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# Snowdon Village

## Communication Policy

(Commonly referred to as the Behaviour Policy)

Snowdon Village Academy  
Date Adopted: September 2022  
Implementation Date: September 2022  
Review Date: August 2023

## Snowdon Village 'Communication' Policy

### Snowdon Village Vision and Objectives

Snowdon Village (SV) is a 4-16 academy offering a specialist delivery model for young people who find mainstream provision challenging for a number of reasons. SV provides a personalised, flexible and innovative programme of student, centred on the needs of the individual, enabling them to overcome their barriers to learning, equipping them with the skills for future success and enabling re-integration into full-time mainstream provision or meaningful onward progression. SV delivers this provision in partnership with Cabot Learning Federation (CLF), Bristol City Council (BCC), Parents/Carers, existing schools and other alternative providers and local employers in order to:

- Provide an inspiring and engaging curriculum which motivates students to exceed beyond their expectations.
  - An academic, vocational and technical learning enabling each student to learn and achieve in a style best suited to them.
    - Be an inclusive centre of excellence.
- Enable students to aspire to and achieve meaningful and productive futures, in terms of careers, personal independence and the ability to make a positive contribution to society.

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Snowdon Village is a trauma informed school (We officially received the TIS award in September and November 2021 for ) and we take a trauma informed approach when dealing with behaviour. We have high expectations for our children and believe in firm boundaries.

**Behaviour (good and inappropriate) is a form of communication.** If a child is behaving inappropriately the first thing we need to ask ourselves is, what are they trying to communicate? We need to follow this by supporting the child to make the right choices.

Our core values are:

- Positivity
- Equity
- Resilience
- LOVE

Students attending SV have experienced difficulties in meeting the demands of mainstream education. They have experienced many consequences and often rejection. Within the structured and consistent educational setting at SV, we aim to concentrate on rewarding positive behaviour where possible.

Acceptable behaviour is a way of life and therefore extends beyond lessons and the academy boundaries. This includes punctuality in arriving at and leaving SV, wearing school uniform (not City School) and behaving appropriately in the neighbourhood at the start and end of the school day.

Snowdon Village understands the inherent challenges of its Alternative Provision status and recognises that students' attitudes and behaviour may be linked to home circumstances and contexts, diagnosed or undiagnosed medical conditions or learning difficulties and also to the quality of relationships promoted by SV staff. The quality of these relationships is vital in order to create a culture of positive well-being and self- regulation.

We do not measure positive behaviour merely by compliance. Students in Alternative Provision are invariably caught in negative cycles of reactive behaviour. It is important for students to find an authentic voice of their own and to feel they can express themselves with confidence and honesty. The role of Snowdon Village is to promote appropriateness and empower students to develop independence, emotional maturity and to take responsibility for developing positive cycles of behaviour.

SV employs Specialist Behaviour for Learning staff to support and challenge students as part of the role of the Pastoral Care Team. These specialists will work with students with persistent inappropriate behaviour, or have an underlying identified condition that demonstrates itself through inappropriate behaviour and identify strategies to address this with the student and subject teachers.

**We believe in order to provide a strong culture of high standards we need to start with positive actions and recognise and celebrate good behaviour/communication.**

**Positive behaviour will be encouraged, recognised and rewarded:**

- Students are encouraged to achieve their 'personal best' every day and take ownership of their 'Personal Best Report' which is tracked and recorded
- Positive behaviour is everyone's responsibility – the staff team and partners provide good role models
- Success is celebrated, whether individual or team, and in relation to expectations
- Staff use positive language when speaking to students and their colleagues
- Expectations for everyone's behaviour are high at all times and displayed around the Academy together with the Code of Conduct
- The use of rewards is moderated and reviewed regularly by staff to ensure parity
  
- Weekly, staff nominate students whose behaviour is an example to others
- Staff are trained in positive behaviour management and SV seeks support from external agencies as necessary
- SV have numerous ways of rewarding positive behaviour which is appropriate to the setting

**Give students responsibility for their behaviour:**

- All students are responsible for their own behaviour
- All students are actively involved in setting targets for their own behaviour and learning.
- All students will work towards accruing Reward Points using their 'Personal Best Report' for their behaviour during lesson. These are then used to earn reward activities at the end of each week.

Students are involved in the development of the Code of Conduct (student voice) and Non-negotiable reward points which will contribute to their ownership of it. All students will be expected to sign up to it. It will be displayed around the Academy so that all are familiar with it.

### **Roles and Responsibilities**

The Principal, Vice Principal, Centre Lead and the Governing Body are responsible for the consistent and fair operation of this Policy.

In implementing this Policy, staff will be responsible for:

- Creating an environment of trust, mutual respect and aspiration.
- Ensuring that teaching and learning is interesting, challenging, relevant and personalised to match the needs of students.

- Leading by example as positive role models, wanting to find solutions for students.
- Setting good habits and model positive behaviour in order to help students establish regular punctual attendance and good behaviour
- Providing early intervention with prompt but calm, solution-focused action where there is poor behaviour or unexplained absence
- Rewarding achievements daily through positive recognition of individual student achievements, excellent attendance and behaviour, and through formal awarding of certificates or prizes
- Identifying underlying causes to negative behaviour, appreciating the need to solve these issues in partnership with students and their families/carers
- Promoting positive literacy habits across all areas of the students' experiences at SV.
- Utilising the expertise of all members of staff and other external agencies to ensure positive and effective approaches to supporting complex needs of students who find themselves in Alternative Provision.

