Handsworth Grange Community Sports College

Behaviour for Learning Policy

Current Policy as of: September 2020

LT Responsibility: S Ruczenczyn

1. Purpose

The Minerva Learning Trust (MLT) asks all partner schools to adopt and use this policy unless a partner school and the Minerva Learning Trust have discussed and agreed alternative procedures that they both agree would better suit the partner school's particular circumstances.

Any reference in this policy to the Governing Body or the school relates to the independent governing bodies and schools of all Minerva Learning Trust partners. Partner schools and their respective Governing Bodies have full delegated powers from the Trust and have responsibility for the operational implementation of the policies and their associated procedures. They are encouraged to seek advice and support from Minerva Learning Trust on matters of policy and procedure in circumstances where decisions may potentially impact on the Trust as a whole, e.g. dismissing staff or making staff redundant. In such circumstances, at least one member of the relevant panel should be a member of the Trust.

'Behaviour is the way we act and respond to people and to situations we find ourselves in.'

'Children benefit most where adults adopt a consistent and positive approach to the management of their behaviour. By establishing clear boundaries according to the child's level of understanding, children become aware of the settings, routines and procedures and know what is expected of them.'

At Handsworth Grange Community Sports College we expect all students to behave in a manner which encourages and motivates all to learn effectively. Students who are not meeting our expectations will be dealt with appropriately in order to help them address their behaviour or attainment issues. The standards of behaviour and expectations are set out clearly in the Home –School Agreement; which ALL partners are expected to sign.

'Our school is a community in which ALL members are expected to treat each other with respect, consideration and courtesy.'

The purpose of the policy is to set out the schools expectations of all its stakeholders in order that students can develop their full potential academically, socially and emotionally. We recognise that there may be occasions when behaviour falls below the high levels we expect.

The school will do its best to support the needs and aspirations of every student working in partnership with parents, carers and where necessary appropriate external agencies and support services.

Standards of behaviour in school are governed by our collective actions; we depend on each other. All staff have a professional responsibility to follow the guidelines set out in this policy and model good behaviour themselves.

2. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

3. 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
- 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.

- 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

4. 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 or approach to learning
- Incorrect uniform

Serious breaches/misbehaviour is defined as:

- Repeated breaches of the school rules (including Covid protective measures)
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Malicious allegations

  Deliberate and repeated failure to adhere to the **protective measures**

  Coughing or spitting at or towards any other person.
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items

- Tobacco and cigarette papers
- 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)

5. Bullying

All members of the school community, both students and staff, have the right to feel safe and therefore any form of bullying or perceived bulling is treated seriously and followed up as a matter of urgency. School will always respond to concerns and take appropriate action. As a school community everybody involved in the life of the school must take **responsibility for promoting the schools common anti bullying approach** by being supportive of each other, providing **positive role models** and conveying clear understanding **that bullying behaviour is unacceptable in any form** and by being clear that we all follow school rules.

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
Racial	Racial taunts, graffiti, gestures
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

Please refer to the schools Anti Bullying Policy for more our detailed approach to dealing with bullying in school. Additional guidance and information can be found in Sheffield Children Safeguarding Partnership policy document: Bullying, Sept 20A

6. Roles and responsibilities

6.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

6.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy in conjunction with the Assistant Headteacher for Inclusion.

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.

The senior leadership team is committed to providing a visible presence around school before, during and after school to ensure students arrive and depart from school in a timely and appropriate manner. Learning walks and classroom observations are also conducted on a daily basis.

The senior leadership team will support staff in responding to behaviour incidents.

6.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently (both sanctions and rewards)
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of students
- Recording behaviour incidents via SIMS

In order to maintain our positive and caring ethos and maintain our high standards and aspirations for all students, staff are encouraged to send at least one positive postcard and make one positive phone call each week.

Staff understand their responsibilities in dealing with both positive and negative behaviour and that strategies must be employed as an individual or a department before an incident is passed to the pastoral team for further support or investigation.

Students are dealt with **consistently** and **appropriately** following the schools behaviour stages (see sanctions & rewards triangles).

The wellbeing of students is considered at all times and we recognise the need that at times staff may be required to make judgements in relation to behaviour that is not set out in this policy. Under these circumstances staff are expected to seek advice if they are unsure and ensure that the child's welfare is at the heart of any decision.

6.4 Heads of Year and Tutors

To support students in school we have a strong pastoral care structure. The key player in this for the students is the **form tutor** as they have daily direct contact with the students. There is also a **Head of**

Year, who along with the **Assistant Head teacher for Inclusion** oversee behaviour, attendance and safeguarding.

