

The logo features a stylized cross with four rounded arms, colored in blue and yellow. It is set against a blue background with a grid of white lines and a pattern of overlapping squares in various shades of blue.

Sandbach High School & Sixth Form College

BEHAVIOUR FOR LEARNING POLICY

This policy and the principles embedded within it apply equally to a student's behaviour whilst in school, participating in school activities that take place off site and whilst she is wearing the uniform of our school.

Section 1	Statement on Discipline
Section 2	Our Good Citizen Charter
Section 3	Our Classroom Code (How we want it to be in the classroom)
Section 4	Staff Roles in Disciplinary Procedures
Section 5	Sanctions
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SECTION 1 DISCIPLINE

Discipline is training aimed at developing self-control and the capacity for cooperation. Any statement of school policy on discipline should be made within the context of clearly defined aims. These include the need:

- To develop in students a sense of self-discipline and an acceptance of responsibility for their own actions
- To create conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members and where there is proper concern for the school environment

These aims are best achieved in the framework of a purposeful atmosphere in which students are able to give of their best, in and outside of the classroom and in extra-curricular activities, and are encouraged and stimulated to fulfil their potential. This, in turn, requires a positive policy of encouraging good attitudes, rewarding and praising where possible, and setting a good example.

The attitude of all staff is of paramount importance. Good behaviour must be encouraged at all times; bad behaviour must not be accepted.

Students are more likely to accept the school's Code of Conduct if it is clearly understood, consistently and justly applied and shown to be reasonable, sensitive and effective. Younger students especially are confused by too much variety of attitude and expectation. They need to see that rewards and sanctions are used consistently and fairly.

It is the responsibility of each member of staff to foster positive relationships with the students and to ensure that the atmosphere both in lessons and in school generally is conducive to good order and learning. Students need to be encouraged to take responsibility for their own behaviour.

The following are the basic ingredients of good classroom discipline at our school and all staff should insist on them at all times:

1. Lesson content well-planned, presented interestingly and appropriately

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2. All necessary equipment brought by students to the lesson
3. All resources to be used by the teacher readily available wherever possible
4. Students do not 'shout out' in lessons but raise their hands if they wish to join in a discussion or speak to the teacher
5. Students who behave well consistently should receive praise
6. Students wear uniform correctly
7. Students and teachers speak to each other politely throughout lessons.
8. Students work quietly or in silence if requested by the teacher. Music is allowed on those occasions when the teacher decides it is appropriate to have music, of his/her choice, playing in the background during a lesson. There must be no music playing when a teacher is speaking.

Students who do not conform to the required standards in a lesson should be warned once and then, if they misbehave after being warned, appropriate sanctions should be used e.g. moving the student. Further incidents of inappropriate behaviour on the part of that student should lead to referral to the Curriculum Leader who will institute further sanctions.

Students should not leave the room during form periods and lessons except in exceptional circumstances. When this happens, they should take with them their Planner or an appropriate note signed by the teacher.

The electronic register must be taken for each lesson and for form period within the first 15 minutes. Attendance marks will be in the form of the BfL grades; 1 – 4.

Sanctions are intended to direct students towards better behaviour. However, there is the need to balance the interest of the individual against that of the group or the school. Emphasis must be on the creation of mutual respect.

Progress Reports

Parents/carers/carers receive regular progress reports incorporating Attitude to Learning grades:

Staff version - Attitude to learning

Students should be prepared to get into the RED CAR to PROGRESS Their preparation for the lesson (e.g. equipment) enables a successful learning experience				
	Less than expected	Expected	More than expected	Outstanding
Resilient	Gives up easily	Shows some resilience in the face of challenge	Shows resilience in the face of challenge	Inspires others with their resilience in the face of challenge
Engaged	Sometimes engaged and motivated in lessons	Engages in lessons and is motivated	Engages well in lessons and is self-motivated	Engages fully in lessons and is highly self-motivated, inspiring others
Determined	Makes some effort to improve with encouragement from teacher	Makes an effort to improve independently	Responds well to challenges independently	Determination to succeed despite difficulties along the way, inspiring others
Curious	Sometimes shows a curiosity for	Shows a curiosity for	Shows a curiosity for learning beyond ability	Pursues a curiosity about the subject (e.g. HWK – independent research)