In support of the Policy, parents/carers will be encouraged to:

- Promote good attendance and participation through reinforcing the expectations outlined in the Home/School Agreement. Parents/Carers will be actively encouraged to participate in the day to day life of the School and will be encouraged to offer their views through the 'Parent/Carer Voice' initiatives.

In support of the Policy, students will be encouraged to:

- Involve themselves fully in the life and culture of SV and contribute ideas through student voice events. These events will allow for consultation opportunities and group discussions
- Engage with the Pastoral Team, Therapists and other External Agencies
- Take responsibility for their own behaviour
- Respect themselves, others and their environment
- Learn from mistakes
- Commit fully to the principles of the Code of Conduct
- Understand their responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

### **Rewards and Consequences**

SV operates a system of rewards and consequences which is closely monitored to ensure that arrangements have due regard to equal opportunities and anti-discrimination. It is important in an Alternative Provision context to keep rewards and consequences simple and clear. It is also extremely important for the Academy to promote an ethos of reward and celebration rather than sanction and punishment.

Staff are supported to avoid following reactionary cycles that have previously failed students who find themselves in Alternative Provision. While students are expected to take responsibility for their actions, staff must be aware of their own responsibility to act with well-considered professional judgement.

Training and development will be provided to emphasise the importance of a shared understanding of how ALL staff are behaviour managers and positive role models. On a day to day basis the Behaviour and Attendance Lead and Senior Leadership Team (Centre Leads, Vice Principal, Principal) will support staff to promote productive learning behaviours in the learning environment. Tutors are also available to offer support outside the classroom as required.

Student progress is monitored by pastoral team and tutors either in a 1:1 tutorial session or within tutorial sessions at the end of the day. Learning Goals achieved and attendance data will indicate a positive response to learning and should be identified and praised whenever possible.

Students consistently exhibiting positive behavioural traits will earn points towards rewards and enrichment activities at the end of each week. At the end of each term, students achieving 90% and above attendance will be granted a celebratory extra-curricular experience with an educational element attached.

## **Positive Behaviour and Achievement**

It is important that students are recognised when behaving and achieving well. Consistency and high expectations are paramount. In addition to the above, the following will be used as positive responses by ALL staff:

- Oral praise, personal recognition
- Written comments on individual pieces of work
- Formal recognition in daily tutorial sessions and assemblies
- Informal daily recognition from advisors, teachers and members of SLT
- Recognising and praising 'micro skills' such as being helpful, active listening or sharing, which although common in many young people, may be much more difficult for our students.

In addition to the above students will be awarded points for displaying the following in lesson:

- 1 point - **S** = Settled
- 1 point - **C** = Cooperating Engaging with Learning
- 1 point - **O** = On Task Meeting their learning target
- 1 point - **R** = Respect remaining in class
- 1 point - **E** = Effort (going above and beyond)

We use these acronyms as a guide and depending on the setting and the child the targets may vary slightly to tailor it to their needs.

These points will be recorded on SIMS for every lesson and on the students 'Personal Best' record sheet/visual timetable (secondary). Staff should refer to the points at the beginning and end of the lesson. The points awarded should be discussed with the students. This discussion is essential for behaviour change, so the students understand the connection between their behaviour and the points they earn.

Primary will use 'gems' to reward good behaviour.

### **Counterproductive/Disruptive/Negative Behaviour**

SV is an Alternative Provision School. The students at SV would have encountered negative cycles of consequences. In our context, consequences are only effective if used very rarely, proportionately and consistently. Confrontation is never a way to solve a problem in an educational environment.

Everyone in the staff team is expected to deal with these types of issues in the first instance:

- Poor attendance and punctuality to lessons
- A lack of application and a negative attitude to learning
- Poor personal organisation
- Eating in class
- Poor manners and/or rudeness
- Abuse of the environment (including litter)
- Disrespectful/inappropriate language.

Staff should make every effort to solve any day to day behavioural issues as they arise. In an Alternative Provision context behavioural issues are likely to occur frequently. In certain circumstances, support may be required when behaviour is significantly defiant and counterproductive and another student learning is impeded. Staff should not hesitate to ask for guidance and assistance from more experienced colleagues or tutors if they feel it will improve student well-being and/or behaviour. An informal referral of this nature is generally a much more positive action than a formal approach.

The safety of students and staff is of paramount importance to the well-being of the Academy. Staff should take care not to put themselves in a position of physical danger. Physical intervention training and support is made available to all staff.

### **Addressing and Challenging Poor Behaviour**

Students whose conduct falls below the standard which could reasonably be expected of them, can expect that appropriate action be taken. This means that if a

student misbehaves, breaks the school rules or fails to follow a reasonable instruction, the member of staff can impose a sanction on that student.

