



# **SANDWELL ACADEMY**



## **Behaviour Regulation and Relationships Policy**

January 2025

## Document Details

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## Change Record

Version	Date	Description
2.1	September 2022	New statutory guidance for Suspension and Permanent Exclusion September 2022 & Behaviour in schools Advice for headteachers and school staff September 2022
2.2	September 2023	Re-visioning of approach to supporting behaviour and amendments to behaviour levels.
2.3	September 2024	'Disruption Stage 4' replaced by 'Major disruption', in line with updates to Behaviour for Learning procedure Additions to definitions for misbehaviour/serious misbehaviour Update of staff in attendance for Level 6 meeting with the Headteacher
2.4	January 2025	Renaming of Intervention Education Centre to Reflection Hub New section on use of the Reflection Hub

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## 1. Aims

This policy aims to:

- Provide a consistent approach to promoting positive behaviour that is applied fairly to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how students are expected to behave and how positive behaviours are promoted
- Identify any safeguarding concerns that are the root of any unacceptable behaviour
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Consider what extra support can be offered to groups of pupils who are at a higher risk of exclusion, or pupils who are particularly vulnerable to the impacts of exclusion

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

## 3. Vision for Behaviour and Welfare

At Sandwell Academy, our core belief is that good behaviour is not simply the absence of poor behaviour. As such, our aim is to promote pro-social behaviours through positive reinforcement and rewards, and by explicitly teaching positive behaviours through every interaction. When positive behaviour is maintained, staff and students feel safe and there is a positive climate for learning.

Our entire approach to behaviour is fitting with our three student-friendly aims:

- Be brave
- Be kind
- Be proud

The Academy continues to invest in an Emotion Coaching approach to challenging interactions (Appendix A), whereby negative feelings are identified, boundaries are made clear and positive solutions are agreed upon. In doing so, every interaction can be seen as an intervention, and our school climate works to prevent negative behaviours from occurring. It is our belief that children and young people require consistency and predictability in their interactions with adults, and it is therefore our expectation that all adults working within our school community actively model the behaviours we wish to promote.

Our expectation is that when negative incidents occur, and when harm is caused, both staff and students will work collaboratively to restore relationships and repair damage, particularly given that relationships act as a protective factor for wellbeing, and are valued by staff and students alike (Graham, Powell & Truscott, 2016). In doing so, our aim is for all members of the school community to have a voice, and to develop the skills and resilience to overcome adversity.

“Every child deserves a champion – an adult who will never give up on them” – Rita Pierson

### 3. Definitions

All students and staff at Sandwell Academy are entitled to work in a safe and supportive environment where everyone is valued. The Academy recognises that it has an explicit duty to safeguard and protect children and young people and this policy should be read in conjunction with the Safeguarding and Child Protection Policy

Effective learning takes place where high expectations of behaviour are clearly communicated and students feel safe in an environment free from bullying. Positive behaviour is reinforced to ensure students are motivated to succeed; conversely, poor behaviour is discouraged through purposeful and proportional sanctions, coupled with a restorative approach to relationships. It is upon these principles that the Charter for Students and Charter for Parents are founded and will develop, and form part of the Academy’s Behaviour Policy. The charters are agreed by the students, teachers, parents and Governors of the Academy. It is the responsibility of all concerned to ensure that standards are upheld and that students become entitled to:

- be valued
- be actively encouraged to achieve and succeed at a level appropriate to age and individual ability
- develop independence and personal responsibility
- develop and justify personal viewpoints in a climate which encourages active listening, open discussion and respect

Students are expected to extend these same entitlements to everyone in the Academy and the wider community. There must be due regard for other students’ and teachers’ entitlements.

