



Policy Title	<b>Behaviour Policy</b>		
Status	Statutory	Approved	Yes

In responding to and dealing with incidents and breaches of the code of conduct and school rules, the school will be guided by the Management of Student Behaviour sanctions hierarchy.

Every case has to be considered on the facts and merits at the time. The decision as to which sanction should be applied is for the designated member of staff to make based on the details of the case and whether there is any aggravation or mitigation which makes what has occurred more or less serious.

### Aggravation:

Any issue becomes more serious and may attract stronger sanctions if any of the following factors were involved:

- **Deliberation and planning** – i.e. the poor behaviour has taken place after thought, planning or with deliberate intent (e.g. a fight that has been planned will be dealt with more severely than one which ‘happened’ as will a fight in which someone set out to deliberately cause harm).
- **Repetition** – if poor behaviour (or multiple types of poor behaviour) are repeated or there has been a pattern of bad behaviour. Doing the same thing after being sanctioned for it is very serious
- **‘Hatred’** – if the poor behaviour is driven or influenced by racism, homophobia or any other form of discrimination.
- **Acting with others** – poor behaviour organised and participated in by a group is more serious than similar poor behaviour done on one’s own.
- **Aggression** – if the poor behaviour was motivated by a deliberate wish to harm or intimidate another.
- **Non-compliance** – if the poor behaviour occurs in spite of staff instructions or warnings. Failure to heed such a warning is very serious in itself.
- **Behaviour directed at staff** – if the poor behaviour is aimed at or directed at staff.
- **Retaliation** – it is much more serious if the poor behaviour is designed to avoid the consequences of previous poor behaviour (e.g. by intimidating witnesses or by retaliating towards someone believed to have ‘got someone into trouble’)
- **Failure to co-operate with resolving the issue** – if a student seeks to mislead the investigation, withholds key information or is found to be dishonest. In school discipline, students are expected to co-operate with the school, even if this leads them to suffer sanctions.

### Mitigation:

Issues may be seen as less serious and less strong sanctions may be applied if any of the following factors were involved:

- **Provocation** – there were circumstances or events which made it more difficult for someone to avoid the poor behaviour (e.g. a physical assault was provoked by insults, or a student was under pressure).

- **Self-defence** – the behaviour was (fully or partly) an attempt to defend against or respond to the poor behaviour of others. Self-defence may not be a complete mitigation. For example, if a student was defending him/herself initially, but goes on to continue a fight with the person who ‘started it’ s/he may still be liable for sanctions.
- **“Spur of the moment”** – where things “just happened” without planning or the opportunity for thought.
- **Co-operation to resolve the issue** – student seeks to be open and truthful (eg. admitting guilt) to aid a swift and fair result when poor behaviour has occurred
- **Remorse** – a student recognises their wrongdoing and is determined that it will not happen again.
- **Reduced capacity to avoid poor behaviour** – while special or emotional needs can never excuse poor behaviour, it can be appropriate to recognise that these were a contributory factor, eg. if a student was less likely to be able to understand the likely consequences or less able to control a developing situation.

## Behaviour Management Strategies

<p>Level One Strategies For one-off or isolated incidences of poor behaviour</p>	<ul style="list-style-type: none"> <li>• Detentions</li> <li>• Removal of breaktime privileges</li> <li>• Reward incentives</li> <li>• Short removal from lesson before reintegration</li> <li>• 1-1 discussions between teacher and student</li> </ul>
<p>Level Two Strategies For repeated incidences of poor behaviour or more serious disruptive behaviour</p>	<ul style="list-style-type: none"> <li>• Contact with home through phonecalls, letters or meetings</li> <li>• Report cards</li> <li>• Time-out cards</li> <li>• Subject exclusions</li> <li>• Liaison between teachers to share strategies which work or should be avoided</li> <li>• Removal from lessons by patrol, leading to 2-hour detention on Friday with SLT</li> <li>• Reward incentives bespoke to student</li> </ul>
<p>Level Three Strategies When previous strategies have failed to work</p>	<ul style="list-style-type: none"> <li>• Pastoral Support Plan drawn up</li> <li>• 1-1 mentoring</li> <li>• Meetings between SLT and parents</li> <li>• Internal exclusion</li> <li>• Referrals to outside support agencies</li> <li>• Saturday detentions</li> </ul>
<p>Level Four Strategies When all previous strategies have failed or for serious incidents</p>	<ul style="list-style-type: none"> <li>• Alternative provision</li> <li>• Fixed-term exclusion</li> </ul>