To be lawful, any disciplinary measures must be proportionate and satisfy the following conditions:

- The decision to give a student consequence must be made by a paid member of school staff or a member of staff authorised by the SLT.
- The decision to give a student a consequence and the sanction itself must be made on the school premises or while the student is under the charge of the member of staff; and It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- Corporal punishment is illegal in all circumstances.
- Any sanction must consider the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

When poor behaviour is identified, consequences should be implemented consistently and fairly, and be in line with the behaviour management policy. These consequences may include:

- A verbal reprimand
- Extra work or completion of work in catch-up until it meets the required standard
- Loss of privileges
- Catch-up during break and/or lunch-time and maybe after school (final resort)
- Eating lunch away from their peers
- Regular reporting including early morning reporting to Key tutors/SLT or being placed "on report" for behaviour monitoring
- Student 'Contracts' describing expectations of good behaviour.
- On site 'reflection' (time away from peers)
- Off site 'reflection' (time away from peers and school)
- Fixed Term Suspension
- In more extreme cases the school may use suspensions or permanent exclusion.

### **Suspensions/Exclusions:**

All attempts will be made to avoid external suspension/exclusion from school. Snowdon Village avoids exclusions by using its other sites for periods of 'reflection'. This system of internal reflection /suspension/ exclusion helps to safeguard the children we work with and avoids children losing a day of education. Before suspending a child the leadership team will consider any risks to the child whilst at home and where appropriate draw up a risk assessment which includes daily contact and well-being visits. The school will not suspend a child if they feel it may present a risk to the child, instead they will use alternative measures and liaise with the relevant agencies to ensure the child is safeguarded.



Concerning behaviour that may warrant an FTS is logged on CPOMS, with a letter sent home and work provided if we have to make this difficult decision as a last result.

Only the Centre Lead and SLT can authorise an suspension/exclusion but this needs to be agreed by the Principal or Vice Principal. In the absence of Centre Lead, the Pastoral Lead, Assistant Pastoral Leads and Family Support Worker can authorise any fixed term exclusions that have been agreed by the Principal or Vice Principal. In order to make an informed decision, SLT will need the following information:

- A CPOMS Incident log
- Where applicable a Physical Intervention report
- An account from staff and students
- CCTV footage if available

Fixed Term Suspensions during school day will only be made if students have put themselves and the rest of the school community at risk or are beyond the school's care and control.

SLT need to have all relevant information prior to make any decision on suspension/exclusion.

When students fail to follow the school rules they put themselves beyond our care and control. If they do this persistently, they may face a suspension or permanent exclusion from SV.

In certain circumstances the school may decide that it is safer for the student not to be sent home and to be 'Internally Suspended' instead. If this is the case this will be communicated to parents/carers and learning will take place in a 1:1 room or off site.

### **Positive Classroom Management:**

As an example of best practice, Snowdon Village operates a 'step' approach to positive classroom management. Students enter the class at the top of the four 'steps' and can move up and down the steps throughout the lesson.

All settings should display a visual representation of the 'steps' model, which demonstrates that;

- Students *always* enter the lesson at the 'top of the steps', with a positive phonecall home.
- Students *can* move up and down the steps throughout the lesson, young people must know they can 'turn their behaviour around'.
- The steps are underpinned by our Snowdon Village values – positivity, equity, resilience and love, as well as safety and mutual respect.

Leaders within each setting should establish a shared vocabulary with their team, that references the above values. E.g. "you're going to be moving down one step now as your behaviour is not safe". The young person must know *why* their behaviour is unacceptable in the classroom.

Persistent 'Low-level' disruptive behaviour (shouting out/non-compliance/tapping etc.) can have a major negative impact on the learning environment.

It is important that this is tackled quickly and effectively, allowing the lesson to continue. Often, **verbal reminders of expectation**, classroom re-organisation or diversionary strategies will prove effective. **These strategies should be used before moving to using classroom behaviour steps.**

The following points are all considered important and should be remembered by both teaching and non-teaching staff:

- Positive attitudes on the part of all staff are essential – remember PRAISE FIRST.
- Wherever possible, procedures should be adopted which avoid confrontation. E.G. ignore, distract, send on a (supervised) errand, give extra attention, involve other persons or alleviate the tension through a joke or non-demeaning light-hearted comment.
- Negotiate, not impose, wherever possible, although minimum standards are not negotiable.
- Where confrontation is unavoidable be calm, assertive and positive.
- Always come back to the primary behaviour/Ignore secondary behaviour.
- Criticise the behaviour, not the student.
- Use persuasive scripts
- Reward wherever possible.
- Refer to Behaviour Management Support plan/Code of Conduct
- Reminder of IEP targets and Reward Points
- Warning of having to catch up with worked missed
- Use strategies as outlined in Pupil Passports

Negative behaviour will be dealt with by the following stepped procedure:

### **Level 1 - Low Level**

- Dealt with by staff within lesson or present at the point of incident - as outlined in 'Positive Classroom Management Steps' section above.
- Loss of Behaviour Points and completion of SIMS log.
- May include allowing student a monitored time-out.

### **Level 2 - Mid Level**

- Student may be asked to leave lesson and be asked to work with the pastoral team or support staff.
- Loss of Behaviour Points and completion of SIMS log.
- Email relevant tutors (cc copy to SLT)
- Will incur phone call/text home and meeting with tutor to discuss concerns.
- If ongoing will necessitate meeting with member of SLT
- If behaviour still continues Home/School meeting to be arranged.

### **Level 3 - High Level**

- 1:1 Extra Support/Reflection (preferable over suspension)
- Internal exclusion (at sister site)
- FT Suspension to be determined by SLT
- Return to school meeting and Restorative justice. Just with concerned parties and member of SLT.
- Pupil Passport (Appendix 1) adapted.
- Pupil Passports to be reviewed regularly.

