

Sackville School Behaviour for Learning Policy



At Sackville school we encourage good behaviour through positive reinforcement and reward. We have a system of recognition for good work and effort shown as well as for contributions to the community of the School.

Through our daily interaction with our students, including the work we mark and return, we concentrate on supporting students in fulfilling their potential and being the very best they can be. Reward points and certificates are standard ways of communicating success to our students. In addition, we provide, through various approaches within school, opportunities for leadership and responsibility. For example: Student voice groups, hosting visitors, acting as guides and hosting parents' evenings, improving the environment and other community projects and events.

We try to keep a record of all the things students do well to reinforce the positive aspects of their behaviour.

Good behaviour is essential at Sackville to ensure all students are able to exercise their rights, prosper and develop. At Sackville School we believe all students have:

- The right to an education
- The right to feel safe
- The right to not be discriminated against

The success of our school is built on the whole community working together and on the strong partnership with home. We have high but not unreasonable expectations of all our students and the way they conduct themselves. We ask students to meet these expectations and even exceed them!

CODE OF EXPECTATIONS

At Sackville School we expect our students to:

- Behave well
- Respect the safety of others
- Carry out the instructions of all adults working within the school - if a student does not understand why an instruction has been given, or disagrees with the instruction, they should still do as asked and discuss the matter later with the adult concerned or with a trusted member of staff e.g. Tutor, Pastoral Team Leader.

How We Expect Our Students To Behave

In lessons students should:

- Be on time and be ready to work with the right equipment for the lesson
- Work collaboratively with staff to ensure 'Sackville Standards' are met
- Be positive towards the lesson and work to the best of their ability
- Ask for help if they do not understand the work

Around the school students should:

- Respect one another (See Sackville Rights)
- Respect private and school property
- Stay away from out of bounds areas
- Walk on the left through the corridors
- Only eat where this is allowed
- Not bring valuable items to school

To care for our environment and be safe students should:

- Not drop litter of any kind
- Not bring banned or dangerous items into school

Community Responsibility

- As a community, we should not support any inappropriate behaviour and we have a responsibility to report any instances of this to a member of staff.
- Students should follow the school's uniform code

Promoting and Rewarding Good Learning

The underlying principle of this is that rewarding and sanctioning students should be inextricably linked, with rewards outbalancing sanctions for the vast majority, if not all, students.

Staff should use their professional judgement to reward, recognise and build positive relationships with students as often as possible. By recognising and celebrating students' progress, successes and achievements, we build positive relationships which in turn increase engagement and enthusiasm and consequently a more positive and productive learning environment. This takes us right back to our core values, 'Together We Achieve'.

Sackville rewards good behaviour and hard-work through its reward points system at KS3. For the system to be an effective tool in promoting good behaviour for learning the following guidelines are important:

- Reward points are highly valued; therefore multiple points awards to one student are discouraged, however can be given in exceptional cases e.g. excellent controlled assessment.
- Teachers should strive to award **three reward points each lesson**.
- On awarding a student a reward point the teacher records this on SIMS and the student records it in their planner with the reason.

- Implementing the School's Homework Policy.

Behaviour Modelling

- Insisting on punctuality and the bringing to lessons of correct equipment
- Expecting mutual courtesy and appropriate language
- Ensuring that no student is allowed to interfere with or disrupt the work of another
- Being firm, fair and consistent
- Maintaining a sense of proportion in responding to incidents
- Relating to each student's specific behaviour to our knowledge of his/her individual circumstances

Positive Relationships

- Being interested in, and demonstrating interest to, the students
- Having background information about students
- Being open and sensitive
- Avoiding inappropriate over-familiarity
- Providing a calm and purposeful environment
- Maintaining a sense of humour
- Using eye contact and appropriate body language
- Treating each student as an individual and valuing that individuality
- Separating the person from the problem: avoiding personal comments/sarcasm.

Negotiating not Confronting

- Keeping calm: being reasonable and polite
- Being fair and being in possession of all the facts
- Listening and being prepared to acknowledge different points of view
- Stepping back from the situation
- Finding time to talk
- Using role reversal, e.g. "if you were in my position, what would you do?"
- Isolating conflict : seeking the help of a mediator: where appropriate, involving others [Subject or Pastoral Team Leaders, Tutors, Senior Leadership Team]

