

# **SANDY UPPER SCHOOL**

## **BEHAVIOUR FOR LEARNING POLICY**

**Effective Date:**

**Last Reviewed:**

**Reviewed by:**

**Next Review Date:**

## 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 & Resilient*  
*Trustworthy and Honourable*

### ***'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/carers 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.

#### **Our students will be taught to:**

- Wear their uniform with pride.
- Be prepared for learning.
- 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.
- Avoid risky behaviour.
- Respect themselves, others and their environment.
- Become positive and effective citizens.
- Support others in the community.
- Play an effective role in teams.

## ROUTINE AND EXPECTATIONS

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

#### 1) All students must:

- Be in full uniform with school bag.
- Always have 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 or chewing gum with them.
  - Have mobile phones and electronic devices switched off and in their bags during the school day.
- 2) Walking around the school and to/from lessons students must:
- Follow instructions from any staff member first time.
  - Move to lessons at the correct times.
  - Hold doors open for others.
  - Walk at all times.
  - Walk on the left hand side of the corridors and stairways.
  - Keep quiet on corridors and never shout.
- 3) All students must follow the same routines for entering the classrooms:
- Students must line up in silence outside their classroom.
  - 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 teachers take the register.**
- 4) During a lesson all students must:
- Always speak in full sentences.
  - Be an active listener and not talk over others.
  - Celebrate the success of others.
  - See mistakes as part of the learning experience.
  - Put their hand up if they wish to interrupt a speaker.
- 5) Moving to and from assemblies:
- Students must line up quietly outside the Lecture Hall.
  - Tutors must escort students into the assembly 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 appropriate.
  - Students are expected to take part in receiving rewards, including collecting them from the front.
  - When collecting rewards students should shake hands, smile and say thank you.
  - At the end of assembly, tutor groups must be dismissed one row at a time.
  - Students then walk quietly to their next lesson.
  - Staff supervise the corridors to ensure this happens.
- 6) During break and lunchtime all students must:
- Use their break and lunchtime effectively:
    - Fill their water bottle
    - Use the toilets (and not during lessons)
    - Meet with staff to address any concerns/hand in items to student reception

- Complete any work or revision required
- Line up quietly in the dining room area to be served.
- Say thank you to the catering staff.
- Clear tables, wipe up spillages and maintain an orderly dining room environment.
- Only play games in the allocated areas.
- Follow all rules to maintain a calm and pleasant environment for all.
- Wear the full uniform and keep mobile phones and electronic equipment in their bags at all times.
- Not gather in large groups.
- Keep hands and feet to themselves at all times.
- Refrain from rowdy and boisterous behaviour.

7) 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 Upper School and should be model citizens at all times.

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

## **SANCTIONS (see Appendix 2)**

**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 misdemeanour 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'. 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.

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 and is usually held the next night.

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@sandyuper.net](mailto:oncall@sandyuper.net))

Some behaviour may be extreme and totally prevent learning from taking place; examples are given in the list below. These indicate the type 3 behaviour when it is appropriate to summon senior staff support.

### **Type 2 – Behaviour**

#### **Defiance or rudeness to an adult or cussing 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
- House Achievement 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 senior leader contacted to support.

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

#### **Minor infractions of the School Basics**

- 1) For example dropping litter, chewing gum, earing in the corridor, shouting in the corridor, less than 5 minutes late to school, skirts not knee length, lack of blazer, tie in pocket.
- 2) Member of staff witnessing the event will issue the student with a 15 minute central 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 a reliable student to House Office 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 either by the House Achievement Leader, Achievement Mentor or Vice-Principal.

Once the investigation is complete a sanction is given usually by the Vice-Principal. Contact is made with parents 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 senior staff member, if the student needs further medical support. Parents will be contacted. Students are not able to remain in the school and must be collected.

### **Rewards**

Positive behaviour for learning should be rewarded and we use a points system on SIMS as the basis for this. Such behaviour should be logged on SIMS using the most appropriate option from the drop down menus provided.

The balance between positive and negative behaviour points is used to determine rewards, recognition and celebration for students. It's expected that the frequency of recording these points will be considerably higher than for negative ones for the vast majority of students.