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	learning in line with ability	learning in line with ability		about Suffragettes/Shakespeare)
Ambitious	Makes some contributions, occasionally voluntarily	Makes regular contributions, sometimes voluntarily	Confidently contributes in lessons and takes a risk in lessons, for example with contribution or response to question	Makes an outstanding contribution in lessons, asks and answers challenging questions (in line with ability)
Respectful	Is mostly respectful and considerate of others	Is respectful and considerate of others	Is respectful, considerate and supportive of others	Is respectful, considerate and supportive of others, inspiring others
Likely to get...	BfL grades: 2s with some 3s (maybe some 4s)	BfL grades: 2s, with some 1s	BfL grades: 2s with many 1s	BfL grades: 1s with some 2s

Student version - Attitude to learning

I should be prepared to get into the RED CAR to PROGRESS My preparation for the lesson (e.g. equipment) enables a successful learning experience				
	Less than expected	Expected	More than expected	Outstanding
Resilient	I give up easily	I show some resilience in the face of challenge	I show resilience in the face of challenge	I inspire others with my resilience in the face of challenge
Engaged	I am sometimes engaged and motivated in lessons	I always engage in lessons and I am motivated	I always engage well in lessons and I am self-motivated	I always engage fully in lessons and I am highly self-motivated, inspiring others
Determined	I make some effort to improve with encouragement from my teacher	I make an effort to improve independently	I respond well to challenges independently	I show a determination to succeed despite difficulties along the way, inspiring others
Curious	I sometimes show a curiosity for learning in line with ability	I show a curiosity for learning in line with ability	I show a curiosity for learning beyond ability	I pursue a curiosity about the subject (e.g. HWK – independent research about Suffragettes/Shakespeare)
Ambitious	I make some contributions, occasionally voluntarily	I make regular contributions, sometimes voluntarily	I confidently contribute and take risks in lessons, for example with contribution or response to question	I make outstanding contributions in lessons, ask and answer questions (in line with my ability)
Respectful	I am mostly respectful and considerate of others	I am always respectful and considerate of others	I am always respectful, considerate and supportive of others	I am always respectful, considerate and supportive of others, inspiring others
<i>Likely to get...</i>	BFL grades: 2s with some 3s (maybe some 4s) Working towards R2L certificate	BFL grades: 2s, with some 1s Working towards R2L certificate: Bronze STAR Award Y9 Senior Curriculum Award Y10&11	BFL grades: 2s with many 1s Working towards R2L certificate: Silver/Bronze Senior Curriculum Award Y10&11 Student of the Term Award Y12&13	BFL grades: 1s with some 2s Working towards R2L certificate: Gold/Silver Senior Curriculum Award Y10&11 Student of the Term Award Y12&13

RED CAR to PROGRESS – your attitude will take you places



SECTION 2 SANDBACH HIGH SCHOOL GOOD CITIZEN CHARTER

This list applies to everyone in our community – students, staff, parents/carers and carers.

- What you put into life, work or school, you get out – this is your one chance!
- Take ownership of your actions and their consequences
- Be considerate of other people emotionally (remember, good manners cost nothing and really can make a difference) and physically (e.g. be careful in the corridors)
- Be organised and on time – each day is unique, and it's the only chance you get to have it

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- Be proud of your school and yourself. Take pride in your uniform/appearance and your environment (for example, don't litter)
- Respect for every member of our school community – teachers, students, learning support assistants, support staff, caretakers, mid-day assistants.
- Respect other people's property
- Make the choice to build people up, not break them down!
- Respect all members of the community's privacy including your own. Not every aspect of your life needs to go on social media such as Facebook/Twitter (remember future employers seriously look at this, and nothing is ever truly deleted)
- Remember, you only get to live this life once, strive to be happy!

SECTION 3 OUR CLASSROOM CODE (How we want it to be in the classroom)

- We arrive on time with everything we need for that lesson.
- Classroom entry requirements will be arranged at the beginning of the year so that a sensible and safe arrangement can be made for that subject and room.
- Students raise their hands and wait to be asked if they wish to join in a discussion or speak to the teacher in lessons – they do not shout out.
- Students are to wear uniform correctly without excess jewellery or make-up in all lessons. Outdoor clothing must not be worn within the school building.
- Everyone should speak to each other politely throughout lessons showing mutual respect and treating each other fairly.
- Students are to work quietly or in silence if the teacher so requests. Music is allowed on those occasions when the teacher decides it is appropriate to have music, of his/her choice, playing in the background during a lesson. There must be no music playing when a teacher is speaking
- Students who misbehave after being warned must expect appropriate sanctions to be taken.
- Students should only leave the room during a lesson in exceptional circumstances and must have a note or their planner signed by the teacher.

SECTION 4 STAFF ROLES IN DISCIPLINARY PROCEDURES

Every member of staff should be quite clear about the referral system

If the problem arises in lesson time, the subject teacher should deal with it (e.g. the loss of or damage to equipment, failure to do homework, antisocial behaviour, unsettled manner) or a referral should be made to the Curriculum Leader and the Form Teacher.

