



SGS Create
Positive Behaviour Guidance (Appendix)

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SGS Create Positive Behaviour Guidance

This guidance 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 guidance ensures that all students are treated fairly and with dignity and that their welfare is always protected. The guidance will be reviewed annually to remain practical and relevant. SGS Create values a safe and nurturing environment. Our supportive behaviour guidance 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 guidance 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 guidance, 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.*



Types of Behaviour That Will Not Be Tolerated

The following list outlines examples of unacceptable behaviour but is not exhaustive. The school reserves the right to address any behaviour that undermines the safety, wellbeing, or positive environment of the school community.

Physical Assault

Any act of physical aggression or violence towards students, staff, or visitors.

Verbal Abuse or Threatening Behaviour

Use of language that is offensive, intimidating, or intended to threaten or harm others.

Damage to Property

Deliberate destruction, defacement, or misuse of school property or the belongings of others.

Theft

Taking or attempting to take property belonging to the school, staff, or other students without permission.

Possession of Prohibited Items

Bringing items into school that are banned for safety or wellbeing reasons (e.g., drugs, alcohol, fireworks, stolen goods).

Use or Threat of Use of an Offensive Weapon or Prohibited Item

Possessing, displaying, or using items such as knives, imitation firearms, or other dangerous objects with intent to harm or intimidate.

Bullying

Any repeated behaviour intended to harm, intimidate, or exclude another person, whether in person or online.

Abuse Based on Protected Characteristics

Any behaviour that discriminates against or abuses someone based on race, sex, sexual orientation, gender identity, religion, or disability.

Persistent Disruption

Behaviour that repeatedly interrupts teaching, learning, or school activities.

Inappropriate Use of Technology

Misuse of phones, cameras, or other devices to bully, harass, cheat, or breach privacy rules.

Substance Abuse

Possession, use, or distribution of illegal drugs, alcohol, or other harmful substances on College grounds or during educational activities.

Harmful Peer Pressure

Encouraging or coercing others into unsafe, inappropriate, or illegal actions.

Refusal to Follow Safety Rules

Ignoring health and safety instructions, including those related to fire drills, lab safety, or hazardous materials.

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.



Inclusion Panel

At SGS Create, we take a proactive and inclusive approach to monitoring and supporting student behaviour, focusing on early intervention and ongoing oversight. In Stage 1 of our behaviour support process, any individual behaviour concerns are discussed by an inclusion panel. This panel includes members of the senior leadership team (SLT) from SGS Create, along with a representative from the wider college. The panel reviews the concerns objectively, examines the evidence and support already provided, and recommends next steps, including any additional support measures required for the student.

4 Stages of Support

We have 4 stages of support in place to respond to behaviour concerns. The stages increase in intensity and range from informal discussions with tutors to suspensions and exclusions. At all points contact with home will be a part of the support

Stage 1

Informal Discussion
Phone Call Home
Green Report Card
Inclusion Panel

Stage 2

Amber Report Card
Red Report Card
Behaviour Action Plan
Inclusion Panel

Stage 3

Fixed Term Suspension
Risk Assessment
Formal Supportive Behaviour Meetings

Stage 4

Permanent Exclusion

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 can 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 relevant staff members

All report cards are digital, colour coded and have space for a weeks timetables of comments from teachers and support staff

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 follows a three-stage meeting process, during which parents or carers are expected to attend at every stage. If parents fail to attend the first scheduled meeting, SGS Create will reschedule it once. If they fail to attend the second meeting, Stages 1 and 2 will proceed without them, led by the senior leadership team (SLT), the headteacher, and other senior staff from SGS Create.

Stage 3 will be conducted by the headteacher, and if necessary, a member of the SLT from the wider college. During these meetings, staff will focus primarily on the learner, discussing the current situation and developing a plan for improvement. This will include setting targets and using a range of strategies to achieve a positive outcome.

Failure to attend two meetings may result in decisions being made without parental input, and this could impact the level of support or action taken in relation to the student's behaviour or progress.

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 guidance.

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 guidance, 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.



Guidance on Removal from Roll for Unauthorised Absences

SGS Create follows a clear process regarding the removal of learners from the attendance roll. The decision to remove a learner is only taken after careful consideration and in compliance with Department for Education (DfE) guidance.