In addition a number of other staff are available as necessary including a Senior Learning Mentor/ Senior Safeguarding Lead, Wellbeing Officer, Attendance Officer, Alternative Provision Lead, LAC Coordinator, BME Mentors and SENDCO. All these staff are overseen by The Leadership Team.

Students are able to develop secure and trusting relationships with their tutor and HOY as they follow students through from year 7 to year 11. The Assistant Head teacher for Inclusion has an overview of all the year groups. In addition a member of Leadership Team is assigned to work with each HoY during exam times. Changes in pastoral staff are kept to a minimum.

6.5 Students

Students are expected to show an active involvement in class work and school life and take **responsibility** for their own and others learning. Inside lessons this means that lessons are able to progress without disruption. Each student is **responsible** for arriving for all lessons with the correct equipment, in the correct uniform and that they will contribute in a positive way to the success of the lesson.

6.6 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

All members of the school community should be treated with **respect.** This is shown by the way we speak to each other and by being courteous, well-mannered and by showing regard for feelings of others and difficulties they face. **Discrimination and bullying will not be tolerated;** the **safety** of students is the responsibility of everybody in our school community.

We all benefit from working in a clean, tidy and graffiti free environment that is well resourced and **safe**. To maintain this all members of the school community should **respect** the facilities by not dropping litter and looking after all equipment and resources. Any damage to work, equipment or facilities should be reported immediately to appropriate staff.

7. Student code of conduct

7.1 Code of Conduct

The Code of Conduct for the school serves as the foundation for students to take responsibility for their own behaviour in line with the school's values. (This policy includes expected behaviour norms and adaptations following COVID-19.)

We have three very simple rules that encompass everything students and staff need to know about maintaining high standards of behaviour these are:

- **Be safe**
- **Be responsible**
- **Be respectful**

In essence students are expected to:

- Behave in an orderly and self-controlled way
- Show **respect** to members of staff and each other

- In class, make it possible for all students to learn
- Move quietly and calmly round the school
- Treat the school buildings and school property with **respect**
- Always wear the correct uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

New Non-negotiable rules, routines and expectations in response to the COVID 19 pandemic:

- **Arrive to school** and leave to go home at the designated time using the designated entrance/exit route. Do not wait around for friends and do not congregate. Speak to a member of staff if your parent or carer normally collects you and is not on time.
- **Wash hands (or use sanitiser)** upon entering and leaving school and classroom within the day. Wash hands regularly with soap and water during the day.
- **There must be no physical contact** of any type at any time. This includes horseplay, hugging, handshakes etc.
- Ensure that you '**catch it, bin it, kill it' when you cough or sneeze** and avoid touching your mouth, nose and eyes.
- There must be **no coughing or spitting at or towards any other person.**
- The **seating plan in the classroom is non-negotiable** and is in place for the safety of each student. Stick to the seating plan. **Do not move tables or chairs** and **do not leave your seat** without speaking to the teacher.
- **Maintain a safe distance** from others between and during lessons and when moving around school. Stick to any one-way systems and designated areas.
- **At break and lunch times**, go outside (weather permitting) or remain in a designated venue (if the weather is poor). **Stick to zoned areas and maintain a safe distance from others.**
- **Do not share belongings** (food, stationery, books etc) with others and do not handle other people's belongings.
- **Use the toilet designated to you**, when it is designated. Only enter the toilets if there is a free cubicle. On exiting the toilet, wash hands thoroughly.
- In computer rooms, **only touch your designated computer** and stay at your workstation.
- ***Students must tell an adult if you feel that you are suffering from a high temperature, a new continuous cough or loss or change to your sense of smell or taste.***

7.2 Behaviour norms:

Behavioural expectations will be taught. The effective teaching of behavioural norms will build a safe and calm culture in which students will feel secure. Clearly established rules, routines and boundaries will be consistently applied.

Leaders and staff will be proactive in preventing poor behaviour and dealing with it in a consistent and fair manner if it occurs. Leaders will identify potential acts of poor behaviour and areas of school where these are likely to occur. They will plan mitigations of these risks.

Students will remain in year group 'bubbles' for their time on the school site, in lessons and during social times.

Students will intuitively look for cues for behavioural norms. Leaders will respond in consistent ways to reinforce expectations, using the principle that *'what we permit, we promote.'*

The behavioural norms outlined will be taught explicitly and effectively and shared with parents/carers.

