



# Behaviour Policy

**Including Smoking Policy & Social Media Policy**

Reviewed by:	Signed:	Date:
Leadership Team		
Staff Middle Leader		
Management Committee		

This Behaviour Policy sets out:

- our core principles (Centre Charter);
- ways of minimising poor behaviour;
- strategies for managing low and high level poor behaviour;
- ways of recognising and rewarding good behaviour.

The Policy will be effective if:

- there are few incidents of poor behaviour;
- effective learning is taking place;
- students are happy and feel safe in the Centre;
- it is consistently applied;
- it is fair; and
- it is clearly understood by all staff, students and visitor.

This policy should be read in conjunction with our other Centre policies, particularly the Anti-Bullying Policy and the Safeguarding Policy, both of which are available on the Sherborne Learning Centre website ([sherborne-lc.org.uk](http://sherborne-lc.org.uk)).

## Centre Charter

The Centre Charter sets out the principles we all feel are important. All members of the Centre community should be guided by these principles – students, staff and visitors. Students at the centre will understand what this charter sets out and this will be displayed in all classrooms and alternative provisions for students and staff to refer to.

**Everyone has the right to be respected and be treated fairly.**

**Everyone has the right to feel safe & ensure the safety of others.**

**Everyone has the right to learn & the responsibility to help each other and work in a team.**

**Everyone has the right to have a say and the responsibility to listen.**

**Everyone has the responsibility to respect property.**

## Our place in the Community

We are very aware of the Centre's place in the centre of a residential community, next to a local shop, people's homes, a play group and a primary school.

We therefore expect all students to keep to this behaviour policy at all times, from the moment they start their journey to the Centre until the moment they arrive home. Students need to be particularly aware of the language they use when out and about and remember that they are not allowed to smoke at any time.

Students are expected to remain on-site throughout the day unless taking part in a supervised activity. However Year 10 & 11 students who have been given prior

permission by staff may be allowed to leave the Centre unsupervised as long as they conduct themselves in accordance with this policy at all times and come back on site ready for lessons. Lesson times will be clearly displayed around the site. KS3 students will be given permission with parental consent to go off site to the shops, but they will be given a time limit and must ask a member of staff first. These students should be aware that if they are in large groups this can make people feel uneasy and therefore, if off-site, should not be in a group of more than four. Students also need to ensure they do not block footpaths and do not go down the pathway along the side of the primary school.

If our students' behaviour brings the Centre into disrepute or has a detrimental effect on the well-being of staff or students we will always take action according to this policy. This will be the case even if the actions take place away from the Centre or outside Centre hours.

## Rewarding good behaviour

Most of our students behave very well most of the time and it is important that not only is this recognised, but that we also make sure our students know that it has been recognised.

We can recognise day-to-day good behaviour by this is dependant of the member of staff:

- praise (discrete or public, depending on student and context);
- stickers;
- phone call home;
- postcard home;
- letter home;
- giving of responsibilities;
- putting good work on the website or up on a wall;
- putting good work on file;
- sharing good work with other staff; and/or
- sharing the behaviour tracking sheets with students and parents fortnightly.
- Reward points – students have the opportunity to win 50 points a day to go towards a reward trip at the end of each half term (Gold, Silver, and Bronze). Points are won through, attendance, good behaviour in lessons and good academic progress in lessons.

Some examples of good behaviour that might merit particular recognition are:

- being respectful
- changing behaviour in a positive way;
- maintaining good behaviour when other students are not;
- extra special effort;
- self-motivation;
- especially good work;
- being consistently polite and well-mannered; or
- being a good citizen

## Ways in which such behaviour will be recorded:

- tutor or teacher positive phone call home;
- Postcard sent home class teacher & tutor (these will be sent once a week separate to the tracking sheets)
- Good citizen raffle ticket for prize draw to be drawn once a week at tutor time on a Friday.

- Head teacher postcard home for many postcards.