Above all, we must remember and be guided by the following principles:

- Students attend school to learn
- Teachers come to school to teach
- Everyone at Sandwell Academy must be safe

In the rare exceptions when students breach the above they will be dealt with appropriately to ensure that other students and staff can proceed effectively with their learning and teaching.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Truancy
- Defiance

**Serious misbehaviour** is defined as:

- Repeated breaches of the student code of conduct
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Physical assault against a student or adult
- Unsafe or dangerous behaviour
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Third party involvement in an investigation (see Appendix C)
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Vapes or e-cigarettes
  - Fireworks
  - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used:
  - to commit an offence, or
  - to cause personal injury to, or damage to the property of; any person (including the pupil)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

## 5. Roles and responsibilities

### 5.1 The governing board

The governing board is responsible for monitoring this Behaviour Regulation and Relationships Policy's effectiveness and holding the Headteacher to account for its implementation.

### 5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this Behaviour Regulation and Relationships Policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students.

The Headteacher will ensure that this Behaviour Regulation and Relationships Policy works alongside the safeguarding Policy to offer students both sanctions and support where necessary.

The Headteacher will ensure that the data from the behaviour log is reviewed on a fortnightly basis, to make sure that no groups of students are being disproportionately impacted by this policy.

### 5.3 Staff

Staff are responsible for:

- Implementing the Behaviour Regulation and Relationships Policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on Bromcom

The senior leadership team and welfare team will support staff in responding to behaviour incidents.

### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the Student Charter
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Personal Tutor promptly



## 6. Student code of conduct

The standards that are expected of Sandwell Academy students are set out in the Student Charter (Appendix B) which every student signs to acknowledge that they have read and understood it.

All day, every day students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## 7. Rewards and sanctions

### 7.1 How will teachers promote positive behaviour?

A school which actively fosters an ethos which is motivating, supportive and safe will promote good behaviour. The Academy adopts a relational approach to behaviour management, working to repair and restore relationships when these have been compromised.

Coupled with this, the following strategies, if operated consistently **by all staff**, will help us to achieve a positive atmosphere and high standards of behaviour.

- Effective session preparation to ensure work is matched to the ability of all students within a group.
- Provision of attractive and user - friendly learning resources.
- Actively involving students in learning which includes a range of varied and relevant activities.
- Establishing clear routines for classroom management.
- Setting attainable and realistic targets each session.
- Providing constructive feedback through regular assessment and purposeful discussions with students.
- Ensuring records of progress inform session planning.
- Keeping Personal Tutors and parents updated about student progress.
- Retaining a sense of humour and fostering a friendly atmosphere.
- Ensuring that teaching environments are attractively maintained.
- Setting appropriate and relevant homework tasks.
- Listening and taking appropriate action when students express concern.
- Not tolerating bullying. Any such incidence should be referred to the Personal Tutor and/or a Senior Leader immediately.
- Being an active participant in the House System which plays an integral role in the reward system at the Academy. See Reward and Recognition of Achievement, including House System Policy for full details.
- Encouraging students to be aspirational, striving to aim high, go further and influence the world around them by taking on the leadership opportunities available such as House Captain, Year Captain, Student Council and Headship Team.

## 7.2 List of rewards and sanctions

### **Positive behaviour will be reinforced with:**

- Praise
- Sharing examples of good practice with other students
- Displaying work
- House points
- Post Cards or phone calls home to parents
- Special responsibilities/privileges
- Head's commendations
- Coverage on Weekly Academy Broadcast
- Star Student
- PT Star Student
- Achievement Assembly Awards (termly)
- Achievement Evening Awards (annually)
- Outstanding Contribution Badges – for Sport, Performing Arts, STEM, The Environment and The Community

### **The Academy may use one or more of the following sanctions in response to unacceptable behaviour:**

- A verbal reprimand
- Removing a student from an activity/group for a short period of time
- Full removal from a lesson area or lesson
- Use of the Reflection Hub
- Expecting work to be completed at home, or at lunchtime
- Conduct Review
- Academy community service
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Placing a pupil on Personal Tutor or Head of Year Review
- A Fixed-Term Suspension (FTS)

Our aim as an Academy is to promote high behavior expectations for all students. However, we also acknowledge that some pupils, including those with special educational needs or a disability, may have additional needs which make them more likely to present with behaviours which are deemed challenging. In these instances, the school will carefully consider the purpose and proportionality of sanctions, as well as the extent to which the young person had agency over their actions, making reasonable adjustments where appropriate. These adjustments will take account of advice from relevant staff within the Academy, along with professional advice, where appropriate.