They include:

- **Travel arrangements to school**
  Teachers have the power to discipline a student for conduct outside the school premises which includes when they are travelling to and from school on public transport. We will ensure that protective measures are made explicit to students and that any infringements are sanctioned.

- **Arrival at school**

  Arrival is managed and supervised by senior leaders with support from pastoral staff. Students will arrive at staggered times in small groups. Leaders will split students so that groups use specified entrance points. Protocols for arrival will be consistently applied: entry to the school premises will be a positive and welcoming start to the day. The role of the senior leader is to ease tensions and anxiety, whilst ensuring that students are social distancing and that they wash/sanitise their hands upon entry. Leaders will coin their own phrases or scripts to embed new social norms. A plan will be in place for any students who arrive late to school.

- **Lining up**

  Students will socially distance when lining up wherever possible. This will be achieved through well-planned locations, staffing and markings. Line-up will create a calm and controlled start to the school day and an opportunity to remind students about new routines and expectations. Designated staff will control the staggered entry into the building.

- **Movement around school**
  Non-essential movement around school will be avoided. Leaders will manage toilet visiting appropriately. Leaders will implement a one-way system for occasions when restriction of movement around school cannot be avoided. Movement will be planned, with a pre-defined route. Staff will be on duty along the route to supervise the safe movement of students.

- **Classroom expectations**
  1. Students will not be required to line up outside the classroom unless instructed to do so by the teacher.
  2. Staff will welcome students into their classroom from a socially distanced position and maintain a physical presence near to the screen.
  3. Students will be directed to their seating positions as they arrive. **The seating plan is non-negotiable**. (A MINT seating plan must be completed for the class by the classroom teacher)
4. Students **cannot borrow equipment** from another student; If a student does not have equipment, they will be provided with a pack that they must take home.
5. All teachers should ensure that all classrooms are neat and tidy, and free of any graffiti and litter when they leave a room. Staff should encourage students to take **responsibility** for the environment that they learn in.
6. All members of staff should constantly encourage, challenge and model effective behaviours for learning at all times.

- **Exiting a classroom**
  Staff recognise the importance of a controlled exit. This may be rehearsed and modelled where necessary to make expectations clear. Students will be asked to stand behind their tables and will be dismissed from front to back with clear spacing in-between to maintain social distancing. Students will be instructed that they must not wait for their friends.

- **Break time and lunch times**
  Arrangements will be staggered to reduce risk and maintain social distancing measures. Students will be encouraged to spend their break and lunch time outside, weather permitting, in zones and with the same 'bubble' group with which they spend their lessons. Students who are eating in dining rooms or halls will be allocated seats in the same way as in classrooms with their food delivered to them. This will avoid the need for queuing.

  Some arrangements may be made for students to eat in classroom bases or outside, depending on the weather. A staffing rota will be in place to ensure supervision including, but not limited to, senior leaders and pastoral staff. Staff will supervise students and ensure that social distancing guidance is observed.

- **Around school we expect the following conduct:**

  These are reinforced by all staff.

1. Arrive to school and lessons on time every day.
2. Act in a calm, polite and respectful way to all, both in and out of school.
3. Wear the correct school uniform and remove outdoor clothing inside the school building.
4. Help each other feel safe and happy by not bullying.
5. No Littering

- **End of school**

  Students will leave the classroom in the rehearsed manner. They will wash their hands, or if this is not possible, use hand sanitiser. Planned exit routes will be taught and rehearsed before implementation. Multiple exit points will be used to stagger the flow of movement. Students will be dismissed from school in their bubbles. Senior leaders and pastoral staff on duty will supervise the exit routes.

  Staff will provide a positive end to the day for students and remind them not to wait for their friends. Any children who are travelling using school buses or contracted taxis will follow a plan to access their transport that includes socially distanced queuing.

  The collection of children by their parents is carefully planned but will be advised against unless it is necessary. Parents will collect their children from designated areas, and they will be advised to maintain the social distancing rules.

7.3 Uniform Expectations:

All students are expected to wear correct school uniform as it plays an important part in establishing a community spirit and also encourages students to take a personal pride in their own appearance.

They are expected to wear it on their way to and on their way from school each day. Uniform must be worn correctly, this includes ties being an appropriate length, top buttons fastened and shirts tucked into trousers. Under normal circumstances failure to wear uniform correctly will result in a S4O sanction being issued. We have relaxed our uniform policy in light of Covid 19 (see below)

In relation to uniform reasonable adjustments are made for those students who are not able to wear all of the specified uniform due to medical issue or for those students who have a Special Education Need.

