



# **BEHAVIOUR FOR LEARNING POLICY 2019-20**

**Effective Date:** September 2019  
**Date Last Reviewed:**  
**Reviewed by:** Mr A Rutter  
**Next Review Date:** June 2020

## VISION

All members of the community develop a set of 10 personal values agreed by the School community:

*Aspirational and Self-Motivated*

*Courteous and Compassionate*

*Competitive and Driven*

*Positive and Resilient*

*Trustworthy and Honorable*

### ***'Excellence beyond belief'***

***As a community it is essential that we recognise that this policy must apply to the behaviour of all its members and to all adults (teachers, other staff, parents/guardians and visitors) as well as to our students.***

#### **We aim to:**

- Provide every student with the knowledge, skills, self-belief and motivation to be successful in their learning and in their lives.
- Welcome, value and respect all who come to the School.
- Build a community based on justice and a sense of personal responsibility.
- Provide opportunities for all to participate in our community, developing a sense of tolerance and understanding of others.
- Provide a safe and supportive environment for all.

#### **We want our students to:**

- Attend school regularly
- Wear their uniform with pride
- Enjoy and be prepared for learning
- Be challenged and make good progress
- Achieve their best
- Feel safe and secure
- Communicate politely and effectively with each other, staff, members of our local community and visitors to the School
- Make sensible choices and take responsibility for their behaviour
- Respect themselves, others and their environment
- Become positive and effective citizens
- Support others in the community
- Be prepared for the future

## **RATIONALE**

- 1.1. This policy outlines the underlying principles, aims, nature, organisation and management of student behaviour at Sandy Secondary School. It is a working document designed to enhance the development of positive relationships between students, adults working in the school, parents and other members of the wider school community.
- 1.2. The policy is the result of consultation with students, parents/guardians and governors, staff discussion, auditing of behaviour and training. It reflects the current practice within the school. Its fair and consistent implementation is the responsibility of all staff.
- 1.3. We believe that, in order to enable effective teaching and learning to take place, good behaviour, in a safe and secure environment, is necessary in all aspects of school life and that these standards of behaviour are clearly understood and valued by all members of the school community. Such a community will have consideration and respect for individuals and property and will share values which are just, fair and humane and enable all students to develop a sense of responsibility for their own behaviour and towards others and the community. Our approach is a positive one which emphasises the benefits for the whole school offered by shared values and responsibilities and an appropriate standard of behaviour.

## **2. BROAD GOALS**

- 2.1. We believe that students and adults should feel that they belong to a community where they feel secure and valued. For this reason our procedures for dealing with poor behaviour have a clear restorative aim. Our approaches are focused on trying to modify poor behaviour over time. The promotion of positive attitudes to behaviour is part of belonging to our community. We believe that praise is one of the most effective ways of promoting good behaviour.
- 2.2. This policy aims to:
  - 2.2.1. Provide the basis for the development of a positive, whole-school ethos, towards behaviour;
  - 2.2.2. Outline an environment which encourages and reinforces good behaviour;
  - 2.2.3. Promote self-discipline and positive relationships;
  - 2.2.4. Define the expectations that we have of each member of the school community
  - 2.2.5. Provide guidance upon the implementation of a consistent approach to both positive and negative behaviour management;
  - 2.2.6. Provide guidance and support for staff when dealing with inappropriate behaviour;
  - 2.2.7. Promote early intervention;
  - 2.2.8. Provide a safe environment, free from disruption, violence, bullying (please refer to Anti Bullying Policy & Procedures) and any form of harassment;
  - 2.2.9. Ensure that the school's expectations and strategies are widely known and understood;
  - 2.2.10. Encourage a positive relationship with parents and guardians to develop a shared approach, which involves them in the implementation of the school's policy and associated procedures;
  - 2.2.11. Promote a culture of praise and encouragement in which all students can achieve.

## **3. STUDENT IMPACT**

- 3.1. The ethos at Sandy Secondary School is a positive one, which emphasises the benefits for the whole school offered by shared values and responsibilities and an appropriate standard of behaviour.
- 3.2. The adults encountered by our students at school have an important responsibility to model high standards of behaviour, both in their dealings with the students and with each other, as their example has an importance influence on students.
- 3.3. As adults, we aim to:
  - 3.3.1. Create a positive climate with realistic expectations;
  - 3.3.2. Emphasise the importance of being valued as an individual within the group;
  - 3.3.3. Promote, through example, honesty and courtesy;

- 3.3.4. Provide a caring and effective learning environment;
- 3.3.5. Encourage relationships based on kindness, respect and understanding of the needs of others;
- 3.3.6. Ensure fair treatment for all, regardless of age, gender, race, sexuality, ability and disability;
- 3.3.7. Show appreciation of the efforts and contribution of all through an extensive rewards policy;
- 3.3.8. Create an ethos of respect throughout the school;
- 3.3.9. Staff to work with the parents/guardians to support the positive behaviour of each child;
- 3.3.10. Parents/guardians to attend meetings with staff, if requested to discuss the behaviour of children;
- 3.3.11. Parents/guardians to ensure that a child that is excluded from school is not found in a public place during school hours in the first five days of the exclusion, and if invited, to attend a reintegration interview with the school at the end of a fixed period of exclusion.

#### **4. ROUTINE AND EXPECTATIONS**

4.1. The following routines and expectations apply to all students and will be rigorously and consistently upheld:

4.2. All students must:

- Be in full school uniform with a school bag
- Always have the Fantastic 15 with them (Appendix 1)
- Be ready to enter school by 8.35 am with uniform correct
- Not have any energy drinks, fizzy drinks, sweets, chewing gum or aerosols with them
- Have mobile phones and electronic devices switched off and in their bags during the school day.