## **7.2 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- official warnings to cease offending
- community involvement in school
- removal of privileges/activities
- after school sanction
- exclusion from certain areas of school premises
- removal of access to social areas
- referral to senior staff and/or external agencies e.g. Sandwell Safeguarding Partnership, Police Liaison Officer.
- internal fixed term exclusion (Internal Intervention Centre)
- external fixed-term suspension
- permanent exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report/record of concern
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Use an alternative venue for keeping victim or perpetrator safe
  - Refer to Early Help
  - Refer to children's social care
  - Report to the police

Please refer to our Child protection and Safeguarding Policy for more information.

## **7.3 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our Academy

Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

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

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of the staff member (e.g. on a school-organised trip).

#### **7.4 Malicious allegations**

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

## **8. Behaviour management**

### **Taking Appropriate Action**

Inevitably, there will be occasions when students' behaviour or standards of work are unacceptable. In these instances, swift and appropriate action will be taken. The responsibility for taking action begins with the relevant Personal Tutor or Subject Teacher. Teachers will be supported by their Line Managers and Senior Managers. If teachers are unsure about the nature of action they should take they should seek advice. Personal Tutors should be kept informed so that they can retain an overview of the progress of students in their tutor group. Key people to take advice from are the Head of Year, the Deputy/Senior Deputy with responsibility for Behaviour, and the Headteacher of the Academy.

In addressing behaviour issues, it is important to have a proportionate and graduated response. At each level of the behaviour policy, increasing amounts of support and intervention are brought to bear. It is, therefore, not in the principle of the policy for a student to move backwards through levels over time.

Students are encouraged to take accountability for their behaviour and it is the intention of the Academy to support students in identifying and correcting unacceptable conduct, where appropriate and tolerable. The Academy makes use of restorative approaches to develop pupils' ability to reflect on their actions and the impact of their behaviour on others. In doing so, we aim to promote a safe environment for all and a culture of empathy.

In rare circumstances, it may be necessary to move a student directly to a specific level of the Behaviour Policy, depending on the severity of the circumstances or the intervention, support or action required. Such a decision is at the discretion of the Academy.

The procedures for disciplinary action are as follows:

## Subject Teacher/Personal Tutor

### Example Characteristics

- Misbehaviour as defined in Section 3

### Suggested Actions

- Member of staff to record negative event on Bromcom
- If a Stage 2 disruption is recorded, the student is required to attend a Conduct Review in order to have a restorative conversation with a member of staff
- If a Stage 3 disruption is recorded, alongside a Conduct Review, class teacher to make a phone call home to the Parent/Guardian to discuss areas for improvement

## Level One

### Example Characteristics

- Repeated misbehaviour as defined in Section 3
- Significant incident. Any behaviours that breach the Student Code of conduct as set out in Section 6 could be considered significant.

### Suggested Actions and Support Strategies

- Events recorded on Bromcom for Personal Tutor and parental information
- If a Major disruption is recorded, alongside a Conduct Review, Welfare Team to make a phone call home to the Parent/Guardian to discuss and to liaise with Personal Tutor to agree areas for improvement
- Personal Tutor to arrange meeting with Parent/Guardian, where necessary
- Student placed on Personal Tutor Review
- Consult with the Welfare Team to identify potential barriers and strategies are shared

## Level Two

### Example Characteristics

- Repeated misbehaviour as defined in Section 3 has continued
- Strategies at Level One have been ineffective
- Significant incident. Any behaviours that breach the Student Code of conduct as set out in Section 6 could be considered significant.