## **Centre Charter rules - to be updated by VR once tutees have contributed.**

Our **bottom-line rules** are what we expect of all students at all times. There is never any excuse for not following these rules and there will always be consequences for breaking them.

While we expect all students to keep to our **expectation rules**, these are the rules that we recognise *some* students may need extra support to meet. There will always be consequences for breaking these rules but these consequences may vary depending on individual student's needs and circumstances.

### **Everyone has the right to be respected and treated fairly**

*This includes every single member of our Centre community, whatever their special educational, physical or health needs; faith; ethnicity; sexual orientation; gender; or age.*

#### **Bottom-line**

We don't swear at each other, by word or by gesture.  
We respect people's right to be who they are and to be themselves.

#### **Expectation**

We talk to each other in a polite and courteous way.

### **Everyone has the right to feel safe and to ensure the safety of others**

*In particular, we do not tolerate bullying of any kind. Please see also our Anti-Bullying Policy.*

#### **Bottom-line**

We respect people's personal space.  
We don't use or threaten to use violence of any kind, which includes words and gestures as well as physical violence.

#### **Expectation**

We watch out for each other's safety and well-being.  
We know how to help each other to get the right kind of support.

## **Everyone has the right to learn and the responsibility to help each other and work in a team**

*We are a **Learning Centre** and learning is at the heart of what we do, whatever our situation we help and support each other. We do not tolerate bullying*

### **Bottom-line**

We're in lessons ready to learn. This means no phones, listening to instructions and allowing everyone else in the lesson to learn too.

### **Expectation**

We take part in lessons and take an active part in our learning.  
We make the most of the opportunities available to us.

## **Everyone has the right to have a say and the responsibility to listen**

### **Bottom-line**

We listen to what people have to say and never shout anyone down.

### **Expectation**

We express our opinions and views calmly.  
We take turns in debates and conversation.

## **Everyone has the responsibility to respect property**

### **Bottom-line**

We never deliberately break things.  
We never steal.  
We never spit.

### **Expectation**

We tidy up after ourselves.

## **Sanctions**

We want all students to keep to these rules and we will work with them to help them to do so. Some of the ways we help students to keep to the rules are as follows:

- praise and/or rewarding other students who are behaving appropriately, including contacting home, where applicable;
- rewarding students who consistently behave well;
- reminding about the Centre Charter;
- explaining the reasons such behaviour is inappropriate;
- tactical ignoring;
- confiscation of an item that is contributing to the poor behaviour;
- verbal warnings; or
- short time out.

When a rule has been broken, we believe students should have the opportunity to make amends. For example, a student who has been caught smoking can make

amends by staying on site for a period of time, or a student who has been rude can make amends by apologising in an appropriate manner.

However if a student will not make amends or if they repeatedly break the rules, or if there has been a particularly serious incident, we will impose the following sanctions. Failure to comply with a sanction at one level will lead to the next level. Serious incidents may result in the first sanction being of a higher level than usual.

#### **Level one**

Student to see member of staff later in the day, for up to 5 minutes, in order to discuss the incident and make amends. Lunchtime detention to be set by teacher for up to 10 minutes.

#### **Level two**

Referral to student's tutor by use of a concern note. Contact with parents or carers. 10 minute detention with SLT at lunchtime.

#### **Level three**

Referral to student's tutor by use of a concern note. Contact with parents or carers. Exclusion from friday activity spend afternoon with SLT

#### **Level four**

Early morning detention if they are unable to attend this would lead to a one day exclusion with a meeting with parents or carers to discuss behaviour.

#### **Level five**

Fixed-term exclusion. Meeting with parents or carers.