A learner may be removed from the roll in cases of persistent unauthorised absences. Before this action is taken, the following steps will be implemented:

Notification and Communication

The school will communicate its attendance expectations and removal procedures to parents/carers at the start of the academic year and when addressing attendance concerns.

Warning Letters

Warning letters will be issued to parents/carers outlining the attendance concerns and specifying a period for improvement. These letters will clearly state the school's intention to remove the learner from the roll if no significant improvement is observed.

Investigation of Absences

Before removal, the school will ensure that the absences are not due to sickness or other unavoidable causes. Parents/carers may be asked to provide supporting evidence, such as a medical certificate or documentation of extenuating circumstances.

Collaboration with the Local Authority

The school will notify the relevant Local Authority (LA) immediately upon deciding to remove a learner, providing detailed grounds for the decision and the learner's contact information. The LA will then make alternative arrangements for the learner's education, as required by law.

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.

Off-Site Education During Investigation

In cases where a student's behaviour warrants investigation, and it is deemed safer for them to remain off-site, SGS Create may arrange for the student to continue their education remotely. During this period, SGS Create will ensure the student has the opportunity to share their perspective on the matter. Depending on the circumstances, this engagement may take place via phone, written statement, or virtual meeting to maintain procedural fairness and allow the student to have a voice in the process.



Emergency Inclusion Panel

When a permanent exclusion is being considered, SGS Create will convene an emergency inclusion panel to review the details of the investigation and discuss appropriate outcomes. This panel, comprising members of the senior leadership team from SGS Create and the wider college, will ensure that all factors, including the student's perspective and any additional support measures, are carefully considered before a final decision is made.

- **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

Permanent Exclusion and students with an EHCP

SGS Create is committed to providing the appropriate support for students with an Education, Health, and Care Plan (EHCP) to ensure their needs are met in line with their legal entitlements. Permanent exclusion will only be considered as a last resort after all reasonable adjustments and interventions have been implemented, and all available support has been exhausted.

In cases where a student with an EHCP is at risk of permanent exclusion, SGS Create will engage in a multi-agency review to ensure that the student's needs are being met in accordance with their plan. This may include consulting with the local authority's SEN (Special Educational Needs) team, and ensuring alternative strategies, placements, or support options have been fully explored.

Any decision to permanently exclude a student with an EHCP will take into account the student's specific needs and the potential impact on their education and well-being, ensuring the decision is lawful, reasonable, and fair.

Permanent Exclusion of Children Looked After (CLA)

At SGS Create, we are committed to fostering a safe, inclusive, and nurturing environment for all learners, particularly for our most vulnerable students. For Children Looked After (CLA), permanent exclusion will only be considered as an absolute last resort, when all other avenues of support and intervention have been fully explored.

Working in Partnership: Before any decision to permanently exclude a CLA student, SGS Create will consult the child's Social Worker, the Virtual School Head (VSH), and any other relevant professionals to ensure all perspectives and possible alternatives are considered.

Identifying and Addressing Needs: We will carefully review whether the behaviour leading to exclusion reflects unmet needs, trauma, or additional learning difficulties. All reasonable adjustments, interventions, and alternative strategies will be explored to support the student in maintaining their placement.



Inclusion Panel Review: Any potential permanent exclusion of a CLA student will be referred to an emergency inclusion panel. This panel, including members of SLT and representatives from external agencies, will ensure a thorough, fair, and transparent review of the circumstances and support provided.

Provision of Education: In the event of a permanent exclusion, SGS Create will work closely with the Local Authority to guarantee full-time, high-quality alternative education is in place from Day 6. This ensures the continuation of the student's learning journey without unnecessary disruption.

Appeals and Advocacy: The decision to exclude can be appealed through the SGS Create Appeals Procedure. We will ensure the student and their carers are fully supported throughout the process, with clear communication and advocacy as needed.

SGS Create strives to provide CLA students with the stability, care, and understanding they need to thrive. By prioritising proactive interventions and collaborative support, we aim to avoid exclusions wherever possible and uphold our commitment to the educational success and well-being of every child in our care.