### Suggested Actions and Additional Support Strategies

- Events recorded on Bromcom for Personal Tutor and parental information
- Head of Year meeting
- Student placed on Head of Year Review
- Referral to Inclusion Team for further assessment work and strategies shared

## Level Three

### Example Characteristics

- Repeated misbehaviour as defined in Section 3 has continued
- Strategies at Level Two have been ineffective
- Serious misbehaviour as defined in Section 3

### Suggested Actions and Additional Support Strategies

- Events recorded on Bromcom for Personal Tutor and parental information
- Head of Year meeting
- Student placed on Head of Year Review
- Bespoke or targeted, time-limited intervention delivered by Welfare Team
- Refer to external agency or professional for bespoke advice
- Set a review date

## Level Four

### Example Characteristics

- Repeated misbehaviour as defined in Section 3 has continued
- Strategies given by Welfare Team or external services have been ineffective
- Serious misbehaviour as defined in Section 3

### Suggested Actions and Additional Support Strategies

- Events recorded on Bromcom for Personal Tutor and parental information
- Meeting with Deputy Head for Behaviour
- If appropriate, completion of Boxall Profile and generation of behaviour plan
- Bespoke or targeted, time-limited intervention delivered by Welfare Team
- Referral to an external agency or professional for specialist assessment and support if deemed appropriate
- Set a review date

## Level Five

### Example Characteristics

- Repeated misbehaviour as defined in Section 3 has continued
- Strategies given by Welfare Team or external services have been ineffective
- Boxall behaviour plan has been ineffective
- Serious misbehaviour as defined in Section 3

### Suggested Actions and Additional Support Strategies

- Events recorded on Bromcom for Personal Tutor and parental information
- Head of Year to arrange meeting with Parent/Guardian. Deputy Head for Behaviour and Senior Deputy Head for Student Welfare in attendance.
- Generation of behaviour contract, using all available data
- Bespoke or targeted, time-limited intervention delivered by Welfare Team
- Direction for the student to attend off-site provision to improve their behaviour. This will be time-limited and could be at an alternative provision or another mainstream school.
- A voluntary managed move if agreed with all parties involved.
- Set a review date

## Level Six:

If students do not respond to the actions of Level One to Level Five they will be referred to a Disciplinary meeting with the Headteacher.

The following will be asked to attend:

- The student and parent/guardian
- Senior Deputy Head responsible for Student Welfare
- Deputy Head for Behaviour
- Head of Year
- Assistant Head for Welfare Support
- Inclusion and Welfare Specialist

Procedure at this Disciplinary Meeting

- The Head of Year will present a full overview of the behaviour record of the student
- The students and parent/guardian will be asked to comment
- The Headteacher and staff in attendance will ask questions of the student, parents/guardian
- The Headteacher will ensure that all levels of support have been secured for the student through Levels One to Five of this procedure
- The Headteacher will decide on the next stage of action.

Possible Outcomes

- The student returns to the current programme of study with specific targets of good behaviour to be met over an agreed period of time. A second meeting would be agreed to review progress within an appropriate timescale.
- The student returns to an alternative programme of study which is arranged to meet the needs of the student and to safeguard the learning of other students. Further meetings will be held to review student progress.
- Direction for the student to attend off-site provision to improve their behaviour. This will be time-limited and could be at an alternative provision or another mainstream school.
- A voluntary managed move if agreed with all parties involved.
- Permanent Exclusion

## Level Seven:

Following the Disciplinary meeting of Level Six and the introduction of the additional support strategies agreed with parent/guardian, there are two possible outcomes.

- The student meets the standards of behaviour required at the Academy and completes their programme of study.
- The student does not meet the standards of behaviour required at the Academy and the Headteacher permanently excludes the student.

At any time:

- At any time through levels one to seven, fixed term suspensions may be issued by the Headteacher in accordance with the Exclusion Policy.

At any time:

- Occasionally, in exceptional circumstances, where all support strategies have failed to achieve the desired behaviour, the parents/guardians in consultation with the Academy have the right to withdraw the student and seek alternative education.

At any time:

- In cases, when an incident is of a most serious nature, the Headteacher may make a decision to immediately exclude a student. Exclusions can be either a fixed period or permanent.

Conclusion:

- Clearly the level of intervention to adopt depends on the nature of the behaviour and the circumstances. Intervention can occur at any level. The 'common sense' rule applies and teachers are encouraged to seek advice when they are unsure of appropriate action.