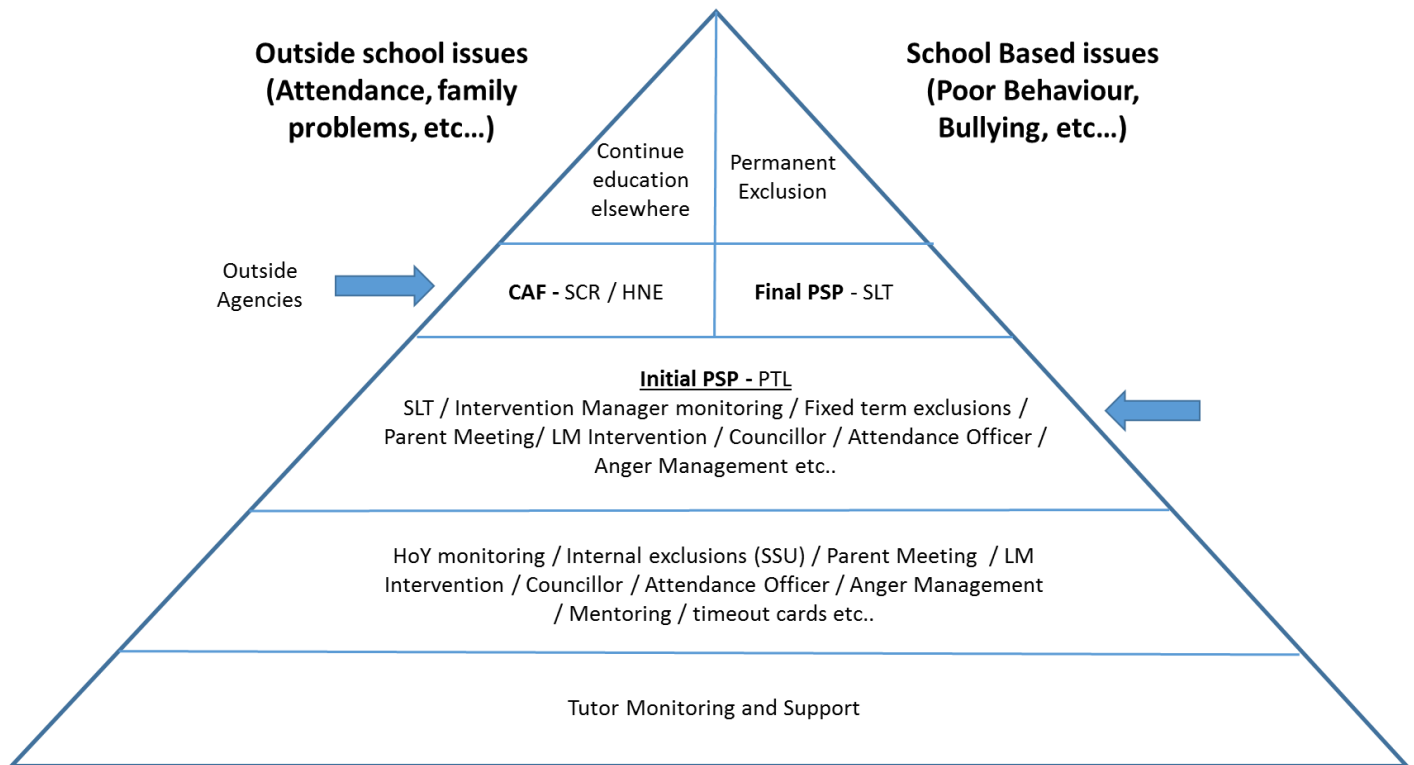
Systems for responding to inappropriate behaviour

- Detentions - at lunch, breaktimes and after school (To be recorded in the student planner)
- Referral to the Curriculum Team Leader, Tutor, Pastoral Team Leader
- Exclusion from lesson
- Report system where students' behaviour and attendance are carefully monitored and supervised.
- Contact made with home to support a change in the student's behaviour
- Internal exclusion (SSU)
- Fixed term exclusion
- Permanent exclusion

Pastoral Intervention Structure

Sackville School's Pastoral Intervention structure provides a hierarchy of pastoral interventions designed to help students who exhibit inappropriate behaviour (see below). There is no fixed route or timescale through the structure and students can come in at any level and move from one side of the pyramid to the other as their circumstances change. It is important to note that behaviour points allocated on the SIMS system do not link with pastoral intervention or sanctions.

Sackville School Pastoral Intervention Structure



Behaviour for Learning - Classroom

'To reward good behaviour and challenge disruptive behaviour allowing all students their right to learn'