If the problem relates more generally to social, academic, pastoral or administrative matters it is a matter for the Form Teacher who has valuable knowledge about the students in his/her form. The Form Teacher may resolve the situation or he/she may need to call in the relevant Achievement Coordinator/Assistant Achievement Coordinator, who in turn may refer the matter to a Deputy Adopted by Governors on 1 July 2010/reviewed July 2013/Sep 2014 October 2015/March 2016/ March 2017/October 2017/March 2018/October 2018

Headteacher. The Achievement Coordinator/Assistant Achievement Coordinator must be informed of any matters dealt with by the Form Teacher.

If the problem is very serious (e.g. stealing, vandalism, violent behaviour, persistent truancy) the matter should be referred directly to a Deputy Headteacher for further investigation. In such cases it will then be for the Head/Deputy Head to decide, after consultation, the appropriate course of action to be taken.

Communication

Often, problems need the attention of more than one person – including the parent who sometimes can be a powerful ally. There is bound to be overlap. In all such cases, it is essential that full communication takes place between the staff involved. How this communication takes place depends on the circumstances. It may be a verbal answer to a written or verbal enquiry.

A note of any incident and copies of referrals and letters home should be passed to the Achievement Coordinator for filing in the student's record file. Staff wishing to know and who have a right to know the outcome of what has taken place must be prepared actively to make enquiries and not sit back and wait to be told.

Curriculum Leaders must always inform the appropriate Achievement Coordinator and Deputy Headteacher of the results of interviews they have conducted with parents/carers. Achievement Coordinators will, as a general rule, inform the Form Teacher or the Curriculum Leader of any action taken by them. Where such information is not forthcoming – usually the result of pressure of work or time – it is the responsibility of the Form Teacher or Curriculum Leader (or subject teacher) to actively make enquiries.

Communication is paramount in providing an overview of a student's behaviour and progress.

Referral forms can be found outside Reprographics, in the staff room and on shared documents on the system.

Role of Governors Introduced in September 2005

A Governor will meet with a student and her parents/carers if she is in danger of being excluded or has a poor record of behaviour. The Governor will not attend any subsequent meetings of the Student Committee.

SECTION 5 SANCTIONS

It is important that when sanctions are applied they are appropriate in degree for the breach of conduct which has occurred and that this scale of sanctions is followed. The sanction system must be fair and, therefore, members of staff need to apply it systematically and equitably.

The first sanction used by members of staff should be a verbal reprimand and some form of warning to the student. **The Student Planner** should be used for short comments, queries or expressions of concern both by teachers and parents/carers alike.

The next sanction will involve either a detention with the subject teacher for a recurrent problem i.e. not a first offence of this type, or a referral by use of a referral form to the appropriate person e.g. Form Teacher or Curriculum Leader for appropriate action. If a Curriculum Leader places a student in school detention a letter should be sent home informing the parents/carers and a copy given to the appropriate Achievement Coordinator.

Students who have committed serious misdemeanours can be prevented from taking part in school trips and other such pleasurable activities. Curriculum Leaders or Achievement Coordinators considering using this punishment for an individual should always first consult the Headteacher, Deputy Headteacher or Assistant Headteacher. A letter must always be sent home informing

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parents/carers and giving them an explanation as to why their daughter has been removed from trips etc. Staff must also be notified. There is a list by the Headteacher's notice board in the Staff Room containing the names of those students barred from participation in school activities taking place off-site. The list also identifies those students who have received warning letters that unless their behaviour improves they too will be barred from such activities.

Compulsory community service is a most appropriate sanction when students behave in an anti-social manner. Community service could be within a curriculum area (e.g. clearing paint pots or removing graffiti from furniture) or for more general misbehaviour it could be e.g. working in the dining hall, clearing tables etc. at lunchtime.

Lateness

Students who are late will be required to go to a designated area at break time to explain their lateness. If they have been late on 3 or more occasions in a half term they will be placed in an after school detention.

You may also like to consider the following:

Detentions issued for one-off lack of homework and other curriculum/subject issues should be dealt with at curriculum area level. Advice should be sought from Curriculum Leaders.

Some minor offences, such as chewing gum or drinking in the corridor could be dealt with "on the spot" with a community penalty eg picking up a small amount of litter or, in the classroom, tidying up. This will give staff and students an opportunity to discuss why the student's behaviour is unacceptable and hopefully enable them to make suitable improvements.