4.3. Walking around the School and to/from lessons students must:

- Follow instructions from any staff member first time, every time
- Move to lessons at the correct times
- Hold doors open for others
- Walk at all times, go straight to next lesson
- Walk on the left hand side of the corridors and stairways
- Keep quiet on corridors and never shout or run

4.4. All students must follow the same routines for entering the classrooms:

- Students must follow instructions from the staff member on entry routines
- The teacher must greet students at the door
- All students must move immediately and put their equipment and planners on the desk

**All students must start the engage activity whilst the teacher takes the register**

4.5. During a lesson all students must:

- Be an active listener and not talk over others
- Take an active part in learning throughout the lesson
- Celebrate the success of others
- See mistakes as part of the learning experience
- Show respect and courtesy to staff and peers.

4.6. Moving to and from assemblies:

- Students must line up quietly outside the Lecture Hall
- Tutors must escort students into the Lecture Hall in silence

- Students must sit in silence unless invited to speak
- Students must celebrate the success of others, applauding politely as appropriate. Shouting and whooping is not acceptable
- Students are expected to take part in receiving rewards, including collecting them from the front
- At the end of assembly, students must be dismissed one row at a time
- When dismissed students immediately walk quietly to their next lesson. Staff supervise the corridors to ensure this happens.

4.7. During break and lunchtime all students must use the time effectively to:

- Fill up their water bottle
- Use the toilets (and not during lessons)
- Meet with staff to address any concerns/hand in items to Student Services
- Complete any work or revision required
- Line up quietly in the dining area to be served
- Clear tables, wipe up spillages and maintain an orderly dining room environment
- Staff may only lead the dining area after being dismissed by the duty staff
- Only play games in the allocated areas
- Follow all rules to maintain a calm and pleasant environment for all
- Wear full uniform and keep mobile phone and electronic equipment in their bags at all times
- Refrain from rowdy and boisterous behaviour

4.8. At the end of the school day all students must:

- Make sure they have everything they need to complete their homework
- Walk quietly and considerately to their after school activities or through student reception
- If taking public transport, wait quietly at the bus stop being considerate of the needs of others
- Maintain high standards of uniform and behaviour on the journey home
- Talk quietly and never shout
- Remember they are representing Sandy Secondary School and should be model citizens at all times
- Refrain from using electronic devices, including mobile phones, until they have left the school site.

**Our behaviour is our choice and we need to make the right choice at all times.**

4.9. Parent/Guardians will:

- Be expected,, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school
- Be able to contribute to the development of the school behaviour policy
- Respect the school's behaviour policy and the disciplinary authority of school staff
- Ensure that their child attends school and arrives on time
- Ensure that their child wears school uniform and have the correct Fantastic 15 for all of their lessons
- Contact their school if their child is absent or late
- Help ensure that their child follows reasonable instructions by school staff and adheres to school rules
- Support the school if sanctions are applied to their child for inappropriate or unacceptable behaviour
- Have any complaints they make about their child being bullied, taken seriously by the school and investigated/resolved as necessary.

## **5. PROCEDURES**

The procedures arising from this policy have been developed by the Executive Principal in consultation with the relevant stakeholders. The procedures make clear to the students how acceptable standards of behaviour can be achieved and have a clear rationale, which is made explicit to staff, students and parents/guardians. The procedures are monitored by the Leadership team and Governors, to ensure they are consistently and fairly applied. They promote the idea of personal responsibility and that every member of the School has a responsibility towards the whole community.

## **6. SCHOOL SYSTEMS FOR PROMOTING POSITIVE BEHAVIOUR**

Positive behaviour is consistently reinforced and the staff model appropriate behaviour in their interactions with each other and with the students. Within the curriculum, the school teaches students the skills of self-awareness, self-regulation, motivation and empathy as well as social skills. Assemblies acknowledge and celebrate these attributes. Students are provided with consistent positive encouragement and specific recognition when they demonstrate positive behaviour. The use of form time reinforces opportunities to practice the skills needed to develop positive relationships. Through the SMSC curriculum, the fundamental rights of all those in school are also reinforced. Teachers and other adults adopt a positive and empathetic manner when responding to students and to each other. Rewards are given consistently as part of the School rewards system.

## **7. REWARDS & RECOGNITION**

A positive and encouraging school ethos is central to the promotion of good behaviour. Rewards are one means of achieving this. Integral to the system of rewards is an emphasis on praise, both formal and informal, to individuals and groups.

Our current rewards system includes:

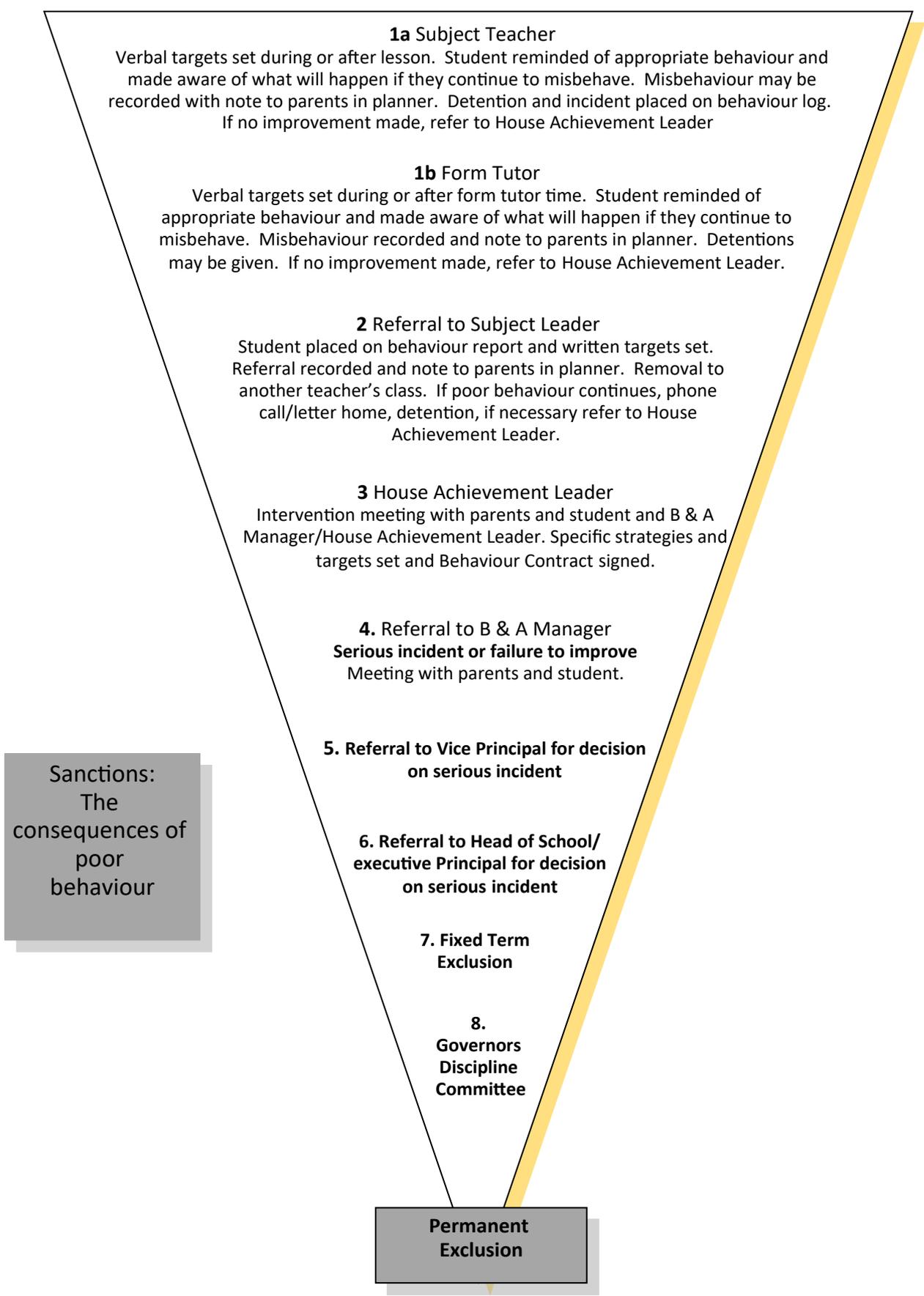
- Verbal praise, either personal or public, is the most frequent reward given
- Parents are told of their child's positive behaviour through informal conversation, praise postcards, phone calls home, reports and Parents' Evenings
- Achievement points are given on a regular basis
- Subject specific awards
- Written or verbal communication with home praising high standards of behaviour
- Praise postcards
- Corridor/class displays to celebrate excellent effort and achievement
- Collective or individual praise in assemblies
- Hot Choc Friday
- Golden Afternoons and Reward Days
- Executive Principal's lunches
- Subject reports sent home which include the number of Achievement Points awarded.

## **8. THE CURRICULUM & LEARNING**

The school believes that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual students, the active involvement of students in their own learning and structured feedback all help to avoid the alienation and disaffection, which can lie at the root of poor behaviour. It follows that lessons should have clear learning objectives, understood by the students, and differentiated to meet the needs of students of different abilities. Marking and record keeping can be used as both a supportive activity, providing feedback to the students on their progress and achievements, and a signal that their efforts are valued and that progress matters.

	<b>Examples of misbehavior</b>	<b>Person with initial responsibility to dealing with incident</b>	<b>Suitable sanctions</b>	<b>Person to give support</b>	<b>Example of positive response</b>	<b>Examples of follow up</b>
<b>A</b>	<ul style="list-style-type: none"> <li>• Minor disruption in class</li> <li>• Late to lesson</li> <li>• Lack of effort</li> <li>• Use of mobile phone</li> <li>• Lack of homework</li> <li>• Not in correct school uniform</li> </ul>	<p>Class teacher/ tutor</p> <p>Class teacher/ form tutor/PSA/ all staff</p>	<p>Verbal reprimands</p> <p>Reminder of rules</p> <p>Recording on SIMS if deemed necessary</p> <p>Note to parents in planner if appropriate</p> <p>Detention</p> <p>Confiscation of mobile phone</p> <p>Phone call home and temporary note if appropriate</p>	<p>Subject Leader</p> <p>Tutor</p> <p>PSA</p>	<p>Verbal targets during lesson</p> <p>Reminders of appropriate behaviour</p> <p>Set positive targets for next lesson</p> <p>Offer choices to student explaining consequences of wrong choices</p>	<p>Positive reinforcement when student has adjusted behaviour</p>
<b>B</b>	<ul style="list-style-type: none"> <li>• Repeated low level disruption</li> <li>• Regular lack of effort in class</li> <li>• Repeated failure to do homework</li> <li>• Repeated lateness to lessons</li> </ul>	<p>Class teacher/ tutor</p>	<p>Detention</p> <p>Note in planner to parents</p> <p>Recording on SIMS</p> <p>Phone call to parents</p> <p>Report to subject leader</p> <p>Temporary removal to another lesson</p>	<p>Subject Leader</p> <p>LSA where appropriate</p> <p>HAL</p> <p>PSA</p>	<p>Review of work set or curriculum</p> <p>Discuss strategies with subject leader</p> <p>Discussions with student to set targets</p> <p>Subject target card</p> <p>Peer mentoring</p>	<p>Discussions between teacher and student</p> <p>Target setting for student to modify behaviour</p>
<b>C</b>	<ul style="list-style-type: none"> <li>• Persistent uniform problems</li> <li>• Inappropriate behaviour at break or lunchtime</li> <li>• Repeated use of mobile phone in school</li> </ul>	<p>Form Tutor</p> <p>Duty staff</p> <p>House Leader</p> <p>PSA</p>	<p>Phone call to parents</p> <p>Loss of free time</p> <p>Internal exclusion</p> <p>Confiscation of equipment and phone call/letter to parent</p>	<p>PSA</p> <p>SENCO</p> <p>B &amp; A Manager</p>	<p>Help with uniform</p> <p>Discussion with House Leader</p> <p>Referral to club or extra-curricular activity</p>	<p>Discussions with parents</p>
<b>D</b>	<ul style="list-style-type: none"> <li>• Persistent or serious lesson disruption preventing learning</li> <li>• Deliberate defiance/lack of respect</li> <li>• Internal truanting</li> <li>• Leaving site without permission</li> </ul>	<p>Subject teacher/ tutor</p> <p>Duty staff</p>	<p>Use of on call duty staff</p> <p>Referral to subject leader</p> <p>Subject leader detention</p> <p>Letter home</p> <p>Loss of social time</p> <p>Temporary withdrawal from lessons to another class</p>	<p>Subject Leader</p> <p>House Leader</p> <p>B &amp; A Manager</p> <p>SENCO</p>	<p>Discussions with parents and meeting if appropriate</p> <p>Review IEP if relevant</p> <p>Subject report/ target card</p> <p>Put on PSP</p> <p>Discussion at core inclusion meetings</p> <p>Lunchtime report</p> <p>Internal inclusion procedures</p>	<p>Allocate mentor</p> <p>Daily meetings/ checking in/out</p> <p>Regular update to parents</p> <p>Referral to re-engagement team where appropriate</p> <p>Round-robin report from all teachers sent</p>

