

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

Sackville is a **Rights Respecting** School. Our school has high expectations, in that we:

- Display a **POSITIVE ATTITUDE** and try our best
- **RESPECT** the school, one another and use appropriate language
- **BEHAVE RESPECTFULLY** and follow staff instructions
- Follow the **UNIFORM CODE**
- Are part of a **RESPECTFUL COMMUNITY** and support one another

How We Expect Our Students To Behave

- Display a **POSITIVE ATTITUDE** and try our best

Students should: (Reward / Praise)	Students should not: (Intervention / Sanction)
<ul style="list-style-type: none"> • arrive punctually and attend regularly • ensure they bring the correct equipment • ask questions and for help if necessary • be resilient and take responsibility for their own learning • complete all homework 	<ul style="list-style-type: none"> • truant lessons or arrive to school or lessons late • come ill-equipped to lessons • sit passively in lessons • give up at the first hurdle • fail to complete homework

- **RESPECT** the school, one another and use appropriate language

Students should: (Reward / Praise)	Students should not: (Intervention / Sanction)
<ul style="list-style-type: none"> • be polite and demonstrate good manners • place litter in bins and respect school property • be kind and support one another 	<ul style="list-style-type: none"> • use language that others find offensive • litter or damage school property or that of others • be rude or bully other students • bring in banned or dangerous items

- **BEHAVE RESPECTFULLY** and follow staff instructions

Students should: (Reward / Praise)	Students should not: (Intervention / Sanction)
<ul style="list-style-type: none"> • listen respectfully • follow instructions without hesitation or confrontation 	<ul style="list-style-type: none"> • talk when others are talking • refuse to follow staff instructions

- Follow the **UNIFORM CODE**

Students should: (Reward / Praise)	Students should not: (Intervention / Sanction)
<ul style="list-style-type: none"> • wear uniform correctly and with pride. • inform staff if they are not wearing the correct uniform • follow the school's guidelines on hair, make up and jewellery 	<ul style="list-style-type: none"> • wear uniform incorrectly • refuse to change non-uniform items when requested • wear excessive make up or jewellery

- Are part of a **RESPECTFUL COMMUNITY** and support one another

Students should: (Reward / Praise)	Students should not: (Intervention / Sanction)
<ul style="list-style-type: none"> • support one another • report inappropriate behaviour • recognise good behaviour 	<ul style="list-style-type: none"> • put one another down • ignore inappropriate behaviour • mock good behaviour

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.

Individual certificates 'Bronze' (25), 'Silver' (50), 'Gold' (100) and 'Platinum' (150) are awarded in assemblies to students when these milestones are reached

At KS4 and in addition to reward points at KS3 students are rewarded with 'Congratulations' letters, postcards, emails, text and telephone calls home which should be sent by curriculum staff. These congratulatory letters, postcards, emails, texts and telephone calls should also be recorded using the achievement log in SIMS.

Students will also be rewarded on a termly basis with opportunities to go on year group reward trips or attend the Head's celebration breakfasts.

Responding to inappropriate behaviour

Where students display inappropriate behaviour that goes against the code of conduct outlined above, we respond in a variety of ways depending on the nature of the misdemeanour and the individual student's context. We are very aware that some students make mistakes and have specific difficulties. Wherever possible we adopt an understanding viewpoint and, working with parents, would like the individual to focus on how to make amends and how to make progress in the future.

It is important that when a senior member of staff is dealing with a student that has exhibited inappropriate behaviour all parties involved are kept fully informed including staff, parents and the student's tutor and the incident is dealt with as quickly and efficiently as possible.

We believe we are stronger when we adopt a preventative approach to poor behaviour. Consequently, we insist on the following measures:

Teaching and Learning

- Schemes of work differentiated by tasks and/or outcome according to the ability of the individual student
- A variety of appropriate learning styles
- A good working environment that includes displays of student work
- Providing students with regular feedback on their work both orally and in writing; using marking that sets targets where appropriate and the involvement of students in their own assessment;
- Using praise and encouragement [including reward points] when students are working and behaving well
- Making clear the purpose of a lesson: putting it into context
- Setting clear short term and long term targets using available departmental and whole school evidence
- 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
- Referral to the Curriculum Team Leader, Tutor, Year 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