**If we reward the behaviours we want to promote, students are more likely to develop them.**

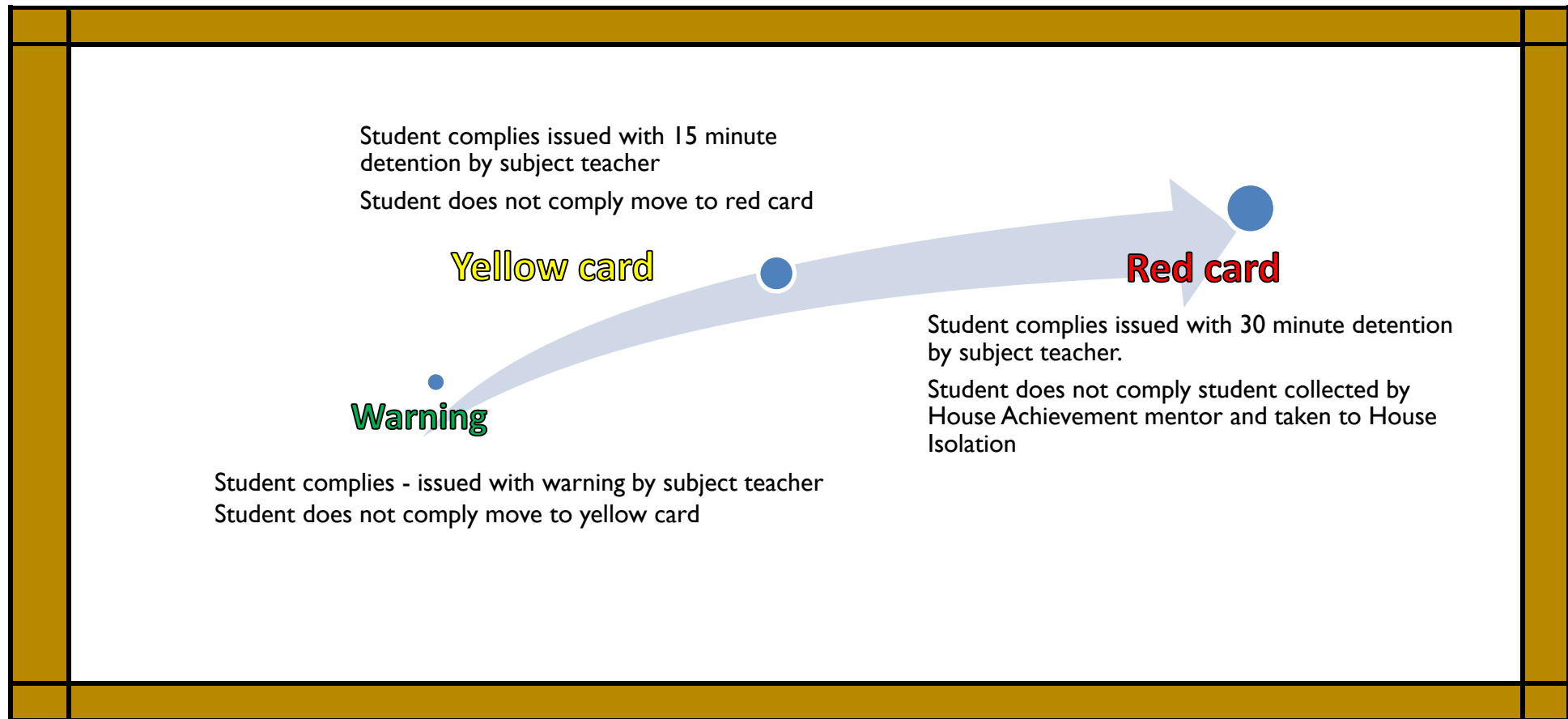
A full list of positive and negative behaviours, points and sanctions is in Appendix 3

# FANTASTIC 15

- **Black Bag**
- **School Planner**
- **Reading Book**
- **A Pencil Case**
- **Blue and Black Pens**
- **HB Rubber**
- **15cm Ruler**
- **Pair of compasses**
- **Protractor**
- **Scientific calculator (these need not be expensive)**
- **Set of Coloured Pencils**
- **Highlighters**
- **Glue Stick**

