the behaviours expected of them when in school. We ask that parents agree to our **home-school agreement** to indicate that they will respect and support our Behaviour Policy and the authority of the school staff. Building school life into a child's natural routine, by ensuring that your child is at school on time, appropriately dressed, rested, and equipped will encourage your child to adhere to school rules and procedures.

4.2 We ask parents and carers to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying challenging behaviour. We ask that parents be prepared to attend meetings at the school with staff or the Head Teacher to discuss their child's behaviour and to adhere to any agreements put in place. In the case of suspensions, we remind parents and carers that it is their duty to provide supervision for their child during the time that they are suspended from school, support their child with work sent home by the school and to attend a reintegration meeting at the school with their child as required.

5. OUR SCHOOL RULES

5.1 Our School Rules

- Attend school regularly and be on time.
- Be polite and respectful at all times, to other pupils, staff, visitors and members of the public.
- Be kind and considerate of your peers and the extended community.
- Rude, derogatory, racist, homophobic, misogynistic, sexist or offensive language will not be tolerated.
- Misuse of electronic equipment or mobile phones is not permitted.
- Take care of the school building and environment; keep it tidy, litter and damage free.

5.2 The following items are prohibited in our school:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items

5.3 Any article that a member of staff reasonably suspects has been, or is likely to be used to

- Commit an offence

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- Cause personal injury to, or damage to property of any person (including a pupil)

5.4

The following items are banned in our school :

- psychoactive substances*
- E-cigarettes, matches, lighters or smoking paraphernalia
- Vapes and vape liquids
- Material that is inappropriate or illegal for children to have; such as racist, homophobic, misogynistic, sexist or pornographic material
- Any items that could be used for gambling purposes, including mobile phones or mobile devices; gambling is not allowed on school property.

*For more guidance, please refer to the *SGP04 Substance Misuse Policy.*

6. UNIFORM AND APPEARANCE

6.1 School uniform should be worn by all pupils.

6.2 The standard uniform is as follows:

- White shirt or polo shirt
 - Dark grey or black trousers or shorts
 - Black trainers or shoes (trainers should not have large logos)
- *Adaptations that are relevant to sensory profiles of individuals should be made through PBS Plans.

7. BULLYING

7.1 Bullying can be defined as, *“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”* (DfE).

Bullying will not be tolerated. Our school is a ‘telling school’ where staff will work with both victim and bully to provide support and address bullying.

We embrace our legal responsibility to prevent and tackle bullying. Our Anti-Bullying and Behaviour Policies are in place and available on our website and from the school office.

7.2 We also follow anti-discrimination law and comply with the Equality Duty (The Equality Act 2010) which has three aims:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

7.3 Our staff have a duty to prevent discrimination, harassment and victimisation within the school. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in sanctions or disciplinary action. *Please refer to our Anti-Bullying Policy.*

8. REWARDS AND CELEBRATION

8.1 Our school believes that it is important to encourage and recognise good conduct throughout the school by celebrating and rewarding positive behaviour. This will include a school reward system to praise pupils for positive actions, stimulating a voluntary and progressive improvement in their behaviour and increasing their [motivation](#) towards the achievement of academic objectives.

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8.2 At our school we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school. The many ways we celebrate success are listed below:
 Each young person has an individual point triangle that they have voiced what they believe they should be doing in order to achieve points in each lesson.
 Each lesson is worth 4 points and at the end of the lesson pupils will speak with their tutor about what they have achieved and what went well or what could be done better next time.
 Points are added up throughout the week and then depending on how many points have been achieved will determine a reward level. Gold, Silver or bronze.
 Point triangles are reviewed on a half termly basis to maximise impact.

9. PUPIL SUPPORT

We aim to support all of our pupils to ensure that every child succeeds during their time at Sandwell Learning Centre. Where it becomes clear that a pupil is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils. These include:

- Increased communication between home and school;
- Individual support plans;
- The allocation of a personal Key Worker or learning mentor;
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group;
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the pupil’s behaviour;
- Referral for additional internal or external support, including our Educational Psychologists, Mental Health Worker, Safeguarding, Behaviour and Inclusion (SBI) Team.

10. SANCTIONS AND CONSEQUENCES

10.1 The school operates a range of appropriate sanctions which are adapted according to the severity and frequency of the behaviour and the individual needs of each pupil. This is in line with Section 91 of the Education and Inspections Act 2006, which sets out the statutory power for teachers and certain other staff to discipline pupils.

10.2 At the lowest level, staff might find opportunities for reflection, e.g. at break time, during which the behaviour is discussed and strategies for improvement identified. Staff may use opportunities to undertake restorative work so that pupils can try to ‘put something right’ when things have gone wrong with others. Staff are able to set after school detentions should the behaviour be at an appropriate level of severity or frequency.

If a child has an IR then they will be made to sit down and reflect with their tutor as a time convenient to them.

If a child has a second IR on the same topic then a meeting will take place between the young person a member of the pastoral team and their key worker from home.

If a third IR is recorded then a meeting will take place between a member of SLT and the young person’s house manager with possible changes to PBS and risk assessment.

If a fourth IR is recorded in same week then a meeting will take place between local PCSO SLT house manager and young person with possible changes to PBS and risk assessment.

Further consequences can include a short period ‘out of programme’, with an alternative timetable. In the most serious cases, the Head Teacher might issue as a last resort, a suspension.

10.3 Witherslack Group does not permit: corporal punishment; deprivation of food, drink, medication, or sleep.

11. SEARCHING AND CONFISCATION

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11.1 It is our first priority to ensure that pupils are in a safe and secure environment in school. Any items that may jeopardise safety will be taken from pupils without notice.