### **Smoking**

- Students will in no circumstances be permitted to smoke whilst at school. If a student does elect to smoke either on or offsite their parents/carers will be informed and smoking paraphernalia will be confiscated. Students will receive sanction in the form of deducted student points.
- Parents/carers will be expected to attend a meeting to discuss the dangers and risks associated with their behaviour.
- If students are caught with tobacco or other smoking equipment on them this will be confiscated and not returned to the student. Parents can request this back but they will need to collect it from the school in person.
- Students will be offered support in giving up smoking through Personal Tutorial sessions and close collaborative work with Healthcare professionals and/or our well-being team.

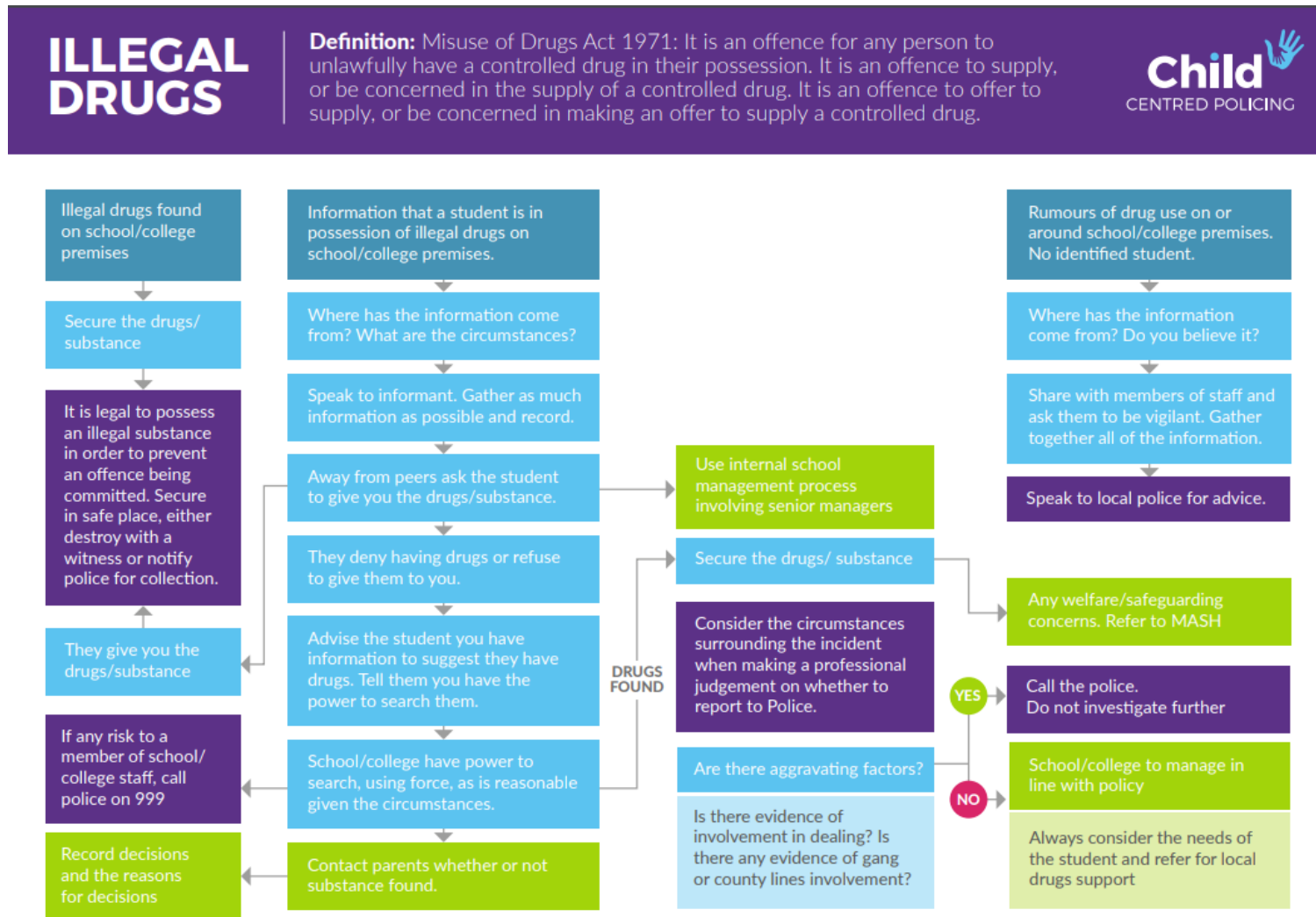
### **Vaping**

- We understand students may be using puff bars and vapes to try and give up smoking, in which case SLT may hold a meeting with parents/ carers in order to arrange a referral to appropriate healthcare professionals.
- Students are asked to hand in their personal belongings at the start of the day.
- If students are caught with a vape or buff bar in school they will be asked to hand it over to a member of staff.
- If they refuse to hand it over a senior member of staff should speak to the child and they will be given a second chance to do so.
- If the child still refuses, the senior member will offer a third time for the child to hand over the vape/puff bar – if they refuse to do so their parents will be called and they will be suspended from site for the rest of that day.