						to parents
<b>E</b>	<ul style="list-style-type: none"> <li>Repeated refusal to accept school rules</li> <li>Fighting</li> <li>Smoking</li> <li>Repeated disruption round school</li> <li>Bullying</li> <li></li> </ul>	<p>Subject Leader</p> <p>House Leader</p> <p>PSA</p> <p>B &amp; A Manager</p>	<p>Where necessary</p> <p>Meeting with parents</p> <p>Longer detentions</p> <p>Loss of social time</p> <p>Internal exclusion</p> <p>Fixed term exclusion</p>	<p>B &amp; A Manager</p> <p>SLT</p>	<p>Review IEP</p> <p>Risk assessment if appropriate</p> <p>Subject report/ target cards</p> <p>Referral for PSP/ EHA</p> <p>Offer of external support (relate, CAMHs, etc.)</p>	<p>Possible local authority or external agency involvement</p> <p>Review of curriculum/ timetable</p> <p>Possible restricted timetable for temporary period</p> <p>Regular meetings with parents</p>
<b>F</b>	<ul style="list-style-type: none"> <li>Frequent refusal to follow school rules/student code of conduct</li> <li>Continued serious disturbance</li> <li>Theft</li> <li>Discriminatory behaviour, i.e. racism, homophobic, disability</li> <li>Abuse/swearing at a member of staff</li> </ul>	<p>House Leader</p> <p>B &amp; A Manager</p>	<p>Internal exclusion</p> <p>Formal letters</p> <p>Fixed term exclusion</p> <p>Meeting with Executive</p> <p>Principal and parents</p> <p>BSP/PSP/EHA</p> <p>Referral to B &amp; A Manager/SLT</p>	<p>B &amp; A Manager</p> <p>SENCO/ Local Authority</p> <p>External agencies</p> <p>SLT</p>	<p>Parent meetings</p> <p>Timetable adjustment/restricted timetable</p> <p>Involvement of external agencies</p> <p>Reviews of IEPs/PSPs</p> <p>Offer of external support</p>	<p>Review external agency contributions</p> <p>Explore alternative provision</p>
<b>G</b>	<ul style="list-style-type: none"> <li>Assault of another student</li> <li>Possession of alcohol/ weapon/drugs</li> <li>Persistent refusal to follow student code of conduct despite previous sanctions</li> </ul>	<p>House Leader</p> <p>B &amp; A Manager</p> <p>SLT/ Head of School/ Executive Principal</p>	<p>Further internal exclusion/ isolation</p> <p>Fixed term exclusion</p>	<p>B &amp; A Manager</p> <p>SLT</p>	<p>Parent meeting with B &amp; A Manager/SLT</p> <p>Review of PSP</p> <p>Daily report to SLT</p> <p>External agency involvement</p> <p>Offer of external support</p>	<p>Review of external agency support/ provision</p> <p>Explore alternative provision</p>
<b>H</b>	<ul style="list-style-type: none"> <li>Repeat of F or G</li> <li>Violence towards member of staff</li> <li>Drug dealing</li> <li>Use of weapon</li> </ul>	<p>B &amp; A Manager/Vice Principal, Head of School or Executive Principal</p>	<p>Longer fixed term exclusion</p> <p>Possible permanent exclusion</p>	<p>Governors</p>	<p>Exploring alternative provision</p> <p>Offer of external support</p>	<p>Recording of future provision</p>



Sanctions:  
The consequences of poor behaviour

## SANCTIONS (see Appendix)

**The Behaviour for Learning Policy is only effective if systems are applied consistently to every student.**

### **Type 1 - Behaviour**

**Learning disrupted by persistent low-level disruption and/or failure to follow the school basics for lessons**

#### **Warning**

For a first misdemeanor issue a verbal warning identifying the unwanted behaviour.

#### **Yellow card**

For a second offence, students should be given a yellow card; some staff record the students' name on yellow card attached to the board, others use a tick next to a name or verbal 'yellow card'.