Obviously individual circumstances will dictate appropriate action. It is not being suggested that persistent offenders are allowed to continue with poor behaviour but a suitable warning at the right time might engender positive results in those receptive students who wish to make an improvement.

Categories of Detention

Curriculum/Subject area detentions – These are used, for example, where a student fails on a regular basis to bring the necessary items of equipment to a lesson, no homework and uncooperative behaviour. These lunchtime detentions help to reinforce the role of Curriculum Leaders in monitoring the behaviour of the girls in their subject area(s). They are supervised by subject teachers and run from 12.15 – 12.45 p.m. on a day of their choosing. A letter, copied to the appropriate Achievement Coordinator, is always sent home to parents/carers.

The next stage in the scale is referral to the Achievement Coordinator (on a Referral Form) who will liaise with a Deputy Head and apply an appropriate sanction which may include:

- Informing parents/carers by letter or telephone
- Placing the student 'on report' officially
- Arranging for the student to work alone under Senior Staff supervision
- Requesting parents/carers to come into school to discuss the matter
- Imposing a school detention
- Confiscation of an item
- Imposing an internal exclusion
- Student contract
- Fixed Term Exclusion

Tuesday Lunchtime Detentions - These are more serious and are supervised by members of the School Leadership Team. Offences include persistent inappropriate behaviour, regularly producing no homework, being in the wrong place at the wrong time etc. These operate from 12.15 – 12.45 p.m. The person placing a student in detention must ensure a letter is sent home and a Student

Referral Form sent to the appropriate Achievement Coordinator. PRFs and model letters can be obtained from Reprographics.

Wednesday Lunchtime Detentions – These are for uniform offences and are supervised by the Deputy Headteacher and last from 12.15pm to 12.45pm.

Thursday Lunchtime Detentions (School Detention) - These are for very serious offences such as failing to attend a subject detention, graffiti, smoking, leaving school premises without permission and rudeness to a member of staff. Again these are supervised by members of the School Leadership Team and last from 12.15 – 1.00 p.m. A letter must be sent home by the appropriate Achievement Coordinator or Deputy Headteacher.

Any student failing to turn up to a Tuesday detention due to absence is given the opportunity to catch up (for 30 minutes) on a Thursday.

After School Detentions - For very serious offences including truancy, persistently failing to meet the expectations of the Good Citizen Charter and regularly finding herself in a lunchtime detention or failing to turn up to a detention for no good reason, a student may be placed by the Headteacher in an after school detention from 3.15 – 4.15 p.m. A letter must be sent home by the Headteacher.

On those rare occasions when a student is placed in an after school detention and who fails to attend they will immediately find themselves placed in detention for two hours after school on a Friday between 3.15 and 5.15pm. Similarly, if a student receives a second after school detention in any half term for failing to attend a lunchtime detention then they will go on the Friday detention list instead of completing a subsequent lunchtime detention.

Fixed Term/ Permanent Exclusion – In extreme cases, a student who persistently flaunts the School's expectations of good behaviour and demonstrates to be unreliable may lose the privilege of taking part in school outings/activities and could find themselves excluded internally, for a fixed term or permanently excluded.

Failure to attend

In the event that a student fails to turn up for a Tuesday detention with no good reason then they will automatically be placed in a Thursday detention. A student who fails to appear for a Thursday (for any reason other than absence) will automatically be given an after school detention.

If a student is absent with valid reason for their after-school detention then the detention will roll on to the next convenient school day without any further written or verbal notice being given to parents/carers. Should a student fail to turn up for an after-school detention **without** valid reason then the 'Friday 2 hour detention' will come into force without any further written or verbal notice being given to parents/carers.

Confiscation of items

Items such as excess jewellery, electronic devices and mobile phones may be confiscated as part of the implementation of the school's behaviour and mobile phone and electronic device policy. Arrangements should be made for the return of such items. However, the person who confiscates an item is not liable for loss or damage to such an item.

When confiscating an item, please ensure the item is named before handing in at main reception.

SECTION 6 PROCEDURES FOR INTERNAL EXCLUSION

The following will help to clarify who should do what, when and where with regards to Internal Exclusion.

Mrs E Percival will coordinate the arrangements for any internal exclusions.

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The School Leadership Team member placing a student on internal exclusion should immediately accompany the student to the designated classroom

- Mrs Percival will notify the student's teachers for that day to ensure appropriate work (that can be done independently by the student) is available
- The student's teachers will arrange for the work to be sent to the student
- The Headteacher's PA will arrange for a letter to be sent home.

Names of students on internal exclusion and the dates of the exclusion will be emailed to staff.