### **8.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the student code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Making use of emotion coaching strategies, as appropriate
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement
  - Using restorative approaches

### **8.2 Removal from classrooms**

Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Allow the disruptive student to continue their learning in a managed environment

Students will be removed from the classroom for the least time possible.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Meetings with mentors
- Support from the Welfare Team
- A 'Circle of Adults' meeting
- Time-out, where deemed appropriate
- In some circumstances, in-situ behavior coaching



### 8.3 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on Bromcom and reported to parents

### 8.4 Confiscation

**Any prohibited items (listed in section 3) found in students' possession will be confiscated.** These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### 8.5 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour will be adapted to cater to the specific needs of the student.

As a fully inclusive school, our Student Welfare team comprises of pastoral staff, safeguarding staff and the Inclusion team. This ensures that all students are supported to maintain positive behaviour, regardless of their needs. In addition, at each level of the Behaviour Policy, there is a consideration of whether unidentified or additional needs may have contributed to poor behavior. As such, we ensure that any escalation up the behaviour scale triggers timely assessment and intervention work.

Where appropriate, support and advice will also be sought from specialist advisory teachers, an educational psychologist, medical practitioners and/or other external professionals, to identify or support specific needs.

Where assessment work has taken place, strategies and behaviour plans will take account of student and parent voice to ensure a collaborative approach.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent or mitigate against them.

### 8.6 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding policy.

## 9. The Reflection Hub

The Reflection Hub is an integral part of the school's behaviour management and reintegration strategy, providing a structured environment for students to reflect on their behaviour and reintegrate successfully into the school community. It can also serve as a proactive alternative to fixed-term suspensions, allowing students to remain on-site while addressing serious behavioural concerns.

The Reflection Hub aims to:

- support students in understanding the impact of their behaviour, fostering accountability and personal growth.
- reduce the need for fixed-term suspensions by providing a restorative and reflective environment.
- provide a clear pathway for reintegration after a fixed-term suspension or a period of time offsite direction.
- reduce the likelihood of repeat incidents by equipping students with strategies to manage their behaviour more effectively.

### 9.1 Use as an Alternative to Suspension:

- The Reflection Hub may be used in place of a fixed-term suspension for incidents where a restorative, on-site approach is deemed more effective.
- This decision will be made by the Deputy Head for Behaviour in consultation with the Headteacher and the relevant Head of Year, considering the severity of the incident, the student's behaviour history, and the potential impact of suspension.
- Parents/carers will be informed of the decision and the rationale for using the Reflection Hub as an alternative.

### 9.2 Reintegration or Placement in the Reflection Hub:

- For students returning from a fixed-term suspension or a period of offsite direction, a reintegration meeting will be held with the student, their parent/carer, the Deputy Head for Behaviour and their Head of Year.
- As part of the reintegration process, students may complete a phased return to mainstream lessons. The phased return will typically include:
  - **Week 1:** The student will attend the Reflection Hub on reduced hours, typically a half-day schedule, focusing on reflective tasks, restorative practices, and academic work. Timings will be agreed upon in the reintegration meeting to best support the student's needs.
  - **Week 2:** The student will attend core lessons only (e.g., English, Maths, and Science) while spending the remainder of their time in the Reflection Hub.
- Progress during the phased return will be monitored closely, with daily feedback provided by the Reflection Hub supervisor to Heads of Year and/or Deputy Head for Behaviour.
- Parents/carers will be kept informed of the student's progress throughout the phased return process.

### 9.3 Activities in the Reflection Hub

- Students in the Reflection Hub will follow a structured timetable designed to promote reflection, learning, and behaviour improvement.
- They will spend a designated period engaging in the following activities:
  - Reflective tasks tailored to their behaviour and its impact.
  - Restorative conversations with affected staff or peers, if appropriate.
  - Academic work to ensure continuity of learning.

#### **9.4 Monitoring and Support:**

The Reflection Hub manager will provide daily feedback on the student's engagement and progress to Head of Year, the Deputy Head for Behaviour and the Headteacher. Heads of Year will regularly check in to monitor progress and provide additional guidance where needed.