## Sherborne Learning Centre Behaviour Ladder

Level	Behaviour	Next Steps
<b>Level one</b>	Low level disruption Ø Arriving late Ø Not listening Ø Non engagement Ø Calling out Ø Interfering with others Ø Silly noises Ø Lack of respect for centre charter Ø Mobile phone out in lesson	<ul style="list-style-type: none"> <li>· Student to see member of staff later in the day, for up to 5 minutes, in order to discuss the incident and make amends.</li> <li>· Lunchtime detention to be set by teacher for up to 10 minutes.</li> </ul>
<b>Level two</b>	Persistent disruption Ø Non engagement Ø Continued disruption following strategies from level 1 Ø Mobile phone out in lesson persistently.	<ul style="list-style-type: none"> <li>· Referral to student's tutor by use of a concern note.</li> <li>· Contact with parents or carers.</li> <li>· 20 min lunchtime detention with SLT.</li> <li>· Mondays &amp; Thursdays</li> </ul>
<b>Level three</b>	Ø Continual swearing and foul language Ø Inappropriate subjects spoken openly Ø Disrespectful behaviour towards others and or property Ø Threatening behaviour towards others	<ul style="list-style-type: none"> <li>· Referral to student's tutor by use of a concern note. Contact with parents or carers.</li> <li>· Behaviour report card – issued by PSSM</li> <li>· <i>Leading to Exclusion from Friday activity spend afternoon with SLT or appropriate alternative.</i></li> </ul>
<b>Level four</b>	Ø Aggressive behaviour towards others Ø Total disregard for school rules and expectations Ø Abusive language spoken directly to member of staff	<ul style="list-style-type: none"> <li>· Early morning detention - ½ hour</li> <li>· Afterschool detention - 1 hour</li> </ul> <p><i>No transport commissioned for either</i></p>
<b>Level five</b>	Ø Behaviour puts others in danger Ø Persistent disruption following graduated centre interventions Ø Persistent defiance despite centre interventions Ø Targeted bullying Ø Physical contact with others	<ul style="list-style-type: none"> <li>· Fixed-term exclusion. Meeting with parents or carers.</li> </ul>
<b>Level 6</b>	Ø Persistent behaviour issues Ø Persistent non engagement Ø Persistent disrespect/regard for others	<ul style="list-style-type: none"> <li>· Countryside Classroom (Isolation)</li> </ul>

## Confiscation and Searching

The law gives teachers the power to confiscate, retain and/or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law also gives teachers the power to search without consent for "prohibited items" including: phones (please see school policy on mobile phones) 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; and any item banned by the school rules which has been identified in the rules as an item which may be searched for.

*Prohibited items will be destroyed or requested to be collected by the police.*

## Appendix One: Confiscation and Searching

The law gives teachers the power to confiscate, retain and/or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

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Weapons and knives, illegal drugs and extreme or child pornography will always be handed over to the police. Other items will be dealt with according to circumstances but will usually be handed over to the police, retained securely until parents or carers are able to come to the Centre to collect, or disposed of safely. The Headteacher or Deputy Headteacher will make the final decision regarding the appropriate course of action in these circumstances.



## Appendix Two: Physical Intervention

### Introduction

This appendix should be read in conjunction with the 'Use of Reasonable Force' advice for Head Teachers, Staff and Governing Bodies (DFE-00295-2013, July 2013).

At no time is the physical restraint of students seen as the first and only response to a student's behaviour. It is viewed as a necessary last resort to prevent damage to him or herself, others or property.

The use and type of restraint will depend on the experience of the staff, the frequency of the need to restrain and the student's allowance to be controlled by non-restraining methods.

### The use of restraint

Restraint should only be used when it is likely to succeed. Staff should be undertaking dynamic assessment of risk and respond appropriately. The members of staff must feel confident in what they are doing and why i.e. maintain a Balanced Approach.

Team teach is our adopted approach with emphasis on staff using diversion and/ or distraction techniques.

It is desirable that more than one member of staff is present.

The minimum amount of restraint to restore safety should be used.

Physical contact and restraint should not be used in anger.

### After care

Students should be removed to a quiet area or the rest of the class removed to create a withdrawal area.

Restraint should be withdrawn as quickly as possible.

Students should be given the opportunity to talk through the incident and rebuild their esteem in a calm, non-threatening or judgemental atmosphere.