Behavioural incidents and interventions

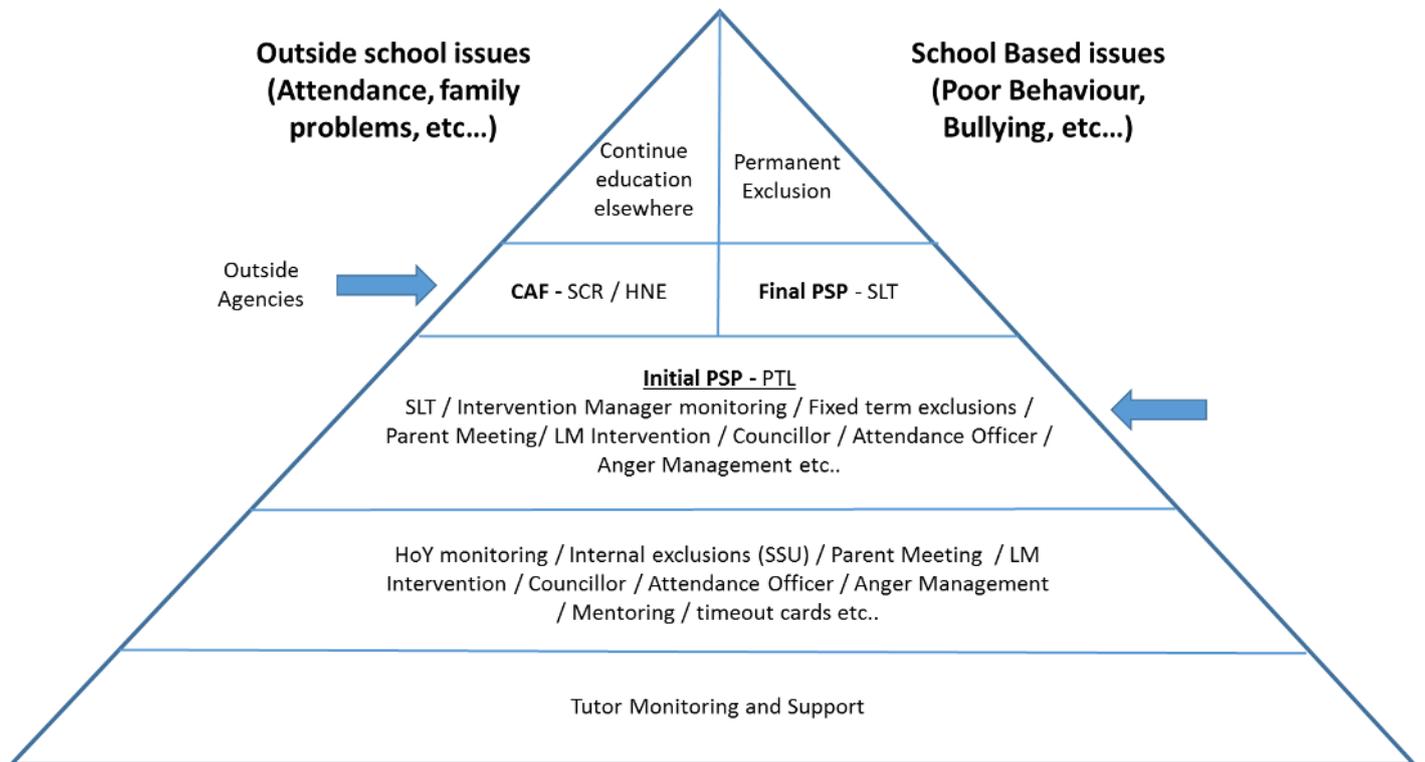
Inappropriate behaviour will lead to a behaviour incident point when recorded on SIMS. There will also be a tally of incidents recorded throughout the academic year to ensure appropriate and timely interventions are put in place to help students manage their behaviour. The table below is a guide to link the number of behavioural incidents with interventions:

Number of Behaviour Incidents	Intervention
5	Standard school email sent home from tutor.
10	Two weeks on Form Tutor report and phone call to parents from tutor. Parents invited into reports afternoon.
20	Two weeks Year Leader report and phone call to parents from YL. Parents invited into reports afternoon.
40	Two weeks SLT report plus parental meeting.
60	Start a PSP (Pastoral Support Plan)

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.