## Behaviour for learning made easy

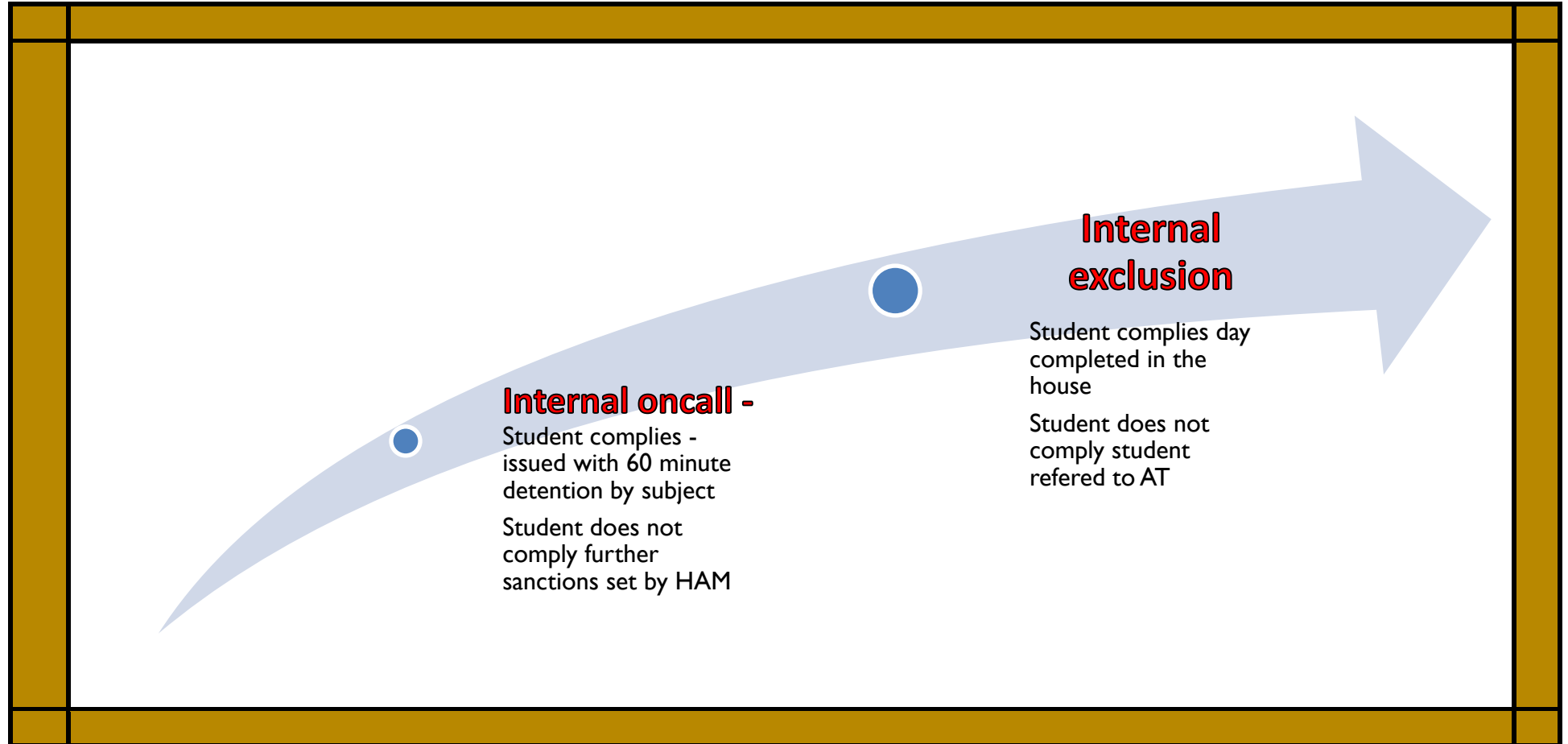
### Behaviour for learning in the class room phase 1





## Behaviour for learning made easy

### Behaviour for learning in the class room phase 2



Negative Behaviour	Behaviour type	Negative Points	Sanction
Late to school	Attendance	1	Break detention 15 minutes
Banned items (mobile/earphones/jewellery/aerosol)/chewing gum/energy drink)	Behaviour		
Incorrect/missing uniform /PE kit/ingredients	Behaviour		
Missing equipment including planner	Behaviour		
Yellow card—classroom or around school	Behaviour		
Littering	Community		
Red card—classroom or around school	Behaviour	2	After school house detention 30 minutes
1 <sup>st</sup> missed homework	Behaviour		
Late more than once in a week	Attendance		
Failing to attend 15 minute detention	Behaviour		
2 <sup>nd</sup> missed homework	Behaviour	3	After school house detention 1 hour
Inappropriate language	Community		
On call in-house	Behaviour		
Failing to attend 30 minute house detention	Behaviour		
Internal truancy	Attendance		
Out of bounds	Behaviour		
Repeated behaviours from above	Behaviour	4	Referral to HAL for intervention
Failure to attend 1 hour house detentions	Behaviour	5	SLT detention Friday night 1 hour
External truancy	Attendance		
Smoking on site or in the vicinity of the school	Community		
On call to SLT	Behaviour		
Bringing school into disrepute	Community		
Failing to attend SLT detentions	Behaviour	7	Internal exclusion 8.40 – 4 p.m.
Bullying, racist, homophobic or sexist behaviour	Community	10	Fixed Term Exclusion
Illicit substances — drugs inc. cigarettes/alcohol	Behaviour		
Other extreme behaviour	Behaviour		
Continuous unacceptable behaviours or one off serious incident e.g. selling or passing drugs to others, assault	Behaviour		Permanent Exclusion from the school

Positive Behaviour	Behaviour type	Positive Points
100% attendance in one week	Attendance	1
In the green for target grade in one or more subjects (half term)	Achievement	
Positive role model	Community	2
Helping others	Community	
In the purple for target grades in one or more subjects (half term)	Achievement	
Achievement outside of school (sport/music etc.)	Achievement	3
Peer mentor work (per week)	Community	
Lead an assembly	Community	
Participation in weekly activity e.g intervention, leadership meetings	Community	
Participation in out of school hours events	Community	10
In the purple in all target grades (half term)	Achievement	5
Lead a community event	Community	
100% attendance in one term	Attendance	
Zero behaviour points for half term	Behaviour	
Tutor star of the term	Behaviour	
Completed work in lesson beyond 5 E	Behaviour	
Purple home learning feedback sheet	Behaviour	
Ambassador	Community	
Leadership—representing the school at important events e.g. awards evening/open evening	Community	10
100% attendance all year	Attendance	20
In the purple in all target grades for the year	Achievement	