#### **9.5 Completion and Reintegration:**

Upon successfully completing their time in the Reflection Hub, students will attend a review meeting with their Head of Year and the Reflection Hub manager. The review will confirm their readiness to return to mainstream lessons and may include additional support strategies, such as mentoring, a behaviour contract, or regular check-ins.

#### **9.6 Expectations:**

- Students are expected to engage fully with the Reflection Hub process, demonstrating a commitment to reflection and improvement.
- Parents/carers are encouraged to support the process by reinforcing the importance of the Reflection Hub in promoting positive behaviour.

#### **9.7 Non-Compliance:**

Failure to engage with the Reflection Hub will result in further consequences, including extended time in the Reflection Hub, a fixed-term suspension, or escalation of sanctions in line with the behaviour policy.

## **10. Student transition**

To ensure a smooth transition to the next year, students have transition sessions with their new Personal Tutors where possible. In addition, staff members hold transition meetings in order to share information and ensure that agreed strategies are maintained.

Students transitioning from Key Stage 2 into Key Stage 3 who have been identified by their Primary school as requiring additional support with their behaviour will be visited by a member of the Welfare team in the Summer Term before their arrival. Following this, plans will be made to ensure that the student settles into the Academy, with the necessary support in place.

## **11. Training**

All staff have formal CPD sessions on behaviour management at least annually and any updates to the Behaviour Policy are communicated appropriately. Additional support and training is provided for ECTs and staff requiring further support. These sessions cover the ECF and EEF research-based strategies.

Our staff are provided with training on managing behaviour and the Behaviour for Learning Procedure as part of their induction process.

Behaviour management will also form part of continuing professional development.

## **12. Monitoring arrangements**

This Behaviour Regulation and Relationships Policy will be reviewed by the Headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour log (as per section 5). At each review, the policy will be approved by the Headteacher.

### 13. Links with other policies

This Behaviour Regulation and Relationships Policy is linked to the following policies:

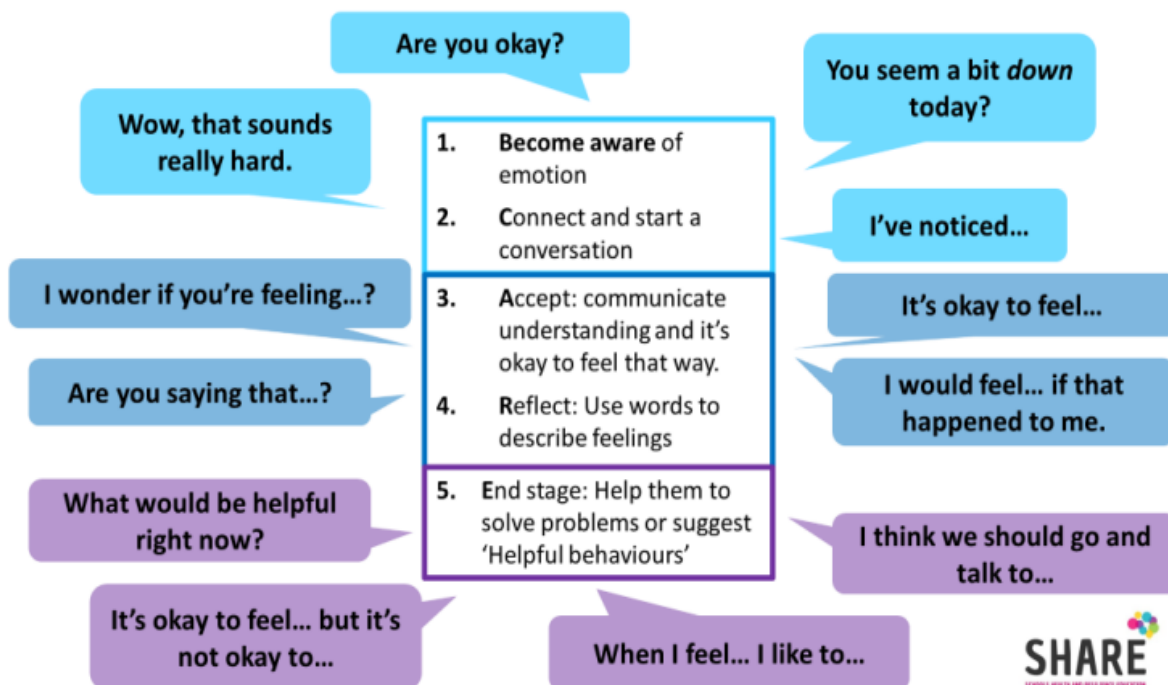
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Exclusion Policy
- Wellbeing Policy