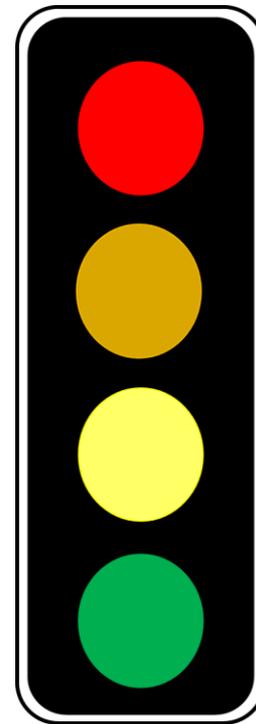
Sackville School Pastoral Intervention Structure



Behaviour and Interventions Guidelines

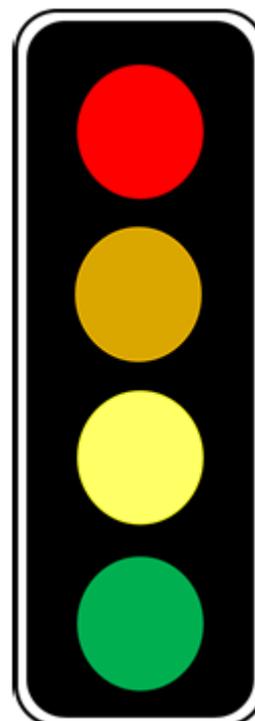
In lessons:

Behaviour	Intervention
<ul style="list-style-type: none"> Serious incident e.g. verbal abuse of staff 	<ul style="list-style-type: none"> Call SLT SSU / Fixed Term Exclusion
<ul style="list-style-type: none"> Continued low level disruption Failure to follow instructions or attend detention 	<ul style="list-style-type: none"> Detention Use of parking system Refer to CTL Curriculum report
<ul style="list-style-type: none"> Student off task Student distracting others Uniform transgression Using technology in class without permission 	<ul style="list-style-type: none"> Non-verbal request Verbal reprimand Move place Uniform transgression / Technology misuse behaviour point
<ul style="list-style-type: none"> Positive attitude to learning 	<ul style="list-style-type: none"> Praise and reward



Out of lessons:

Behaviour	Intervention
<ul style="list-style-type: none"> Serious incident e.g. verbal abuse of staff / fighting 	<ul style="list-style-type: none"> Call SLT SSU / Fixed Term Exclusion
<ul style="list-style-type: none"> Smoking Failure to follow instructions Truancy 	<ul style="list-style-type: none"> After school detentions
<ul style="list-style-type: none"> Dropping litter Running in corridors In out of bounds areas Using technology during lesson changeovers Uniform transgression 	<ul style="list-style-type: none"> Non-verbal requests Verbal reprimand Uniform transgression / Technology misuse behaviour point
<ul style="list-style-type: none"> Behave respectfully Respect the school and one another Complete homework 	<ul style="list-style-type: none"> Praise and reward



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 KRN (Heads PA) or in her absence the general office who will contact the member of staff on duty by mobile phone who will then respond to the incident.

Parking Systems within Blocks:

The following departments will operate parking systems. They have been grouped according to geography to allow easy access and transfer of students.

English Media	Science B&V	Maths	History Geography MFL ICT Sociology	PE Business Drama Tech Art Music
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If students need to be parked it should be followed up by a 30 minute detention from the classroom teacher or other faculty member.

Parking can also be used for respite purposes if pre-arranged with the CTL. The time a student spends out of class is up to the CTLs discretion but must be discussed with the student at the beginning of the process and include a predefined reintegration date.

Senior after School Detentions:

One hour after school senior detentions will run every night of the week. Staffed by two CTLs and overseen by a member of SLT in B04.

This sanction is for students who have not met our high expectations outside of the classroom (smoking / truancy) or for whole school issues (uniform transgression / use of technological devices / offensive language). Students will be referred to this detention by members of SLT or Year Leaders.

These detentions will have no more than eight students attending each evening. Students will be given 24 hours' notice and parents and students will be emailed informing them of the detention. This will be administered by a Year Assistant. Year Assistants will also collect students as they currently do for lunchtime SLT detentions.

Technological Devices:

Though technological devices will not be permitted to be used during lesson changeovers and whilst in lessons or registration without the teacher's permission they can be used at social times, break and lunch. Students using their technological devices in the corridor during lesson change over or in a lesson when not permitted will receive a point on SIMS. When students receive 3 points in a week they will get an automatic after school detention.

Uniform transgressions:

Students who are not adhering to the uniform code will receive a point on SIMS. When students receive 3 points in a week they will get an automatic after school detention.

Offensive language:

Students who are heard using offensive language in and around the school site will receive a point on SIMS. When students receive 3 points in a week they will get an automatic after school detention.

Student Support Unit

Senior and Year 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. In addition to this, students will stay an extra half an hour after school until 3.30pm so work completed throughout the day can be thoroughly checked. They do not have communal break-times although they must be permitted to visit the school canteen to collect their lunch.

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 Year 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 Year 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 Year 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 school's 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 - 12-07-18 Reviewed 2020.

Review date: **Summer 2022**