

Behaviour Policy and Statement of Behaviour Principles

Sandhurst School



Approved by: Local Board of Governors

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Aims

This policy aims to:

- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how students are expected to behave
- Identify any safeguarding concerns that are the root of any unacceptable behaviour
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Consider what extra support can be offered to groups of students who are at a higher risk of suspension, or students who are particularly vulnerable to the impacts of exclusion

Legislation and Statutory Requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- School suspensions and permanent exclusions
- Use of reasonable force in schools
- Supporting students with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

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

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

Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers, vapes, e-cigarettes or similar
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

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 cooperate 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 cooperate 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.
- **Cooperation 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.

Bullying

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

Bullying is, therefore:

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

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial, Faith-based, Gendered (sexist), Homophobic/biphobic, Transphobic or Disability-based.	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy: <https://sandhurstschool.org.uk/wp-content/uploads/2019/12/SHS-Anti-Bullying-Policy.pdf>

Roles and Responsibilities

The Governing Board

The Governing Board is responsible for monitoring this Behaviour Policy's effectiveness and holding the headteacher to account for its implementation.

The Headteacher

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

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

The headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer students both sanctions and support where necessary.

The headteacher will ensure that the data from the behaviour log is reviewed on a weekly basis in Pastoral Team meetings and SLT meetings, to make sure that no groups of students are being disproportionately impacted by this policy.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents (on ClassCharts)
- The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

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

Student Code of Conduct

- Be kind to and considerate of others
- Be on time to school and to all lessons
- Wear the correct uniform smartly
- You must be polite and respectful at all times
- Move around the school at a walking pace
- Do not interrupt the lessons of others by noisy movements around school. Be considerate during lesson changes
- In class, make it possible for all students to learn, do not disrupt the learning of others.
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- All mobile phones must be switched off and kept in bags throughout the school day, also see our [mobile phone policy](#).

Rewards, Behaviour Management and Sanctions

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.

When considering the behaviour of any student with SEND, the school will carefully consider whether the student understood the rule or instruction, and whether they were unable to act differently on account of their SEND. We will then assess if it is appropriate to use a sanction and if so, whether any adjustments need to be made to the sanction.

Rewards

The school acknowledges good behaviour, which in turn encourages repetition and communicates the school's community's expectations and values to all students. Rewards and positive reinforcements are applied clearly and fairly to reinforce routines, expectations, and norms of the school's behaviour culture. Examples of the school's reward and positive recognition are:

- Verbal praise and positive reinforcement, both during lessons and around the school;
- Communicating praise to parents via phone call, postcard or letter;
- Housepoints system using ClassCharts
- Weekly Headteacher Award certificate
- Celebration of achievements in the weekly newsletter
- Special House assemblies that celebrate and awards prizes for Housepoints and attendance
- Junior and Senior Celebration of Success ceremonies
- House and Subject Prefects

Sanctions and other Behaviour Management Strategies

Level One Strategies - for one-off or isolated incidences of poor behaviour	<ul style="list-style-type: none">• Detentions• Removal of breaktime privileges• Reward incentives• Short removal from lesson before reintegration• 1-1 discussions between teacher and student
Level Two Strategies - for repeated incidents of poor behaviour or more serious disruptive behaviour	<ul style="list-style-type: none">• Contact with home through phone calls, letters or meetings• Report cards• Time-out cards• Subject exclusions suspensions• Liaison between teachers to share strategies which work or should be avoided• Removal from lessons to the Removal Room, leading to a

	1.5-hour after school SLT detention the next day <ul style="list-style-type: none"> • Reward incentives bespoke to student • SLT Detention (1.5-hour afterschool)
Level Three Strategies - when previous strategies have failed to work	<ul style="list-style-type: none"> • Pastoral Support Plan drawn up • Mentoring • Meetings between SLT and parents • Internal suspension • Referrals to outside support agencies • Saturday detentions
Level Four Strategies- When all previous strategies have failed or for serious incidents	<ul style="list-style-type: none"> • Alternative Provision • Suspension • Managed Move

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 suspension. This avoids students missing time in lessons where possible. Work is set by subject staff. Parents/carers are informed of a Saturday detention by the 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 suspension

Internal suspension 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 advance by the Head of House, Pastoral Manager or SLT. Students remain in internal suspension at break and lunch and until 4 p.m. Students are supervised throughout the day. Students may be placed immediately in internal suspension if they are likely to commit a serious breach of the code of conduct if they remain in 'general circulation'.

Suspension

Suspension 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. Suspensions 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 suspensions 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 suspend..
- Parents will be notified as soon as possible (by phone) by HOH, Pastoral Manager or SLT.
- The specific procedures and rights which apply regarding suspensions 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 suspensions, 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.

Removal from Classrooms

Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Students may be sent to the Removal Room during lessons if they are persistently or significantly disruptive, defiant or if they leave the classroom without a valid reason. Students will be expected to complete work as directed by the member of staff on duty.

Students will also be expected to attend a 1.5-hour after school SLT detention the next day.

Students who do not attend the 1.5-hour after school SLT detention are placed in Internal Suspension the next day. They are still required to sit the detention they did not attend.

The Removal Room and Suspension are managed by Mrs G Fraser.

Removal from the classroom can be used to:

- Restore order if the student is being unreasonably disruptive
- Allow the disruptive student to continue their learning in a managed environment

The school will consider an alternative approach to behaviour management for students who are frequently removed from class.

Physical Restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded (on ClassCharts) and reported to parents

Confiscation

Any prohibited items (listed under “serious misbehaviour”) found in students’ possession will be confiscated. These items will not be returned to students.

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

Searching and screening students is conducted in line with the DfE’s latest guidance on searching, screening and confiscation.

Student Support

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

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

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

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

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student’s misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Zero-tolerance Approach to Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Contact with parents/carers
- Internal suspension
- Suspension from school
- Permanent exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to Early Help
 - Refer to children's social care
 - Report to the police

Off-site Behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school visits)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of the staff member (e.g. on a school-organised visit).

Malicious Allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students:

<https://sandhurstschool.org.uk/wp-content/uploads/2021/11/SHS-Safeguarding-and-Child-Protection-Sept-2021V1-1.pdf>

Student Transition

To ensure a smooth transition of students joining the school, staff have transition sessions about their new students.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

Our staff are provided with training on managing behaviour, as part of their induction process. Behaviour management also forms part of continuing professional development. Staff can access further support from their Line Manager, a member of the Teaching & Learning Team or SLT.

Monitoring Arrangements

This Behaviour Policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular

Links with other Policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Anti-bullying policy