Action: Consider using a Reflection Desk (moving the student's seat) and/or speaking to them one to one.

Aim is to rebuild relationship and refocus learning.

Class teacher enters a 15 minute detention incident on SIMS using the whole school detention system.

#### **Red Card**

For a third offence, students should be given a red card; this could again be name recorded on a red card on the wall, another verbal warning 'red card' or a second tick next to a name.

Action: one to one conversation (preferably outside the room). Consider moving student's seat if possible and deemed to be beneficial.

Aim is to make up for lost learning and reset the scene for the next lesson to be positive.

Class teacher should place the student in a 30 minute detention using the school detention system. This should be recorded on SIMS leaving 48 hours' notice.

If a student cannot be dealt with via this system, then at this point the house On-Call system should be used and the student placed into another lesson according to the Internal On-Call rota (on call can be raised by emailing [oncall@secondaryschool.com](mailto:oncall@secondaryschool.com)).

Some behaviour may be extreme and totally prevent learning from taking place; examples are given in the list below.

### **Type 2 – Behaviour**

#### **Defiance or rudeness to an adult or another member of the class:**

Examples might be challenging the issuing of a verbal warning, talking back, being openly defiant, refusing to move when asked to change seat or cussing another member of the class:

- Move straight to an Internal On-call with the student going to another lesson in the department
- Classroom teacher to give the student work to complete in the lesson

- Classroom teacher to enter the incident on SIMS as a Red Card with details of what happened, and appropriate detention set
- Subject Leader to initiate reconciliation and lead the meeting with the member of staff and the student before the next lesson
- If the student is not taking responsibility for their poor behaviour or refuses to leave the classroom, it should be treated as a serious incident and “on call” staff contacted to support.

## **DEALING WITH POOR BEHAVIOUR AROUND THE SCHOOL**

### Minor infractions of the School Basics

- 1) For example dropping litter, chewing gum, eating in the corridor, shouting in the corridor, late to school, incorrect uniform
- 2) Member of staff witnessing the event will issue the student with a 15-minute pastoral detention.
- 3) The detention must be recorded on SIMS

### More serious infraction of School Rules

- 1) For example, not following staff instructions, wandering in corridors without a note.
- 2) Member of staff witnessing the event will issue the student with a 30 minute detention.
- 3) The detention must be recorded on SIMS.

### **Type 3 – Behaviour**

#### **Serious incident in classroom**

This list is not exhaustive but should provide guidance from which common sense decisions can be made.

- Severe disruption: student is unsafe/dangerous towards self or others.
- Walks out: student walks out of department without permission.
- Aggressive/threatening behaviour towards others.
- Student out of control – persistent/complete refusal of all senior department staff; department has exhausted its solutions/sanctions.
- Suspected substance abuse.

Where this behaviour occurs the classroom teacher should summon immediate support by sending an email or a student to Pastoral Area or Main Reception who will call for relevant staff.

The classroom teacher will need to record the incident in detail on SIMS and may be asked for a separate written statement.

A senior member of staff will remove the student and they will be held until an investigation is completed. This is completed by either the House Achievement Leader, Pastoral Support Assistants or Behaviour & Attendance Manager.

Once the investigation is complete a sanction is usually given by the B & A manager/House Achievement Leader. Contact is made with parents/guardians following all serious incidents and usually a meeting is arranged.

Where a student is suspected of having taken drugs, including alcohol, medical assistance will be sought from a first aider who will assess, with a staff member, if the student needs further medical

support. Parents/guardians will be contacted. Students are not able to remain in the school and must be collected.

## Appendix

### USING FORCE TO RESTRAIN STUDENTS

The **Education Act 1996** forbids corporal punishment (abolished in 1986) but allows all teachers to use reasonable force to prevent a student from:

- committing a criminal offence;
- injuring themselves or others;
- damaging property;
- acting in a way that is counter to maintaining good order and discipline at the school.

**The Education and Inspections Act 2006** gives schools new powers to discipline badly behaved students. The new measures include:

- the legal right to confiscate inappropriate items from students such as mobile; phones or music players (*\*please see further guidance below*);
- statutory powers to discipline students who behave badly on the way to; and from school, for instance when travelling on buses and trains;
- greater legal scope and flexibility in giving students detentions, which may include after-school detentions;
- a legal duty on schools to make provision to tackle all forms of bullying.

*\*Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the student has a device prohibited by the school rules, or the staff member has good reason to suspect the device may be used to:*

- cause harm;
- disrupt teaching;
- break school rules;
- commit an offence;
- cause personal injury, or
- damage property.

*Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them.*

*Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.*

#### **Using 'Reasonable Force'**

The Education & Inspections Act 2006 strengthens the legal power for teachers and other school staff to use 'reasonable force' to prevent students from committing a crime or causing injury, damage, or disruption.

**There is no legal definition of reasonable force.** In exceptional circumstances, where there is an immediate risk of injury, a member of the school staff may take the necessary action to prevent a student from, for example, hitting someone or throwing an object.

# Rewards Procedure



## 1. Purpose

- 1.1 A positive and encouraging school ethos is central to the promotion of good behaviour. The purpose of this procedure is to ensure positive reward is used for the encouragement and development of desirable behaviour patterns in students
- 1.2 Rewards have a motivational role in helping students to realise that desirable behaviour, self-awareness and responsibility to self and others is valued.
- 1.3 Rewards are also used to instill an element of competition, encouraging students to develop a sense of pride in the rewards they obtain within the context of a competitive House system.
- 1.4 Integral to the system of rewards is an emphasis on praise, both formal and informal to individuals and groups.
- 1.5 The procedure will help to facilitate the regular reporting of a students' behaviour to parents and carers.