#### References:

Graham, A., Powell, M. A., & Truscott, J. (2016). Facilitating student well-being: relationships do matter. *Educational Research*, 58(4), 366-383.

## Appendix A – Emotion coaching

- 1. Become aware of emotion.** Especially if it is low intensity (such as disappointment or frustration).
- 2. Connect.** View their emotions as opportunities for connection and teaching.
- 3. Accept.** Listen and accept their emotions: avoid judgement.
- 4. Reflect.** Help them use words to describe what they feel.
- 5. End stage.** If appropriate, help them to problem solve. You may also communicate that all wishes and feelings are acceptable, but some behaviours are not.



## Appendix B – Student Charter

### *What Standards are expected of Sandwell Academy students?*

#### **Student Code of Conduct**

All day, every day students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

**The Academy does not have a long list of rules but students should make special note of these very important statements.**

Everyone must be safe. Exercise of aggressive or threatening behaviour, or other intimidation or abuse, will result in your parents or carers being asked to collect you immediately from the Academy. Bullying will not be tolerated.

The Academy actively promotes the responsible use of social media. Inappropriate use of social media will not be tolerated, particularly if it is used as the medium to bully someone. Whilst no social media activity is allowed in school, if your use of it outside school breaches the Academy Behaviour Policy, the Academy will take disciplinary action.

Be sure to treat all facilities, and especially the ICT facilities, properly and with a high level of care. Downloading inappropriate materials is a serious breach of Academy rules which could lead to you losing your place at the Academy.

You will need to sign an ICT contract which gives you more detailed guidance.

Illegal or harmful drugs and substances are very dangerous and students should note that there will be no toleration of possession, sale, purchase or consumption at the Academy or away from School. Similarly, possession of a bladed or pointed article or an offensive weapon into the Academy will not be tolerated. Such activity will result in permanent exclusion.

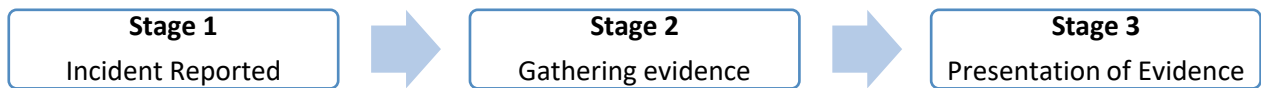
You may bring your phone to the Academy for emergency use only. It should be switched off as soon as you enter the Academy grounds. You must not use your phone to take photographs or videos anywhere in the Academy, the area immediately outside or on Academy coaches. This will result in disciplinary action. Your phone is your responsibility. Breaches of the law are, by definition, breaches of the Student Charter.

Personal Tutor - I have shared and presented			
Signed		Date	

Students – I have listened, read and understood			
Signed		Date	

Parent/ carer – I have discussed and acknowledged			
Signed		Date	

## Appendix C – Investigation Procedures and Protocols



### Stage 1 – Incident Reported

When an incident is reported it will be referred to either the Head of Year (HOY) or a member of the Welfare Team. The immediate response will be to ensure one, or some, of the following:

- everyone is safe
- whether medical aid is needed
- whether emotional support is required
- whether an item needs confiscating
- whether or not the incident needs reporting to the police or other agencies

The Welfare Team will then liaise with the Inclusion and Welfare Specialist to establish the investigation priorities and to make an investigation plan.