### Saturday detention – 9 – 12

This is a sanction used when there has been a persistent or a serious breach of the code of conduct. Saturday detention is supervised by the Headteacher and, in some instances, the Deputy Headteacher (Pastoral) and Head of House. Saturday detention is usually set instead of a fixed term exclusion. This avoids students missing time in lessons where possible.

Work is set by subject staff.

Parents/carers are informed of a Saturday detention by Head of House, Pastoral Manager or SLT. Saturday detentions can only be set with the knowledge and agreement of the Headteacher or Deputy Headteacher (Pastoral).

### Internal exclusion

Internal exclusion is a sanction used when there has been persistent poor behaviour or a single incident where a student has caused harm to others or to good order, e.g. direct defiance of a teacher, rudeness to a teacher, failure to comply with previous sanctions, low level bullying or verbal aggression to other students.

Usually parents are advised in advanced by HOH, Pastoral Manager or SLT. Students remain in internal exclusion at break and lunch and until 4 p.m. Students are supervised throughout the day. Students may be placed immediately in internal exclusion if they are likely to commit a serious breach of the code of conduct if they remain in 'general circulation'.

If classroom teachers or Subject Leaders feel that an internal exclusion may be warranted, they should liaise with the HOH in the first instance.

### Fixed term exclusion

Fixed term exclusion is a sanction used if there has been a serious breach of the code of conduct or a student's behaviour has otherwise caused real harm to others or a major threat to good order or where a student has failed to comply with other sanctions. Fixed term exclusion will usually be imposed where there has been any physical violence including 'fights', crime, bringing any kind of

weapon, drugs or alcohol to school, verbal abuse of a teacher or student, deliberate bullying or harassment or actions which destroy the good order of the school and wellbeing of others. There is a national policy to guide the Headteacher's decision in imposing a fixed term exclusion but each case will be examined in accordance with current regulations and guidance.

- The Headteacher (or Deputy Headteacher acting for the Head in her absence) will make the decision to exclude.
- Parents will be notified as soon as possible (by phone) by HOH, Pastoral Manager or SLT.
- The specific procedures and rights which apply regarding exclusions will be explained in writing.
- Governors are notified

#### Permanent exclusion

Permanent exclusion is used where there has been a very serious (and/or repeated serious) breach of the code of conduct and/or where strong efforts to ensure appropriate behaviour have failed and the Head concludes, after careful consideration and thought, that the student should not be allowed to remain at Sandhurst School.

Permanent exclusion may be imposed where the student has repeatedly failed to comply with this policy or co-operate in addressing serious discipline issues.

Permanent exclusion may also be imposed (even where there has been previous good behaviour) for violent or aggravated bullying or harassment, sexual assault or harassment, supplying drugs or alcohol, possessing more than a very small amount of illegal drugs, possession of a weapon, serious and planned theft, criminal damage or other crime, deliberate, serious, verbal or physical attack, intimidating or threats on staff.

The Headteacher makes the decision to permanently exclude. The Deputy Head has this delegated responsibility but only in the prolonged absence of the Head.

As with fixed term exclusions, parents will be notified as soon as possible and will receive written confirmation and explanation of procedures and rights regarding exclusion legislation.

Governors are notified and will form a Governors' exclusion panel in the event of an appeal.

School Group Responsible:	Headteacher	Governing Committee Responsible:	Staffing & Student Support
Date Approved by Committee	28-Mar-11	Date Ratified	03-Dec-2013 09-Oct-2015 23-Feb-2017 05-Oct-2017 03-10-2019