## 2. Scope

- 2.1 This procedure deals with the range of rewards available to staff and students arising from displayed positive behaviour.
- 2.2 The procedure aims to reward students for recognisable effort and achievement and reinforce positive behaviour patterns throughout the school.

## 3. Procedure

- 3.1 Sandy Secondary School operates an assertive discipline system which focuses on positive reward including a hierarchy of rewards based on an Achievement Point system.
- 3.2 There are a variety of rewards available for students to obtain during the course of their time at Sandy Secondary School.

### 3.3 Verbal Praise

- 3.3.1 Based on building positive relationships between students and staff this will be used to reinforce expected standards of work and behaviour. It may apply to individuals, groups or whole classes and take place in a range of settings. Verbal praise will invariably be the most frequent form of praise given.

### 3.4 Written Praise

- 3.4.1 This will be used in the form of written feedback to students on pieces of work handed in for marking
- 3.4.2 Written praise can also take the form of Praise Postcards which are given out by each member of teaching staff on a weekly basis. Praise Postcards are given to students who have been exceptional in modelling the Sandy Secondary School values
- 3.4.3 Students will also be rewarded on the basis of exceptional effort, personal and group achievement, and contributions to the community through e-mail and letters sent home to parents and guardians
- 3.4.4 Written praise is also evident in Spotlight, the Sandy Secondary School newsletter.

### 3.5 Achievement Points

- 3.5.1 These are given for excellent work ethic, high academic achievement, contributions to the community, very good behaviour and high-quality work.
- 3.5.2 Achievement Points can be awarded to students for a number of qualities. Examples could include the following:
  - Good organisation
  - Good effort
  - Good behaviour
  - High results
  - Quality work
  - Helping in class
  - Punctuality
  - Excellence in sport
  - Kindness
  - Respect
- 3.5.3 Achievement Points will be recorded on SIMS and will be collated centrally. Achievement Points will also be reported home to parents and students with the most Achievement Points in each House will have a special mention on the weekly bulletin.
- 3.5.4 Achievement Points will be added together with everyone else in the tutor group. These will be added together at half-termly intervals to determine the House Winners. This will be celebrated in assemblies.

### 3.6 Badges and Certificates

- 3.1 Badges and certificates will also be awarded on the basis of accumulated Achievement Points and as recognition of the hard work and effort of students.
- 3.2 These will be handed out in assemblies and the names of students will also be mentioned in the fortnightly school newsletter.

3.3 Students will be awarded badges according to the following numbers of points:

Bronze- 100

Silver- 250

Gold- 350

Ultimate- 450- this would be a different colour for each year group:

- Year 7 - Red
- Year 8 - Blue
- Year 9 - Green
- Year 10 - Pink
- Year 11 - Purple

3.4 Students will accumulate points afresh at the start of each academic year. If students reach the 'ultimate' badge in an academic year then they are able to retain it.