Staff involved should be given the opportunity to gather themselves before continuing with their work. Provision will be made to analyse the incident at the end of the day.

Where necessary and appropriate students will be taken home after parental contact has been made.

A timetable for re-admission or case conferencing should be made. It is hoped temporary exclusion will not be a definite next step.

### Procedures

A written account of the incident should be placed in the serious incident book and the centre 'Bound and Numbered Book'.

A telephone call followed by a letter outlining the incident should be sent to the parent/ carers of the protagonists.

Where necessary a home visit will be made by the student's teacher and the

Headteacher or Deputy Headteacher.

A written report of the incident will be sent to the Chair of the Management Committee.

This policy is not a licence for staff to engage in the physical contact and restraint of students.

Where a student has been restrained, an individually prescribed written handling plan will be maintained. This will follow on from the records of concern.

### **Appendix Three: Malicious allegations**

Sherborne Learning Centre takes its responsibilities for safeguarding and child protection very seriously and all allegations (against staff or pupils) will be rigorously investigated under the terms of the appropriate policies. However, any allegation found to be maliciously made will be treated as a serious offence and appropriate sanctions will be applied.

# Smoking Policy

## RATIONALE

Smoking is the single most preventable cause of premature death and ill health in society. Schools have a major role to play in working towards the prevention of smoking amongst pupils and providing a safe environment, free from second hand smoke. Smoking and the use of electronic cigarettes represent a health and safety issue for schools.

NICE Guidance (2010) on Schools Based Interventions to Prevent Smoking recommends that these policies should sit within wider school strategies on well-being, drugs and alcohol and behaviour. This guidance can be found at

[www.nice.org.uk/guidance/ph23/chapter/recommendations](http://www.nice.org.uk/guidance/ph23/chapter/recommendations)

Key elements of the policy:

- A Smoke Free Environment in School
- Education and Promotion of Healthy Choices
- Support for Pupils, Parents and Staff to Quit

## A SMOKE FREE ENVIRONMENT IN SCHOOL

There should be no smoking by students, staff or visitors in the buildings or on any part of the site at any time. The use or charging of electronic cigarettes on site is not permitted.

Pupils found in possession of smoking or electronic cigarette paraphernalia will have it confiscated, and stored safely. Parents/Carers may collect the items within 7 days, after which they will be disposed of.

Students found to be smoking, or associating with others who are smoking will be sanctioned as soon as practicable from the time of the transgression; by informing pupils that if they associate with people smoking, even if they are not smoking themselves, they are at risk of sanction, peer pressure can be used to a positive effect i.e pupils develop a sense of responsibility for each other. This approach also avoids confusion when caught smoking as to who was in possession of the cigarette.

## SANCTIONS

- Incident to be reported to tutor or Year Lead.
- Incident to be logged on smoking list.
- Parents/Carers to be notified of incident
- Detention/exclusion/isolation for repeat offenders.
- Staff who chose to smoke offsite must ensure that they are a sufficient distance from the school so that they are not visible by pupils or visitors.

## **SUPPORT FOR PUPILS, PARENTS AND STAFF**

Pupils who are found to be smoking should be offered support to quit. Where available, this can be from a member of school staff who is training as a stop smoking adviser. Where no one is available and pupils express a keen interest in quitting they should be referred to the local NHS stop smoking service.

The school will support pupils using licensed Nicotine Replacement Products as part of a supervised NHS stop smoking programme.

As part of a whole school approach to smoking, the school will from time to time communicate the benefits of quitting smoking to parents via usual methods of communication and give details of local sources of support to quit.

The school will support local and national initiatives aimed at smoking prevention and cessation and where possible take part in events and activities to encourage parents and carers to quit smoking and create a smoke free environment in the home.

There will be a named member of staff responsible for the smoke free agenda within the school.

## **EDUCATION AND PROMOTION OF HEALTHY CHOICES**

Pupils will be supported to make healthy choices in relation to smoking through education in PSHE lessons and the general school curriculum. Staff will liaise with relevant agencies such as Dorset County Council and NHS Stop Smoking Services to stay up to date on issues relating to smoking and teaching resources.