- If students use a puff bar or a vape in front of a member of staff in school the senior lead will explore the context of why that child has decided to make that poor choice and have a learning conversation and/or suspend that child.
  
- If a child is caught 3 times with a vape or a puff bar in one week in school this may also result in a suspension or reflection (depending on context and whether this is an ongoing and repeated behaviour). SLT will inform parents/carers and make referrals (where appropriate) to healthcare professionals (e.g. BDP). Pastoral support and 1:1 learning conversations will take place with the child upon returning to school.

## Drugs and Alcohol

Snowdon Village Academy operates a drugs and alcohol policy in line with the Bristol City Council drugs in schools policy. Our response to discovering illegal drugs is informed by the Child Centred Policing flow-chart below.



- If a student is suspected of having **taken** either alcohol or drugs their parents/carers will be informed and the Senior Leadership Team will perform a dynamic risk assessment to decide whether the student;
  - should remain in school supervised, until the effects have worn off
  - should receive medical attention
  - or should be collected by a parent/ carer.
- They will also receive a **1-day fixed term Suspension** to be taken on the next school day after the incident.

Students will be offered support in relation to their drug/alcohol misuse through Personal tutorial sessions and close collaborative work with Healthcare professionals and other outside agencies such as Bristol Drugs Project as well as our well-being team. Where a student is under the influence of cannabis, a referral will be made to the 'New Leaf' team, in line with Bristol City Council guidance.

### **Absconding Students:**

#### **Removing themselves from Class**

- Staff will undertake an immediate check to ascertain the whereabouts of the young person, it may be that they are just finding somewhere to 'cool-off', in which case a quiet word may suffice. The use of appropriate 'time-outs' is acceptable as identified in the pupil passport.

#### **Absconding from the school site**

- If the young person is actually seen to leave the site, staff will note the time and monitor them as long as possible; then, take note of the direction they were last seen headed.
- On no account should staff attempt to chase the student – this may lead to reckless behaviour on their part.

If they disappear from sight, immediately inform the Office Staff and if possible relevant tutors and Pastoral Team. They will notify the relevant parties, including the police, when they have determined that the child is not in the immediate vicinity or returned to site.

- When a student is caught absconding from site their parents/carers will be informed as they have placed themselves in a vulnerable situation and they are beyond our care and control.
- They will be asked to leave school on the same day as the offence. They also receive a **1-day fixed term suspension or internal exclusion** to be taken on the next school day after the incident.
- Prior to returning to school parents/carers will be expected to attend a reintegration meeting to discuss the severity and potential risk of a young person leaving site without permission.

Please note:

- Students will not be allowed to leave site to go to the shops. If they need something from the shop they need to speak to a member of staff on duty at break or lunchtime (not during lessons).
- Staff will not open the gates to students to let them out of school after the school day starts or before the end of the school day.
- If a student decides to jump the fence or leave site, they do so at their own risk and this is classed as absconding and will be dealt with accordingly.

### **Absconding on a Trip or Visit**

Potentially, this is the most serious scenario. In this event, if a young person(s) have disappeared from view, make a note of the time and general direction.

- Immediately inform the police, providing details as observed and a description of the student.
- If the incident occurs during school hours, contact school as soon as possible. If the incident occurs out of school hours, refer to the contact number provided on the Trip and Visit form.
- Leaving the supervision of staff whilst on a trip or visit will be interpreted in exactly the same way as if a student has left school site during the day. Therefore, this will also result in a 1-day FTS.
- Prior to returning to school parents/carers will be invited in for a reintegration meeting to discuss the severity and potential risk of a young person leaving site without permission.

### **Searching and confiscation of inappropriate items**

The academy reserves the right to search students for items that are banned by the academy rules. In addition, academy staff can search lockers and bags. If a student refuses to be searched then permission will be sought from parents or in extreme cases, the Police will be contacted.

The academy can search students without consent for knives, weapons, alcohol, illegal drugs and stolen items. A search with a security hand held wand can be undertaken by any SV school if the academy has reasonable grounds for suspecting that a student is in possession of a prohibited item. Items found will be retained by academy staff and may be handed to the Police where necessary.

BFA and City School will wand their students at the start of everyday. This is due to their level of need and contextual safety plans. The main aim for wandng the students is to make sure they are not hiding a phone as phones can cause serious cyber bullying/child on child abuse issues within school. Parents/ carers with

questions about the wandong process should be directed to the Senior Leadership Team.

During a search, students will not be instructed to remove garments that are not outer garments. For clarity outer garments means clothing that is not worn next to the skin but does include, hats, shoes, boots, gloves and scarves, coats and other additional jumpers, sports jackets and sweat shirts.

Section 91 of the Education and Inspections Act 2006, enables academy staff to confiscate, retain or dispose of a student's property, where reasonable to do so. Academies are not required to inform parents before a search takes place or to seek consent to search their child. However due to the nature of our students parents will always be informed where appropriate about their child being searched.

### **Power to Use Reasonable Force**

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others (including self-defence), or damaging property, and to maintain good order and discipline throughout the school.