Level:	Criteria:	Examples:	Interventions:
Green	<ul style="list-style-type: none"> All students start each lesson on green The vast majority of students should be at this level Students at this level should be rewarded for good behaviour using the Sackville reward points system and recorded on SIMS 		
Yellow	<ul style="list-style-type: none"> Student at this level are denying other students their right to learn Low level disruption is hampering both theirs and others learning Interventions should allow students to return to green Any action must be explained to the student at some point in the lesson. 	<ul style="list-style-type: none"> Student off task – first instance Student continues to be off task Student continues to be off task/distracting others 	<ul style="list-style-type: none"> Non verbal reprimand Verbal reprimand Move place
Amber	<ul style="list-style-type: none"> Students at this level are frequently disrupting learning and denying other students their right to learn They have not responded to yellow interventions Intervention maybe required in addition to those administered by the classroom teacher. Incident should be recorded on SIMS and parents and Tutor should be contacted. Tutor and class teacher should discuss behaviour with the student and explain the actions taken Advice should be given for personal improvement Students at this level are not able to return to green with in a lesson and interventions will need to be applied 	<ul style="list-style-type: none"> Student has continued to display poor behaviour despite action taken. The student may have displayed similar behaviour in previous lessons. Continuous poor behaviour within lesson and subsequent lessons despite Tutor / parental involvement 	<ul style="list-style-type: none"> Break time detention / discussion with Tutor After school detention / contact parents / Dept. report Curriculum Team Leader detention / Removal to another class (parking) Involvement of Pastoral Team Leader if occurring across curriculum
Red	<ul style="list-style-type: none"> In the event of a serious incident the teacher may deem it necessary to ask for the student to be removed Students should only reach this level as a last resort and when all other interventions have been applied In all situations where conflict occurs between student and member of staff, reconciliation MUST take place for progress to be made. This MUST be orchestrated by the ADULT before the next scheduled lesson. 	<ul style="list-style-type: none"> Serious incident When a member of staff has exhausted every possible intervention to include the student in the lesson. 	<ul style="list-style-type: none"> A student who is withdrawn automatically receives a SLT detention Period of Internal Exclusion and possibly placed on a PSP The next level of sanction is a period of Fixed Term Exclusion

Guidance

The removal of a student from a class should be seen as a **last resort**. This is a very serious sanction which could lead to internal/external exclusion.

A senior member of staff is “on duty” each lesson. Any incident requiring emergency withdrawal should be reported to reception who will contact the member of staff on duty by mobile phone who will then respond to the incident.

Student Support Unit

Senior and Pastoral Team Leaders may decide to internally seclude a student if their behaviour is particularly poor. This is a serious sanction in which the student works in isolation in our Student Support Unit (SSU), under supervision and away from their peers. They do not have communal break-times although they must be permitted to visit the school canteen to collect their lunch.

In more serious cases or episodes of continued poor behaviour senior or Pastoral Team Leaders may decide that the student requires an extended period of internal supervision which will consist of the student arriving at School at 8.25 am and then working under supervision in the SSU until 4.30 pm. This will operate when required and will be staffed by SLT and PTLs.

The subject teacher for any student placed in the SSU must provide work for that student. Parents will be informed of their child’s seclusion by letter or phone call. It is expected that the parents will attend a meeting with the relevant Pastoral Team Leader to discuss the issue.

Exclusions

The school will always seek to support a student through their difficulties and use exclusion only as a last resort.

The school adheres to the West Sussex Policy on exclusions in which only the Headteacher or, in his/her absence, the Deputy Headteacher may exclude a student on a fixed-term basis and only the Headteacher exclude permanently.

Fixed Term exclusions may well be progressive in length of time, beginning with one day and increasing to anything up to 5 days. The length of period obviously depends on the severity of the incident.

A fixed term exclusion will be reported to the parents by telephone and confirmed by letter clearly stating the reasons for the exclusion, rights to appeal and arrangements for work to be set for the child. Exclusion must take place on the day the incident takes place to highlight the seriousness of the situation and work **must** be set for excluded students.

Students returning from a fixed term exclusion will meet with the senior member of staff that managed the exclusion and their Pastoral Team Leader with their parents / carers and be given an appropriate re-integration programme. Students will not be re-integrated into the school without their parents / carers attending a reintegration meeting.

The Pastoral team may deem it appropriate for a Pastoral Support Programme (PSP) to be initiated for students regularly contravening school rules. These involve as many adults or agencies with an interest in the child’s welfare and are intended to help the student manage their behaviour. The PSP is intended to avoid exclusions being necessary. Sometimes, of course, a fixed term exclusion is appropriate for an isolated incident, e.g. physical fight.

Students who fail to respond to a PSP may be placed on a final PSP. The final PSP is the schools final attempt at intervention and like other PSP is intended to help students close to exclusion to manage their behaviour. Though the final PSP main aim is to avoid a permanent exclusion, failure to meet targets on the final PSP is likely to result in permanent exclusion.

The school will attempt to avoid permanent exclusion at all costs, although sometimes this final and absolute sanction may be unfortunately necessary in respect of serious breaches of school rules, health and safety of other community members and to ensure a safe and purposeful learning environment is maintained.

Complies with section 89 of the Education and Inspections Act 2006

PST - 27-06-16

Review date: **Summer 2018**