# Social Media Policy

## Introduction

For the purposes of this policy, social media refers to any interactive Web 2.0 platform, including social networks, internet forums and blogs. Given the rapid expansion of social media, it is impossible to list all possible types of media. Staff should assume that all online activity is covered by this policy. Employees should follow these guidelines in relation to any social media that they use, both at work and at home.

## Scope

This policy applies to teachers, support staff, governors, volunteers and all who work on the school site.

This policy takes account of all the appropriate legislation and sets out to:

- Assist those who work with pupils to work safely and responsibly, to monitor their own standards of behaviour and to prevent the abuse of their position of trust with pupils.
- Offer a code of practice relevant to social media for educational, personal and recreational use.
- Advise that, in the event of unsafe and/or unacceptable behaviour, disciplinary or legal action (including gross misconduct leading to dismissal) will be taken if necessary in order to support safer working practice and minimise the risk of malicious allegations against staff and others who have contact with pupils.

This policy should be read in conjunction with the school's Code of Conduct and use of ICT.

## Use of social media in the school

Staff are not permitted to access social media websites from the school's computers or other school device at any time unless authorised to do so by a member of the senior leadership team. However, staff may use their own devices to access social media websites while they are in school, outside of lessons or other structured sessions. Excessive use of social media, which could be considered to interfere with productivity, will be considered a disciplinary matter.

Staff should assume that anything they write (regardless of their privacy settings) could become public so should ensure that they are professional, maintaining a clear distinction between their personal and professional lives.

Any use of social media made in a professional capacity must not:

- Bring the school into disrepute.
- Breach confidentiality.
- Breach copyrights of any kind.

- Bully, harass or be discriminatory in any way.
- Be defamatory or derogatory.

## Use of social media outside of school

The school appreciates that staff may make use of social media in a personal capacity. However, staff must be aware that if they are recognised from their profile as being associated with the school, opinions they express could be considered to reflect the school's opinions and so could damage the reputation of the school. For this reason, staff should avoid mentioning the school by name, or any member of staff by name or position. Opinions should follow the guidelines above so as not to bring the school into disrepute, breach confidentiality or copyright, or bully, harass or discriminate in any way.

## General considerations

When using social media staff and others should:

- Never share work log-in details or passwords.
- Keep personal phone numbers private.
- Never give personal email addresses to pupils or parents.
- Restrict access to certain groups of people on their social media sites and pages.

Those working with children have a duty of care and are therefore expected to adopt high standards of behaviour to retain the confidence and respect of colleagues and pupils both within and outside of school. They should maintain appropriate boundaries and manage personal information effectively so that it cannot be misused by third parties for 'cyber-bullying', for example, or identity theft.

Staff should not make 'friends' of pupils at the school because this could potentially be construed as 'grooming', nor should they accept invitations to become a 'friend' of any pupils.

Staff should also carefully consider contact with a pupil's family members because this may give rise to concerns over objectivity and/or impartiality. Staff should keep any communications with pupils transparent and professional and should only use the school's systems for communications.

If there is any doubt about whether communication between a pupil/parent and member of staff is acceptable and appropriate a member of the senior leadership team should be informed so that they can decide how to deal with the situation.

Before joining the school, new employees should check any information they have posted on social media sites and remove any post that could cause embarrassment or offence.

## **Disciplinary action**

Any breach of this policy may lead to disciplinary action under the school's disciplinary policy. Serious breaches of this policy, such as incidents of bullying or of social media activity causing damage to the organisation, may constitute gross misconduct and lead to dismissal.

## **Further information**

NASUWT, (2012). *Social networking – guidelines for members*.  
[http://www.nasuwt.org.uk/InformationandAdvice/Professionalissues/SocialNetworking/NASUWT\\_007513](http://www.nasuwt.org.uk/InformationandAdvice/Professionalissues/SocialNetworking/NASUWT_007513)