



## **SGS Create Positive Behaviour Policy**

This policy outlines the procedures SGS Create will follow in cases of suspension and permanent exclusion of students. It also highlights the support for positive behaviour and rewards systems in place at SGS Create. The policy ensures that all students are treated fairly and with dignity and that their welfare is always protected. The policy will be reviewed annually to remain practical and relevant. SGS Create values a safe and nurturing environment. Our supportive behaviour policy is key to ensuring that all of our learners feel safe, secure and are able to learn, thrive and succeed in their academic, and personal lives.

### **Expectations on Learners, Staff, Parents and any other stakeholders:**

**Learners:** Are expected to show **Respect, Resilience, Try your best, and show commitment**. Learners will read and sign the SGS Create Behaviour & Expectations Form and work within the ethos of SGS Create that it is a safe, nurturing and inspiring space for all learners. Learners will celebrate and respect diversity and difference.

**Staff:** Will be expected to model exemplary behaviour and language, monitor learner behaviour in their own class and in communal areas and challenge signs of poor behaviour. Staff must also demonstrate:

- Consistent, calm adult behaviour
- Attention to best conduct (see it, deal with it)
- Relentless routines (inside and outside of the classroom)
- Restorative follow-up (students and staff take immediate ownership of their actions)
- Scripted complex interventions (dealing with conflict fairly and consistently)

**Parents:** Will read and sign the SGS Create Behaviour & Expectations Form, understand the Positive Behaviour Policy and Anti Bullying Charter and work closely with SGS Create to support their child's behaviour.

**Other Stakeholders:** Expected to actively promote a culture of respect and inclusivity, advocate for anti-bullying initiatives, and other positive behavioural strategies, and contribute to a safe learning environment for all.



## Rewards

We take a flexible and differentiated approach to rewards for all of our learners at SGS Create. We recognise that typical rewards systems for some learners can be counter-productive, however for some the incentives can be incredibly useful. Any approach we take will consider each learner as an individual. Our universal approach is to recognise a series of behaviours in and out of class which we as a school recognise as being key to the shared values of SGS Create and include:

- Academic Achievement
- Kindness
- Attendance Improvement
- Compassion
- Courage
- Effort
- Empathy
- Helpfulness
- Improvement
- Motivation
- Perseverance
- Resilience
- Respect
- Self Discipline

We endeavour to send out to parents and learners postcards recognising any of the above. We also try to encourage effort and resilience in academic and vocational subjects. We try to look for the following throughout the school day and issue merits which can be built up for rewards at the end of each term.

- Above & Beyond
- Book Check
- Commitment to subject
- Contribution
- Engagement
- Exceeding Expectations
- Independent Work
- Initiative
- Resilience

Throughout the academic year we will also run rewards trips and work closely with the learners to understand what and how they would like to be rewarded.

## Restorative Approaches

When expectations and values are not met, or conflict develops, we will endeavour to try and address this through a restorative approach. This enables relationships to be mended or even improved, and those involved be able to move forward positively. HOYs will work with learners, Tutors and SENDCO to support behaviour and will triage interventions, and escalate to SLT when needed. This approach may be used in conjunction with appropriate consequences, in order to meet SGS Creates needs to ensure the safety of everyone within the community, to ensure an environment is effective for all its members and/or to address ongoing issues.



## **Behaviour out of College**

Learners are always encouraged to uphold high levels of personal expectations whenever they are out of college. Staff may intervene for incidents or behaviour outside of college that could, for example, have repercussions for the orderly running of the SGS Create or pose harm/threat towards another learner or staff. SGS Create cannot be held responsible for learner behaviour when out of college, but where feasible, will endeavour to investigate any incident reported to the college, and to provide appropriate support.

## **Bullying, Banter and Baiting**

SGS Create has a defined Anti Bullying Charter which should be read in conjunction with this Positive Behaviour Policy, and will go into more detail regarding bullying. There will be agreed routes for reporting bullying, specific timeframes for action, and clear outlines of sanctions and outcomes. Reporting and recording of bullying will be kept on our intervention tracker, where patterns can be seen and evidenced. Where bullying is suspected or reported a thorough investigation will be implemented.

Highlighted below is the definition of bullying, banter and baiting as defined by The Anti Bullying Alliance, (ABA) *The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.*

We would also like to draw a distinction between banter & bullying, Just because 'banter' doesn't constitute all the elements of bullying doesn't mean it's acceptable. Baiting is a provocative act used to solicit an angry, aggressive or emotional response from another individual. From the ABA *To 'bait' someone is to intentionally make a person angry by saying or doing things to annoy them.*

## **Taking Action where Expectations are Not Met**

Whilst SGS Create is committed to our work building strong relationships and using restorative approaches, at times there may be consequences to learners' choices which are outlined below. Additionally, we recognise that some challenging behaviour is a symptom of a problem or a way of communicating and therefore we will always support the young person alongside any consequence that is in place.

## **Monitoring Reports**

SGS Create, on occasion, may decide to place a learner on a monitoring report. This report will allow learners to understand lows, highs as well as patterns to their college day with appropriate positive rewards or further intervention be put in place. The reports, which specifically focus on effort and behaviour will be made available to parents/carers at the end of each week so reflection can take place at home too. The report is available in three tiered colours to be signed at the end of each day by the following staff members:

Green – Form tutor/Head of Year

Amber – Form tutor, Head of Year - Parental contact and involvement

Red – Head of Year, Headteacher - Parental contact and involvement



## **Formal Supporting Behaviour Meetings**

SGS Create will follow a three stage meeting process. During all stages, parents/carers will be requested to attend. Stages 1 and 2 will be completed by members of SLT, the Headteacher and other senior staff within SGS Create. Stage 3 will be completed by the headteacher and where needed a member of SLT within the wider college. The staff members leading the meeting will direct conversation primarily at the learner to understand what the current situation is, and to plan a positive outcome using a range of strategies including targets being set to support a positive outcome.