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. Appeals will initially be dealt with by the headteacher, who will review the decision. If a further appeal is made, it will be managed by the SGS College Quality Assurance Team. 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

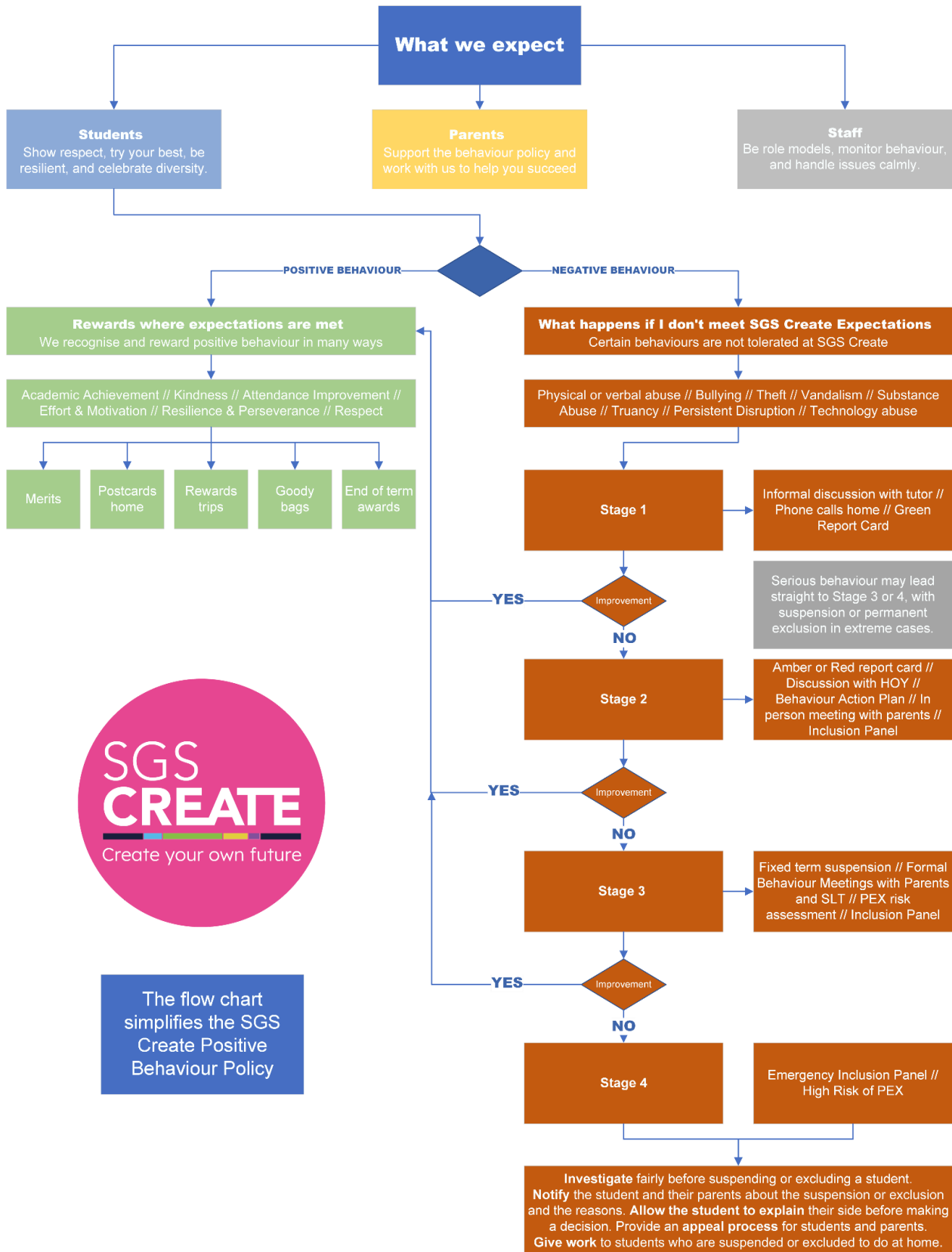
- SGS College Safeguarding Policy
- SGS Create Social Media Safe Use Guidance
- SGS Create Behaviour & Expectations Form 2024/25 (for learners & parents)

Conclusion

The SGS Create Positive Behaviour guidance 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.

Visual Flow Chart of Behaviour Guidance

SGS Create Positive Behaviour Policy Flow Chart for Students & Parents



The flow chart simplifies the SGS Create Positive Behaviour Policy