All incidences involving Restricted Physical Intervention must:

- Be **used as a last resort**
- Be managed in accordance with Team Teach guidelines
- Be reported to the Principal, Vice Principal, Centre Lead and Pastoral Team.
- Be written up on a Physical Incident Report with the corresponding completion of 'Bound and Numbered Book'.
- Be recorded on CPOMS
- Involve telephoning the parent/carer
- Include a 'cooling off' period
- Update Safety Plan (Appendix 1) and where possible a Restorative Justice meeting with involved parties
- Allow the student concerned to 'de-brief' with a member of staff of their choosing

### **Staff Support:**

In some of the circumstances outlined above, especially where anger and aggression have been shown, then it is just as stressful for the staff involved as the pupils themselves. Therefore, it is important that we ensure the staff involved have the opportunity to take time away from the teaching environment to calm themselves and discuss the incident with a supportive colleague.

The member of staff involved and any witnesses must have the opportunity to write up a report of the incident as soon as possible. This may need the intervention of other colleagues and members of the Senior Leadership Team in either supporting the member of staff affected by the incident and/or their teaching commitments.



Opportunities at a late stage to have a debrief regarding the incident with the Principal or Centre Manager and Pastoral Team should be made available.

Snowdon Village has regular supervision for staff and following a big incident emergency supervision sessions will be commissioned professional services such as NAOS.

### **Formal Referrals**

If there has been a period of sustained and increased level of negative behaviour over a significant period of time, a formal referral should be made by an individual member of staff. This referral will be made to the Pastoral Lead. At this level, support is essential.

Accurate written details of incidents should be provided with a formal referral. Staff should avoid discussing student behaviour/concerns in an informal manner. These can be misinterpreted and lead to unnecessary confusion. Any statements written about students should be carefully considered and respectfully worded.

Direct formal referrals to the Centre Lead and Pastoral Team should be made immediately in cases when:

- A student uses obscene or threatening language directed personally at a member of staff
- A student assaults another student or a member of staff
- Cases of theft or vandalism have occurred with clear supporting evidence
- Cases of drug or alcohol abuse are suspected
- A student presents as the victim/perpetrator of bullying, racism, sexism or homophobia.

This formal referral will usually lead to parents/carers being called into SV and a written contract being negotiated with the student and their parents/carers.

In certain cases, students will be referred back to their commissioning school or local authority. Depending on the student's current circumstances and history, it may be deemed necessary at this stage for the commissioning agreement to be terminated. This decision can only be made by the Principal and will be made following a full review of all the evidence available.

In the most extreme circumstances (and only when the student is on SV's roll), the recommendation at this level could be Permanent Exclusion. This decision would be made by the Principal in consultation and agreement with the Board of Governors.

## Procedures for Permanent Exclusion

- Dual registered students will return to the commissioning school/academy/authority
- Students solely on roll at SV will be referred to the Local Authority
- Students may be required to leave SV under the following circumstances where:
  - There is sufficient evidence that a student has committed a disciplinary offence which, if by allowing the student to stay on site, may seriously harm the education or welfare of others
  - A student is found guilty by the police of a serious criminal offence

Only the Principal may take the decision to exclude a student. In taking the decision to exclude a student the Principal will take into consideration mitigating factors and aggravating factors.

Mitigating factors may include provocation as a result of bullying, the student's emotional and/or medical condition, potential coercion by other students, and the nature of the offence and whether it is a first offence, previous behaviour, an apology, an admission, willingness to cooperate with the investigation and a willingness to make restitution towards the victim.

Aggravating factors may include failing to heed warnings about the risk of exclusion, premeditation of the offence, use of a weapon, previous history of similar incidents, witness intimidation, the victim(s) sustaining injury, the victim being a younger or vulnerable student, lack of contrition or willingness to accept responsibility for his/her action and not cooperating with the investigation or seeking to frustrate it.

### **Notifying Parents/Carers**

When the decision to exclude a student has been made a parent/carer will be notified immediately by telephone and this will be confirmed in writing.

### **Notifying Governors**

The Governing Body will review all exclusions and consider any representations made to them by parents.

On receiving notification from the Principal, a representative from the Governing Body will invite the parents/carers to attend the meeting. It will request written statements and will circulate these at least five days in advance of the meeting. The Governing Body may uphold the exclusion or direct the student's reinstatement.

### **Appeals**

Parents/carers have a right to appeal any exclusion decisions. As an alternative provider of education, the Academy has a commitment to ensure that all students are progressed in a way to meet their needs. This will remain the objective in cases of exclusions so the Academy will work in partnership with parents/carers to ensure appropriate progression routes are established.

In cases where this is not accepted, an independent appeals panel may be convened. The governors will consult with the relevant Local Authority in these cases.

### **Anti-Bullying & Hate Crime statutory duty of schools:**

There is a legal duty for all schools under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

Snowdon Village is committed to addressing all issues of bullying.

- Bullying is defined as “deliberately hurtful behaviour, repeated over a period of time; where the bully has, and exercises, power over the victim and it is difficult for those being bullied to defend themselves”.
- Hate crime is defined as “Any hate incident, which constitutes a criminal offence, which is perceived by the victim or any other person, as being motivated by hostility or prejudice”

### **Bullying & Hate Crime can take a number of forms:**

- Physical (for example hitting, kicking, pushing, pinching, theft)
- Verbal (for example name calling, teasing, exclusion, threatening, coercion, spreading rumours, racist remarks)
- Emotional (for example excluding someone from social groups, tormenting, threatening gestures)
- Sexual (for example unwanted physical contact or abusive comments, including homophobic references)
- Damage (for example taking lunches, destroying others' property, graffiti)
- Electronic (for example threatening or abusive emails or mobile text messaging)

When a pupil persistently or repeatedly acts in such a way that another's happiness is directly or seriously affected, this will be regarded as bullying.