#### **4. Related Documents**

4.1 Behaviour for Learning Policy

4.2 Home/School Agreement

#### **5. Monitoring, Evaluation and Review**

5.1 This procedure will be monitored and reviewed annually or as necessary by the Principal and Senior Leadership Team.

5.2 The review will ensure compliance with the Behaviour for Learning Policy as agreed annually by the Governing Body.

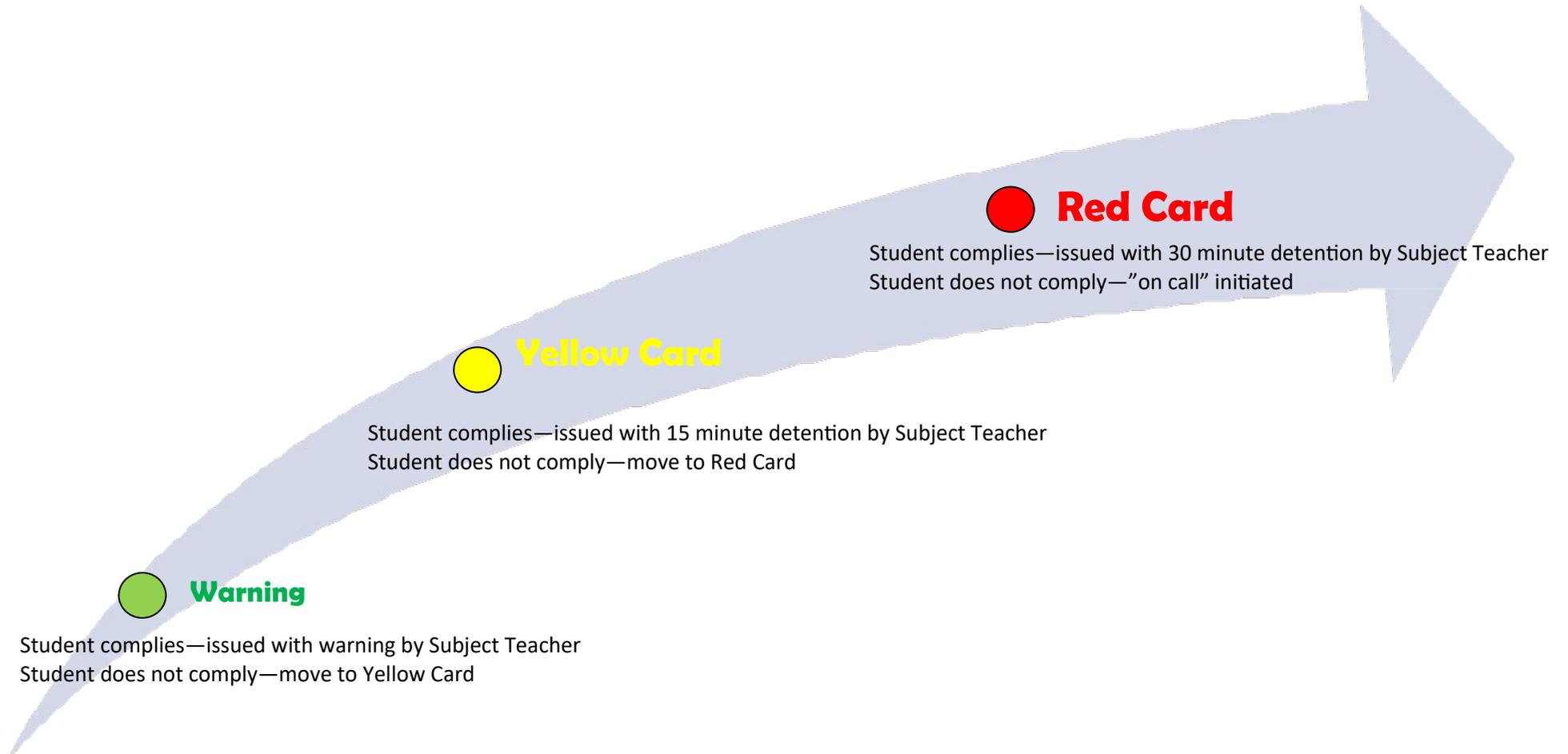
## Fantastic 15 Stationery

- ❖ Plain black school bag—large enough to hold A4 folders
- ❖ Reading book
- ❖ Pencil case
- ❖ Black and purple pens
- ❖ Set of colouring pencils
- ❖ Pair of compasses
- ❖ HB Pencils
- ❖ Pencil sharpener
- ❖ Rubber
- ❖ Glue stick
- ❖ Highlighters
- ❖ 15cm ruler
- ❖ Protractor
- ❖ Scientific calculator
- ❖ School planner (supplied by school)



