

Behaviour Policy & Statement of Principles 2021-2023

Sandbach School



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Approved by: Sue Kennerley, Chair of Governors

A handwritten signature in black ink, enclosed within a rounded rectangular box. The signature appears to be 'Sue Kennerley'.

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).
In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons including imitation weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, matches, lighters and cigarette papers
 - Vapours, e-cigarettes and associated paraphernalia
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, inappropriate touching or sexual violence
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our bullying prevention policy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Consistently applying the 'Attitude to Learning' criteria to all lessons
- Recording attitude to learning grades and behaviour incidents on Bromcom
- Consistent use of rewards and sanctions that are in line with this policy

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns raised by the school promptly

6. Student code of conduct

The code of conduct has is based on three core values – **‘Ready, Respectful, Safe’**. These values are underpinned by the behaviours students are expected to exhibit consistently as **“the way we do things around here”**:

Ready	Respectful	Safe
Attending above 97% Arriving on time PREPPED Having a positive attitude to learning	Walking with purpose to lessons Being polite and kind Following instructions Looking after our school and its reputation	Staying in bounds Looking after your belongings Actively preventing bullying Travelling to and from school sensibly

7. Rewards and sanctions

7.1 List of rewards and sanctions

Rewards

We operate a comprehensive rewards system through positive acknowledgements in various forms. We celebrate achievement in all its forms, including academic success, sporting success and engagement with music. We do not believe it is appropriate to give rewards for good behaviour day-to-day; students should learn to behave well as a matter of principle, not in response to short-term incentives. However, we will acknowledge and celebrate all students who receive excellent A2L grades throughout the year and who have the best behaviour scores.

Rewards include:

- ‘Golden Man’ award and ‘Golden Tickets’
- ‘Star of the week’ awards
- Postcards home
- Commendations within the review cycle for:
 - Sustained positive Attitude to Learning
 - Extra-Curricular commitment
- Attendance Awards, including form breakfasts
- Academic Awards
- Sandbachian Award for examples of exceptional citizenship
- Sports Presentation Evenings

Sanctions

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the student out of the class for a ‘time out’ (5 minute maximum)
- Expecting work to be completed at home, or at break or lunchtime
- Detention:
 - Class teacher detention – up to 30 minutes at break or lunchtime
 - Department detention – 45 minutes after school
 - Pastoral detention– up to 60 minutes after school
 - Whole school detention - up to 60 minutes after school
 - Community service detention – up to 90 minutes after school on Friday
 - Saturday morning detention – up to 3 hours
- Referring the pupil to a senior member of staff
- Letters, emails or phone calls home to parents
- Agreeing a behaviour contract or support plan

- Putting a student 'on report'. This can be at Tutor, LIM or SLT level
- Headteacher's internal exclusion
- Fixed term exclusion
- Meeting with Governer's Disciplinary Committee
- Permanent Exclusion

We may use the Room 5 Inclusion Room in response to serious or persistent breaches of this policy such as serious disruption of lessons, verbal abuse, swearing, assault, threatening behavior or extreme defiance. The student will be expected to complete the same work as they would in class.

If students do not attend a given detention the sanction will be escalated

Room 5 is managed by Mr T Roberts.

7.2 Off-site behaviour

Sanctions may be applied where a student has misbehaved and can be identified as a member of the school, such as on a school trip, on the bus, on the way to or from school or through online activity.

7.3 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Staff work to a set of eight, non-negotiable, expectations for managing lessons. These are known as the Academic Eight or 'A8'.

A8- Sandbach School Classroom Non Negotiables

- ▶ Organisation
 1. Teachers use seating plans in all lessons with a clear rationale that promotes learning.
 2. Teachers maintain the classroom as a professional working environment.
 3. Teachers post homework on Show My Homework and record completion by students.
 4. The teacher meets and greets their students at the classroom door, monitoring corridor space and challenging uniform where appropriate.
- ▶ Starting Lessons
 5. Students sit down, get their equipment out and engage with a starter activity whilst the register is taken.
- ▶ Finishing Lessons
 6. Registers must be taken in the first five minutes of the lesson. If this is done by calling out names, the students must be silent.
 7. The teacher ensures the classroom environment is left in a suitable condition for the next class / teacher.
 8. The teacher ensures an orderly exit from the classroom and into the corridor, dismissing students on the bell, row by row or table by table.

8.2 Attitude to learning grades (A2L)

The A2L grade is designed to motivate students to maintain a high level of focus and engagement during every lesson. Using Bromcom, it will allow Form Tutors, Learning Intervention Managers (LIM) and Student Support Coordinators (SSC) to monitor which students are performing particularly well and those whose A2L is not at a satisfactory level. Competitions, certificates and awards will be used to encourage students to move up to and then beyond acceptable.

The following table summarises the A2L system:

Using Bromcom to record Attitude to Learning in Lessons				
A2L	Criteria	Bromcom code	Sanction	Resolution
Excellence in lesson	Outstanding quality of work, superb effort, working at above	A2LExcel		Class teacher
Good work all lesson	Consistently good attitude, all work completed to a good standard	A2LGW		Class teacher
Lack of work	Lacking focus, drifting off task, incomplete work	A2LLOW	Detention	Department
Lesson disruption	Talking over the teacher, disrupting others, not following instructions	A2LLD	Detention	Department
Call Out	Severe disruption, violent, unruly behaviour, swearing at teacher	A2LCO	School Detention	Pastoral / SLT

8.3 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be reported to and investigated by the designated safeguarding lead, recorded on the restraint log and reported to parents

8.4 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.5 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Student transition

To ensure a smooth transition from primary to secondary school, students have transition sessions during the summer term before transfer. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including de-escalation strategies, as part of their professional development. Staff are encouraged to reflect on their behavior management strategies within their teaching and learning log.

Restorative approaches and building positive relationships will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and governors teaching and learning committee every year. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Bullying prevention policy
- School uniform policy
- Mobile phone policy

Appendix 1: written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers are expected to set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff

- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.