### **Aims:**

- To ensure that pupils learn in a supportive, caring and safe environment where bullying cannot flourish and where all members of the school community can feel safe, respected and valued, fully able to benefit from the opportunities available at school.
- To ensure pupils feel secure and confident in knowing that an adult will always listen and offer help.
- To ensure the safety of all pupils and do our best to support improved behaviour from the bully.
- To work as a community to help both the people who are harmed by bullying and the perpetrators of bullying.

### **Implementation:**

All SV staff must be alert to the signs of bullying or hate crime and act promptly and firmly against it in accordance with school policy.

We also understand that children often bully other children if they have been exposed to significant trauma and the perpetrators of bullying need support as well as the victims.

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the Pastoral Team of all students involved with a copy forwarded to the Centre Manager.

- Tutors will be kept informed and if problems persist they will advise subject teachers as appropriate.
- Parents will be kept informed.
- When required the SLT will support staff with investigations, consequences and parental meetings.

**Pupils who have been bullied will be supported by:**

- Offering an immediate opportunity to discuss the experience with either their SLT or member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence.

**Pupils who have bullied will be helped by:**

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and need to change
- Informing parents or guardians to help change the attitude of the pupil.
- Offer extra support the child

**SV will promote the message that bullying is unacceptable and will not be tolerated** through a range of different approaches including displays in corridors and classrooms, taking part in Anti-Bullying Week activities and discussing relevant agenda items with students.

**Mobile Phones:**

- Phones and bags to be handed in to staff as they enter the building
- Belongings given back at the end of the school day
- If you are caught with a phone it must be handed in
- Failure to hand in a phone means you will be sent to Extra Support or Reflection
- Persistent failure to follow this instruction may result in an FTS or internal exclusion

Followed by Re-integration meeting to school with parent/guardian

## **BFA Uniform**

- Black BFA jumper
- White BFA polo shirt
- Black trousers, joggers or leggings (thick material)
- Appropriate footwear

**The Nest and Engage** – the children at The Nest and Engage will be expected to wear their 'home school's uniform

**City School** – the children at City School are not currently expected to wear school uniform but they should be appropriately dressed for school.

## Appendix 1 : PUPIL PASSPORTS

### Examples of Pupil Passport

<p><b>Snowdon Village Student Passport</b></p>	<p><b>Date Written:</b> Updated: Updated: Updated: Updated:</p>	<p><b>Name of student:</b>  <b>Snowdon Village School:</b></p>	<p><b>Key Worker:</b></p>
<p><b>Year group:</b>  <b>Medical needs:</b></p>	<p><b>I would like you to know that:</b></p> <ul style="list-style-type: none"> <li>• <i>[Insert <u>key</u> information about student here. What would you want a member of staff to know in advance of meeting this young person? E.g Number of ACES, particular SEN needs or sensitivities.]</i></li> </ul> <p><b>I find it difficult to:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>		
<p><b>Picture of student here:</b></p>	<p><b>It would help me if you could:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>		

**Helpful People and Contact Details**

A person in school who is better at helping me is:  
 The person with parental responsibility for me is:

**Summary of Needs**

Social Communication	Cognition and learning	Social, Emotional, Mental Health	Sensory/Physical
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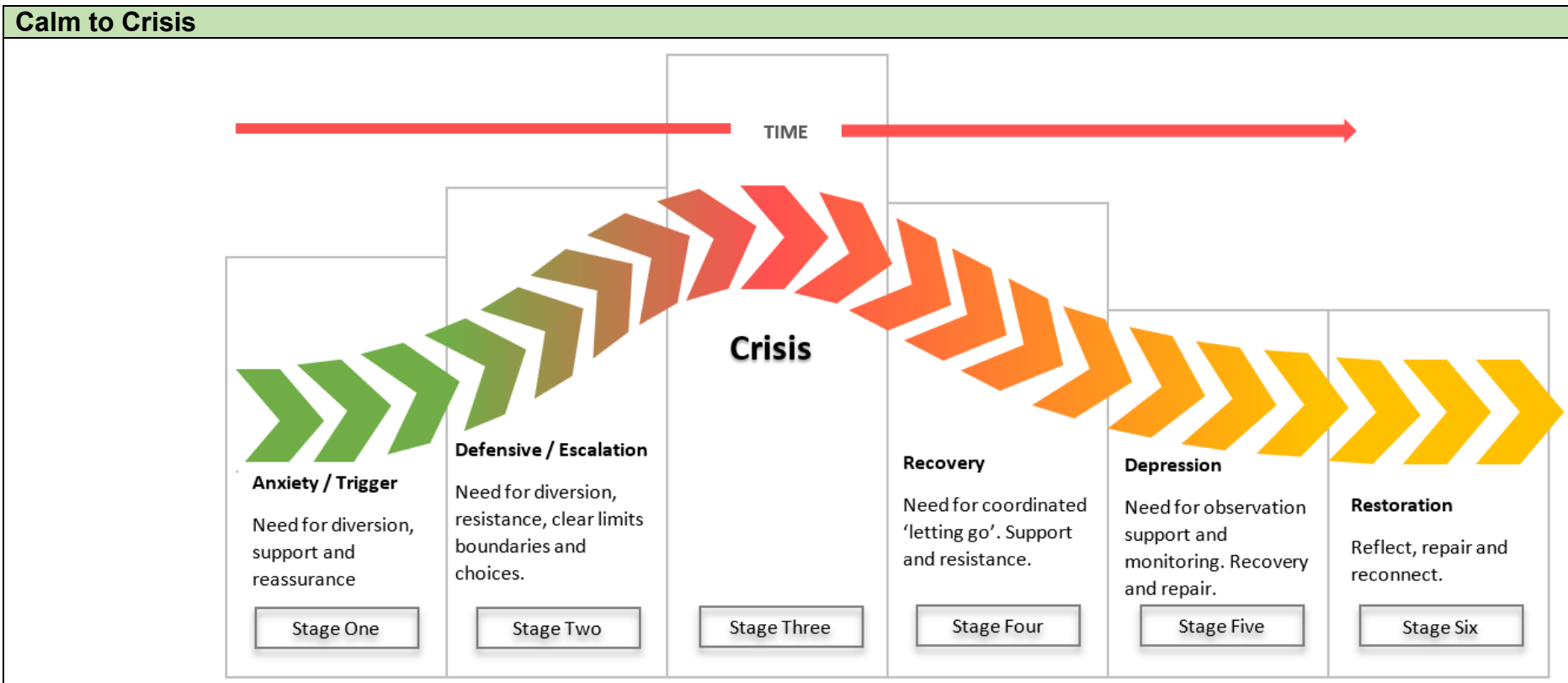
Reading Comp Age:	Reading Age:	Spelling Age:	WRAT:	My aspirations are to:
Date of test:	Date of test:	Date of test:	Date of test:	