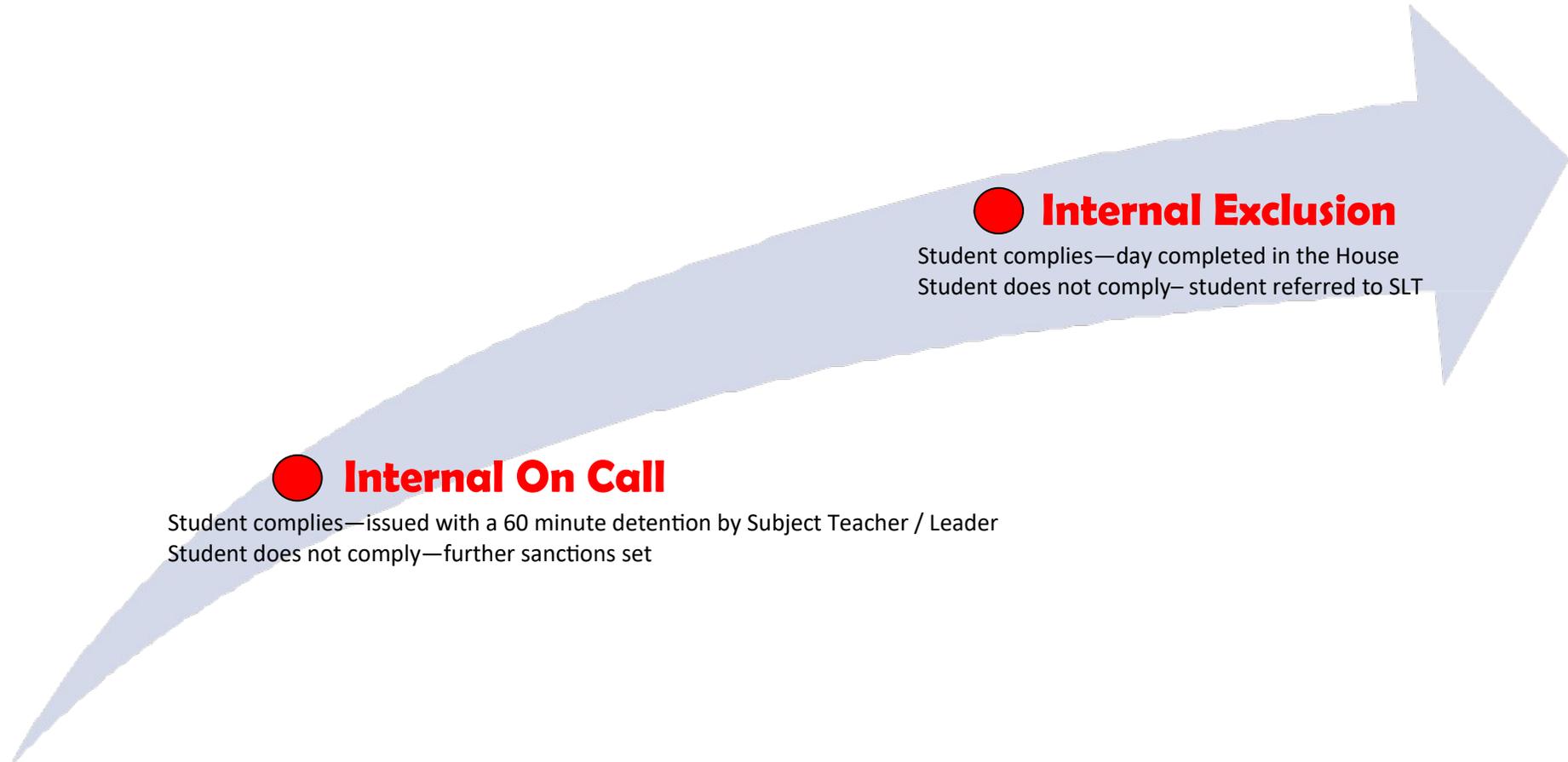
# Behaviour for Learning Made Easy

## Behaviour for Learning in the Classroom - Phase 1



## Behaviour for Learning Made Easy

### Behaviour for Learning in the Classroom - Phase 2



Negative Behaviour	Negative Points	Sanction
Late to school Late to form time Incorrect/missing uniform Missing Fantastic 15 including planner Banned items – mobile phone/earphones Banned items - jewellery Banned items - aerosol Banned items – chewing gum Banned items – energy drink Littering	1	<b>Break detention 15 minutes in Pastoral Rom</b>
Late to Lesson Missing PE kit Missing ingredients Missing subject equipment/books Yellow card - Poor attitude to learning Yellow card - Talking over teacher, or talking across the room First missed homework Level 1 Report Card not completed / handed in /lost	1	<b>15 minute break detention with class teacher</b>
Red Card - Uncooperative – questioning staff when reminded of simple rules* Red Card - Failure to produce work of an acceptable standard (including homework) Red Card - Disrupting others or silliness* Red Card – Playfighting* Red Card - Student on internet or games, without permission Red Card - Swearing unintentionally* Red Card - Disrespectful to staff* Second missing PE kit Second missed homework Failure to attend 15 minute detention	2	<b>30 minute detention with the class teacher in department areas.</b>  <b>This must be recorded in the students diary.</b>  <b>*HAL detention outside of lesson time.</b>
Level 2 Report Card not completed / handed in /lost 3 Lates in a week Inappropriate use of a study period (6 <sup>th</sup> form)		<b>30 minute detention with the HAL</b>

Persistent Missed Homework	4	60 minute after school detention with Curriculum Leader  Phone call home to parents for information  *HAL detention outside of lesson time
Persistent non compliance*		
Inappropriate language*		
On call		
Internal truancy		
Continued failure to produce work of an acceptable standard (including homework)		
Boisterous behavior*		
Arguing with staff member*		
Repeated interruption of others' learning		
Defiance or walking away from staff member*		
Joining in or interfering when other(s) are being reprimanded*		
Out of bounds*		
Continued failure to comply with uniform policy*		
Refusal to hand over mobile phone*		
Unsafe behavior*		
Failure to attend 30 minute detention	10	SLT detention Thursday 90 minutes in G2  HAL/HOD must recommend, SLT must approve. ARR
Unkind or offensive comments*		
Showing staff repeated lack of respect		
Continuous lateness to school		
Fighting		
Threatening /physical behaviour		
Inappropriate use of social media or mobile		
Swearing with intent to cause offence		
External truancy		
Smoking on site or in the vicinity of the school	20	Internal exclusion 8.40am –4.00pm Friday  Agreed ARR/JLD - Authorised by KHD/GPN
Failure to attend 1 hour detention		
Bringing school into disrepute		
Level 3 Report Card not completed / handed in /lost		
Theft	25	Fixed Term Exclusion KHD
Vandalism (bill for costs)		
Failure to attend SLT detention	25	Fixed Term Exclusion KHD
Bullying, racist, homophobic or sexist behaviour		
Illicit substances	25	Fixed Term Exclusion KHD
Continued unacceptable behaviours or one off serious incident e.g. selling or passing drugs to others, assault		
Continued unacceptable behaviours or one off serious incident e.g. selling or passing drugs to others, assault		Permanent Exclusion from the school (KHD)

Positive Behaviour	Positive Points
100% attendance in one week	1
Outstanding work in lesson	
Tutor Time Contribution	
Positive role model	2
Helping others	
Consistently works at the expected standard	
Producing good work	
Displays a positive attitude	3
Achievement outside of school (sport/music etc.)	
Peer mentor work (per week)	
Lead an assembly	5
Lead a community event	
100% attendance in one term	
Zero behaviour points for half term	
Tutor star of the half term	
Completed work in lesson beyond expectations	
Praise postcard given to student	
Hot Choc Friday	
Outstanding attitudes Aspirational and Self-Motivated	
Outstanding attitudes Courteous and Compassionate	
Outstanding attitudes Positive and Resilient	
Outstanding attitudes Trustworthy and Honourable	
Outstanding work/home learning produced	
Participation in out of school hours events	
Leadership—representing the school at important events e.g. awards evening/open evening	10
100% attendance all year	20
In the purple in all target grades for the year	

# Reporting Process



- Any student that is a behavioural concern within a single subject will be placed on CL report. The CL will meet with the student at the end of the lesson. If the student receives three x's they will serve a detention, with the CL. Students will remain on this report for 2-3 weeks. If they are successful, they will be removed, if they are unsuccessful in a given week, they will be moved to the next level.
- Lost report = three x's and the student will remain on the report for one more week

- Any student that is emerging as a concern for behaviour will be placed on tutor report. The tutor will meet with the student one per day. If the student receives three x's in a day, they will serve a 15 minute break detention. Students will remain on this report for 2 weeks. If they are successful, they will be removed, if they are unsuccessful in a given week, they will be moved to the next level.
- Lost report = three x's and the student will remain on the report for one more week

- Any student that continues to demonstrate poor behaviour will be placed on HAL report. The HAL will meet with the student once per day. If the student receives three x's they will serve a 30 minute detention. Students will remain on this report for 2 weeks. If they are successful, they will be removed, if they are unsuccessful in a given week, they will be moved to the next level.
- Lost report = three x's and the student will remain on the report for one more week

- Any students that fails to succeed on HAL report will be placed on SLT report. The Senior Leader will meet with the student twice a day. If the student receives on x they will serve a 1 hour detention, on the same evening. Students will remain on this report for 2 weeks. If they are successful, they will be removed, if they are unsuccessful in a given week, they will be moved to the next level.
- If a student has not complied fully with the report or has obtained several x's in any one day, they will be isolated the following day.
- Lost report = three x's and the student will remain on the report for one more week.

- Student will be seen three times per day.
- Lost report = three x's and the student will remain on the report for one more week