11.2 Following guidance set out by the Education and Inspections Act 2006 and Searching, Screening, and Confiscation – Advice for Schools (July 2022), staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of pupils that are illegal, or banned by the school.

11.3 Prohibited items that can be searched for without consent include, but are not restricted to:

- knives or weapons; alcohol; illegal drugs; psychoactive substances (formerly known as ‘legal highs’); stolen items; e-cigarettes, tobacco, smoking paraphernalia; fireworks; pornographic images;
- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence;
 - ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

12. PHYSICAL INTERVENTION AND USE OF FORCE

12.1 The Head teacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (see the list below) or any other item that the school rules identify as an item that may be searched for (see list of banned items on page 5) .

Prohibited items that can be searched for without consent;

- knives or weapons;
- alcohol; illegal drugs;
- stolen items;
- tobacco
- fireworks;
- pornographic images;
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence;
 - ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

12.2 Where we need to conduct a search for a prohibited item, the head teacher will authorise this. The head teacher can authorise the member of staff to search for specific prohibited or banned items or all items set out in the this behaviour policy. It will be explained to the pupil what is being searched for and the reason for the search. Where the pupil does not agree to be searched, our school will consider the use of a sanction or where necessary the use of reasonable force. The use of reasonable force will differ depending on whether the member of staff is searching possessions or the pupil themselves.

12.3 The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. Any cigarettes or e-cigarettes confiscated in school will be destroyed. Where a search for a prohibited item has been conducted, the DSL will be informed and this will be recorded on the safeguarding database by the person conducting the search

12.4 Where a search for a prohibited and/or banned items has been undertaken **search record (Appendix 1)** will be completed and uploaded to the safeguarding concern by the person who conducted the search .

13. OFFSITE CONDUCT

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- 13.1** All staff receive comprehensive training in positive behaviour support, including de-escalation and physical intervention. In order to maintain the safety and welfare of all our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. Section 93 of the Education and Inspections Act 2006 enables all school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:
1. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
 2. causing personal injury to, or damage to the property of, any pupil (including him or herself);
 3. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise. This means that where a pupil fails to respond to repeated warnings and reminders to improve an aspect of behaviour which disrupts the learning of others, they can be removed from class.
- 13.2** The school does not encourage the use of force and it will be used only in special circumstances as a last resort. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.
- 13.3** All staff at the school are fully trained in **PRICE**, and have the authority to use force when reasonable. This extends to persons whom the Head Teacher has given the responsibility to be in charge or in control of the pupils. Staff can also use this power when they are lawfully in charge of pupils off the school premises, e.g. on a school trip.
- 13.4** Following serious incidents involving the use of force, the school will speak to the parents or carers and pupils and staff will be offered a de-brief. Force will **never** be used as a punishment. Such serious incidents involving the use of force will also be recorded by the school. *Please refer to the **Physical Intervention Policy - PRICE**.*
- 13.5** We care about our school’s reputation and believe that staff and pupils are ambassadors for the school. We promote community cohesion and try to play a positive role in our local and wider community.
- 13.6** Inappropriate behaviour off school site is not acceptable and could result in sanctions. Any such behaviours will be addressed by the School including on the way to or from school, or near the school premises. This applies to pupils who do not follow expectations for their conduct during work experience, school trips, extended school activities e.g. sports events, or any event where inappropriate behaviour might jeopardise the future chances of pupils participating.
- 13.7** The school will take into consideration the severity and impact of the behaviour and also the extent to which the reputation of the school has been affected.

14. COMPLIMENTS AND COMPLAINTS

- 14.1** We welcome feedback, whether positive or about improvements we should consider making. Sometimes we do not get things right and our school has a standard complaints procedure. In the first instance, we encourage parents to take any complaints or concerns to a staff member or to the Head Teacher who will do everything in their power to help resolve any issue swiftly and effectively. For details of the full complaints procedure, please **refer to our School Complaints and Representations Policy**. The policy is available on our website and also from the school office upon request. For information about how to complain or challenge a suspension, please refer to the school Suspensions Policy.

15. REFERENCES

[Education and Inspections Act 2006](#)

Searching, Screening, and Confiscation – Advice for Schools (July 2022)

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16. ASSOCIATED FORMS

None

17. APPENDICES

Appendix 1: Search Record

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APPENDIX 1: Search Record

Search record – to be completed electronically and attached to the appropriate safeguarding entry on the database.

Record of a search; To be completed by the person who conducted the search	
Setting:	
Name of child	
D.O.B.	
Date of the search	Time of the search
Location of the search	
Name of the person conducting the search	
Names of any other adults present	Names of any pupils present
<p>Prohibited items to be searched for: please select</p> <ul style="list-style-type: none"> ▪ Knives and weapons ▪ Alcohol ▪ Illegal drugs ▪ Stolen items ▪ Tobacco or cigarette papers ▪ Fireworks ▪ Pornographic images <p>Banned items to be searched for: please select</p> <ul style="list-style-type: none"> • Psychoactive substances • E-cigarettes, matches, lighters or smoking paraphernalia • Vapes and vape liquids • Material that is inappropriate or illegal for children to have; such as racist, homophobic, misogynistic, sexist or pornographic material • Any items that could be used for gambling purposes, including mobile phones or mobile devices; gambling is not allowed on school property • Any item that could be used to cause personal injury to, or damage to the property of any person (including another pupil) Specify..... 	

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Did the child agree to the search	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
If no, was reasonable force used to search?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
The reason for the search				
Was a prohibited item found?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
If yes, what was found				
Follow up action taken as a consequence of the search				
Name:				
Signature:				
Name of DSL/DDSL it was reported to:				
Date reported DSL/DDSL:			Time:	
Signed:				
Print Name:				
Date:				
Time:				

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