The student should remain under staff supervision throughout the day. Morning break should be spent in the Dining Room from 10.30 to 10.50 am with the student allowed a lunch break from 11.50 am – 12.10 pm

Calming Facilitators are available for students who need time out of their lesson/s in order to avoid conflict. These facilitators are the members of the SLT on behaviour management support. A timetable is available for all staff notifying them of SLT availability.

SECTION 7 REWARDS

Parents/carers are invited in to watch the presentation of awards whenever possible. All certificates may be taken home to show parents/carers, but are returned and kept in the Form Teacher's individual student achievement folders as part of a student's record of achievement.

Ann Gallé Award is presented annually and represents the school's premier award. It is awarded in recognition of a student's contribution to the school and wider community, tending to be presented to a College Student. The recipient receives a small monetary award with a significantly larger sum being donated to the charity of her choice.

Headteacher's Award presented annually in recognition of achievement in the widest sense. (Traditionally this is awarded to a Year 11 student.)

KS3 Presentation Afternoon celebrates the achievements of Year 9; individual, form and year successes achieved during KS3.

GCSE /College Presentation Evenings at which students receive a variety of prizes reflecting such things as individual subject success, service to the school, progress and outstanding academic achievement.

The Katie Guy Memorial Award presented annually (as the Ann Gallé award) but for Year 11.

The Karen Leigh Award for Design and Technology – awarded to a Design & Technology student who has demonstrated outstanding ability and dedication towards this subject.

Commendation Awards presented termly to one student in each main school form in recognition of her hard work and encouraging academic progress. There is one possible award per form per term, if deserved based on (i) school reports on two occasions each year (ii) general progress and contribution to school life (in the term where there is no written report).

The Commendation Award takes the form of a small metal badge which is a lasting and visible reward for positive achievement. A student can receive a Commendation Award in both KS3 and KS4 although where appropriate a girl could receive more.

Colours (Full and Half) are presented for **Sports** and **Music** awarded for outstanding talent, participation and commitment in one or more activities within the discrete disciplines of music and sport.

Sports Recognition - Sportswomen achieving County and further honours together with school teams have their photograph mounted around school. In addition, Team Captains are appointed and there is a Sportswoman of the Term award.

The Student Planner should be used for short comments/queries/expressions of congratulations and praise by teachers.

Attendance Certificates are presented to celebrate regular attendance. A bronze certificate is awarded for 100% attendance for one term, silver for two terms and gold for three terms. Those students achieving a gold award will be presented with a lapel badge.

Post Cards

Quick notes to be sent home in recognition of success.

The Rita Normanton Award

This is presented annually to a student, normally in Year 10 or 11, who has excelled in Science.

Years 7 – 8

Ready 2 Learn (r2L)

In Year 7 and 8 we award merit points to reflect students' 'readiness to learn' both inside and outside of lessons. The r2L merit scheme focuses on four key strands: Emotional Engagement, Interpersonal Involvement, Thinking and Strategy and students are encouraged to demonstrate the key characteristics of each of these strands in order to be rewarded with r2L merit points. An accumulation of merits leads to the students achieving bronze, silver, gold and platinum r2L Merit Certificates and there are also r2L form and individual league tables.

Year 9 Star Awards are awarded termly to Year 9 students for consistency of a positive approach to school life and their studies by adhering to the Good Citizen Charter, completing homework on time and not receiving any detentions.

Students who receive an Award each term receive a lapel badge at the end of the Summer Term.

Years 10 - 11

Senior Curriculum Award, introduced to celebrate the conscientious approach many students show towards their studies. Senior students should receive seven nominations from their teachers to receive this award. Teachers are invited to nominate students from their teaching groups on a termly basis reflecting such things as:

consistent, positive attitude during lessons
always being properly equipped for lessons
the prompt completion of set tasks, e.g. homework, coursework
marked improvement or progress in a subject
Science 'Crest' award
extension studies e.g. Art weekend course, Choir Menai weekend

Students are eligible to receive more than one award and in fact are encouraged to achieve a number over the two years to enhance their ROAs and references. The first of these would be bronze, the second silver, the third gold, the fourth platinum and the fifth platinum plus.

Years 7 – 11

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Behaviour for Learning (BfL) grades are used by staff to encourage, recognise and monitor behaviour in the classroom more effectively by grading each student's behaviour on a scale of 1 to 4; with 1 being the highest grade reflecting exceptionally good behaviour and 4 showing real concern with the behaviour warranting sanctions being applied. Form tutors should review the previous week's grades with individual students during form time. Achievement Coordinators and Curriculum Leaders have access to the grades enabling them, as appropriate, to monitor and celebrate behaviour and to support students, where necessary.