## **Mobile Phones and Electronic Devices**

We are a big believer in the advantages of using technology, including mobile phones in learning environments. However, it is clear that mobile phones can be a distraction to learners and therefore, we have a clear procedure in place to make sure mobile phones are used to aid learning as much as possible. Learners are expected to store mobile phones in either their lockers or in their bags turned off or in flight mode during class time or any taught lessons. Parents are encouraged to not contact or call learners during school hours. On some occasions, a staff member may wish for learners to use their mobiles to aid learning. The staff member will make clear when this is the case. The staff member will also make it clear when mobile phones should not be used once the activity is complete after which, if any of the rules above are broken, a clear set of steps will be followed in which the learner will be reminded of the expectations, any learner who refuses to follow these instructions when requested will be suspended for the remainder of school day.

## **Dress Code**

Allowing a non-uniform dress code at SGS Create enables students to express their individuality and personal style, fostering a sense of self-confidence and Self-expression. We hope to reduce social pressure and anxiety and a non-uniform dress code eliminates the social pressure and anxiety that can arise from comparing oneself to others based on clothing choices, creating a more inclusive and accepting environment.

We want our learners to take pride in their appearance, our positive dress code is outlined below. During vocational lessons additional requirements for clothing may be required, at the direction of the teacher.

- Appropriate and suitable clothing
- Clothing should be modest and appropriate for a school or work setting
- Offensive or explicit images, slogans or symbols should be avoided
- Clothing that is safe and appropriate for learning
- Bright and individual clothing
- Discreet and safe jewellery and piercings
- Clothing that is appropriate for visitors
- Clean and safe footwear



## **Suspension:**

The suspension will be used as a disciplinary measure when a student's behaviour is deemed unacceptable and may be harmful to themselves, other students or staff. The Headteacher will decide to suspend a student. Parents and carers will be notified of the suspension and its reasons as soon as it is reasonably practical. The student will be allowed to present their side of the story before the decision to suspend. The Headteacher will determine the length of the suspension, and the student and parents will be informed of this. During the suspension period, the student will not be allowed to attend school and will be given work to do at home. The student and parents must meet with the Headteacher to discuss the student's return to school. The school will deal with any issues arising during the suspension period per this policy.

## **Suspension Scale for Disciplinary Actions** *(The scale below is a guide and the duration of the suspension is ultimately at the discretion of the Headteacher)*

- **1 - 2 Day Suspensions:** Typically used for more serious breaches of the behaviour policy, when previous interventions have not had a positive impact on behaviour. Behaviour that ultimately warrants a period of time away from the school environment. This could include repeated minor offences, disrespectful behaviour towards teachers or staff, or involvement in non-violent altercations.
- **3-4 Day Suspensions:** Applied for more significant violations of school rules or policies. Examples could include vandalism, repeated disrespectful behaviour, or involvement in non-violent confrontations that significantly disrupt the school environment, or at 4 Days, imposed for serious offences that pose a threat to the safety or well-being of others within the school community. This might include bullying, harassment, possession of prohibited items (e.g., drugs, weapons), or involvement in significant disruptions or fights.
- **5 Days Suspension:** The most severe level of suspension short of permanent exclusion, usually reserved for severe infractions that endanger others or severely disrupt the learning environment. This could include physical violence, threats of violence, or repeated offences despite prior warnings or interventions.

## **Permanent Exclusion:**

The permanent exclusion will be used as a disciplinary measure when a student's behaviour is extremely serious or persistent and there is no other reasonable course of action. If a student's attendance becomes an ongoing concern, permanent exclusions may be used only as a last resort when a range of other strategies has been exhausted. In exceptional circumstances, SGS Create may consider it appropriate to permanently exclude a young person for persistent non-attendance, even after a range of support has been provided. If permanent exclusion occurs, SGS Create will inform the Local Authority, responsible for providing education from Day 6.

The Headteacher will decide to permanently exclude a student. The student and parents will be informed of the decision in writing and its reasons. The student can appeal the decision per SGS Create Appeals Procedure. During the period of permanent exclusion, the student will not be allowed to attend school, and they will be given work to do at home. The school will make reasonable efforts to ensure students continue their education elsewhere. The school will support the student and their family during this challenging period.



- **Fair and impartial investigation:** SGS will conduct a fair and impartial investigation into the matter before suspending or excluding a student.
- **Notification:** The student and their parents will be notified of the suspension or exclusion and its reasons as soon as reasonably practicable.
- **Opportunity to present their side:** The student will be given a chance to present their side of the story before deciding to suspend or exclude.
- **Appeals:** Students and their parents can appeal against a decision to suspend or exclude by the school's appeals procedure.
- **Support during suspension or exclusion:** Students who are suspended or excluded will be given work at home

### **Appeals Procedure:**

If a student or their parents wish to appeal against a decision to suspend or permanently exclude them, they must do so in writing within ten days of receiving the decision. A panel consisting of members of the SGS College SLT who were not involved in the original decision will hear the appeal. The meeting will consider all the evidence and decide within ten days of receiving the appeal. The decision of the panel will be final.

### **Links to other SGS Create Policies & Documents**

- SGS College Safeguarding Policy
- SGS Create Social Media Safe Use Policy
- SGS Create Behaviour & Expectations Form 2024/25 (for learners & parents)

### **Conclusion:**

SGS Create's Positive Behaviour Policy ensures that all students are treated fairly and with dignity and that their welfare is always protected. The school will try to support suspended or permanently excluded students and ensure they continue their education elsewhere.