**Social, Emotional, Mental Health Targets:**

	Target	Success Criteria – What does ‘getting it right’ look like?	What can you do to help me?
1	<i>[Where students have EHCPs, these targets can come from their SEMH</i>		



	<i>outcomes. Where students do not have EHCPs, these targets should come from their termly targets, set with the SEN Team, and from your knowledge of the child.]</i>		
2			
3			



## Appendix 2

### Behaviour Management Toolkit

Acceptable standards of behaviour, work and respect depends on the collective example we set. Relationships are vital between everyone and at every level and are key to this process. Staff must take the initiative and apply the following:

Meet and greet:

- Smile and relate
- Communicate clearly
- Treat everyone as an individual
- Understand that a student's behaviour is not necessarily a personality trait
- Realise that certain behaviours are directly related to psychological problems, e.g., ADHD, anxiety and ASD
- Understand that for many students, the legacy of adverse life experiences manifests in confusion about how to engage in contexts (such as school) that demand formality and self-control
- Set and expect high standards
- Expect to give and receive respect
- Model acceptable behaviour
- Apply expectations fairly and firmly.

Students may be inclined to test the School's boundaries of acceptable behaviour. Our behaviour management success is tested not by the absence of problems but by the way in which they are handled.

It helps by:

- Avoiding confrontation
- Listening and giving students time to offer an opinion.
- Focussing on strengths and resilience in students rather than weaknesses or deficits.
- Establishing the facts and making judgements only when certain of these facts
- Using consequences / punishments sparingly.

All informal contact contributes to standards of behaviour. Staff must take the initiative to monitor and control behaviour at every opportunity and take responsibility to:

- Meet and greet students
- Start the dialogue
- Set high standards of speech, manner and dress

- Deal with unacceptable behaviour in line with the Policy – ignoring it serves to condone it
- Report damage, graffiti or litter problems

When presented with particularly challenging students and situations, staff must remain calm and professional and be sure to avoid the following:

- Humiliating students; which breeds resentment. Clear examples of humiliation include mimicry of a student's behaviour or making concrete statements about behaviour being wholly attributable to a student's personality
- Over-reacting; which causes the problem to escalate
- Blanket / group punishments; which leads to innocent students feeling unfairly treated and resentful
- Audience build-up; entertaining to the crowd exacerbates the situation.

It often helps to do all you can do to:

- Use humour (sparingly and carefully as it may be perceived as humiliating) to diffuse a situation, this builds bridges and develops relationships
- Remain calm and offer clear and simple instructions, this reduces tension and eases the situation
- Speak slowly, this will be interpreted as soothing
- Use distraction, this can diffuse a potentially explosive situation
- Re-focus the student onto something more positive
- Listen to students in turn, this earns respect and helps to reach a judgement
- Reassure the student and set limits
- Motivate and empathise with the student - get to know students, and their interests, as individuals; it develops confidence
- Smile; it goes a long way.

Above all:

- Be flexible; treat every situation and student in the most appropriate manner
- Provide support for less experienced colleagues; good behaviour management is a skill learned through taking advice and gaining experience

- Remember that the student's behaviour is often the symptom not the cause and is always an attempt to communicate something. Try to depersonalise the situation, give the student time to calm down and work collaboratively with them to understand what and why an incident has occurred and then generate a restorative solution.
- Remember it's a team effort; apply policies consistently will support colleagues and help create the culture that is envisaged
- Focus on reward and celebration; take every opportunity to praise students who take responsibility and act as positive role models.