- what needs to be investigated
- isolation of students
- who is carrying out the investigation
- anyone who needs to be spoken with ('witnesses')
- any sources of evidence, for example CCTV footage,
- if any searches of students are required
- setting out the importance of confidentiality

### Stage 2 – Gathering Evidence

Evidence during an investigation may include, but not be limited to:

- CCTV footage
- Student statements
- Staff statements

CCTV will be reviewed and book marked by the Pastoral Manager overseeing the investigation. CCTV footage should be viewed discretely and only be seen by necessary staff. In the process of reviewing CCTV footage if a safeguarding concern is raised the Inclusion and Welfare Specialist will be contacted and the footage must be password protected. The CCTV footage should immediately be shared with the Designated Safeguarding Lead (DSL).

Students will be interviewed and asked to complete a *student statement* form. It is an expectation that students will co-operate with this process. At this stage the parents may not be contacted as the interview is only to try to help establish the facts and to ascertain, on the balance of probabilities, what happened.

In the event that it is discovered that the account on a student's *student statement* form is false, or lacking key known information, the person investigating may request that a further *student statement* form is completed. Where an account is found to be false, or where key information has been deliberately withheld, this could also result in disciplinary action for attempting to bias an investigation.

If, in the process of an investigation, a safeguarding concern is raised, then this will be referred to the DSL who will deal with it through our normal safeguarding procedures.

Please note that it may be necessary to isolate a student/students whilst an investigation is taking place. This may be for their own safety, the safety of others or to ensure that there is no collusion with other witnesses. When investigating low level events students can be isolated within the whole school colleague support venues, when investigating serious events students should be isolated within the Welfare Hub.

Staff will be asked to submit their statements at their earliest opportunity and this can be via email or handwritten. Staff may also be interviewed at a later date.

### Stage 3 – Presentation of Evidence

Once an investigation has been completed the evidence will be presented to the relevant person dependent on the nature of the incident. The person investigating is expected to give recommendations at the end of the investigation.

Guidance for potential levels of Incidents:

- **Minor** incidents, investigated and dealt with by Pastoral Mangers, sanction agreed where applicable by the Inclusion and Welfare Specialist. PT/HOY informed and incident recorded on Bromcom.
- **Intermediate** incidents, investigated by Pastoral Mangers, with the Inclusion and Welfare Specialist overseeing the incident.
- **Major** Incidents, investigated by Pastoral Mangers, HOY or the Inclusion and Welfare Specialist, with Deputy Head for Behaviour, Senior Deputy for Welfare or Head Teacher overseeing the incident.
- **Safeguarding** incidents will be dealt with by the DSL or DDSL

When making a decision about the outcome of an investigation all evidence gathered and any mitigating circumstances will be taken into account. Full details may not necessarily be conveyed to other parties involved due to confidentiality.

The range of outcomes available will be dependent on the level of the incident. Once a decision is made, parents of all involved parties will be contacted as necessary. This will always include both the victim, and perpetrator, but in some instances it will extend to witnesses. Any immediate sanctions, mediations or restorative justice will be communicated at this point. If the decision is that a student is to be fixed term suspended, this will be communicated by the HOY, then the outcomes, targets and support package will be discussed during the student's reintegration meeting. Parents are expected to support with the reintegration process.

The Academy's Behaviour Regulation and Relationships Policy will govern all actions taken during this process.

### Additional Information – Third Party Involvement

A third party is neither:

- the victim
- the perpetrator
- a witness

However, this does not mean that a third party is not affected by an incident. A third party can report an incident. If a third party is affected by an incident they can ask for support by flagging this with their Personal Tutor and/or a member of the Welfare Team. The Academy has staff identified to provide such support.

If a third party reports an incident to their HOY or the Welfare Team, they can confirm that they are aware of the incident. However, they will not share any details with the third party and the third party will not be updated about the course of the investigation or the outcome.

A third party should **not**:

- propagate rumours or theories about what happened – they were not there
- attempt to involve themselves in the situation or the investigation
- use social media to discuss the incident or voice opinions about it
- expect updates on the investigation

Should the third party involve themselves in any of the ways above they could find themselves subject to disciplinary action in line with the Academy's Behaviour Regulation and Relationships Policy.