The agreed uniform is as follows:

- School Blazer with logo from Pinders
- White shirt, short or long sleeve

- School Tie (Pinders)
- Black trousers or Black knee length skirt
- Black shoes or plain leather boots.
- Black or white socks or black or neutral tights
- Grey V-neck jumper with school logo from Pinders (optional)
- Black Kameeze or Shalwar (optional choice)
- Black, grey, royal blue or white headscarves.

Items of clothing that are not permitted include:

- Jeans, leggings, combat trousers, ¾ trousers or tracksuit bottoms.
- Casual or fashion clothes
- Hoodies (these should not be worn as coats or worn under blazers and will be removed from students until the end of the day if they are seen in school)
- Hats
- Fashion belts
- Any non-plain black footwear as well as Ugg style boots, flip flops, high heeled shoes.
- Headwear (except for religious reasons)

For health and safety reasons there is a limit to the amount of jewellery that can be worn this includes:

- One watch
- One small ring and
- One pair of stud earrings.

Items of jewellery not permitted include:

- Necklace (unless tucked away)
- Hooped or fashion ear-rings
- Big fashion bracelets.
- Excessive facial piercings are not acceptable for safety reasons.

All jewellery that is worn for school MUST be removed for PE lessons for health & safety reasons.

students who fail to meet uniform expectations will receive a sanction based on the fact they have not followed a reasonable instruction. All staff play a key role in challenging students who fail to meet uniform expectations. This starts with the tutor who will check student's uniform.

When students have a genuine reason for incorrect uniform they are expected to have a note in their planner explaining the reason and providing a date when the issue will be resolved. This will be signed by a parent and the tutor or HOY.

Adaptations to Uniform Policy as a result if Covid-19:

- Students will not be sanctioned for missing or incorrect uniform (Students and parents must make their best endeavours to have the correct uniform or as close as possible. We are mindful of families facing financial difficulties, difficulties in retail shops being closed and students

growing out of uniform. Our Primary concern is that students are present, we do not want lack of uniform to be a barrier to them accessing support)

- When students have PE they will arrive to school in their normal PE kit and remain in their kit for the remainder of the day. Normal PE kit must be worn and parents/ students should make their best endeavours to ensure that this follows correct PE unform policy.

7.4 Equipment

It is expected that all students are fully equipped to learn effectively. This will be checked and monitored by tutors to ensure students are equipped and ready for each school day.

Leadership Team will meet and greet at the front of school each morning. During this time they will check uniform and ensure all students have their planner and reading book each school day. Students who forget planners will be issued with a temporary planner on day 1 and on day 2 they are expected to have solved the problem by either finding the missing planner or buying a new one at a cost of £3.00 to the student.

To be fully equipped, all students must bring the following;

- School bag that will fit an A4 folder
- Correct school exercise books
- School planner
- Pencil case
- Pens (at least two)
- Pencil
- Ruler
- Calculator (scientific)
- PE kit / technology apron / ingredients – when required.
- Reading book.

Some students may find it useful to bring

- A protractor
- A compass
- Coloured pens/pencils

Students are encouraged to check timetables the night before to see which lessons take place the following day. The necessary equipment and books should be put in the student's bag for the next morning. Students should be ready to work the moment they enter the classroom or teaching area.

At this current time students will not be sanctioned for missing equipment. Staff are asked to remove the barrier to learning and provide equipment to students so they are able to learn.

7.5 Home Learning Expectations/ Conduct

- Students should always place homework in their planner and include the deadline by which the work has to be handed in. Where possible staff are encouraged to provide students with written homework that they can staple in, this is essential for SEND students but would benefit all learners. Parents should sign the planner to show that they have seen it. Parents are encouraged to contact school if it appears that homework is not being set. Students should write no homework set in their planner if no homework is set.

- All homework must be completed by the due deadline. Students are encouraged to plan out their homework and coursework. Students who fail to keep up to date will put themselves at risk of falling behind as well as excessive pressure, especially in year 10 and 11.
- All students have access to the computer breakout space to complete homework. This is available each night after school and can also be used before school and at lunchtime for those students who need a computer or quiet space to complete any homework.
- If there are serious lapses in a student's record of completing homework, the matter will be dealt with by the subject teacher and then the subject leader. Parents should be contacted and the appropriate sanction employed to allow the student to complete the work. Subject detentions may be set to ensure students complete the missing work.
- It is the expectation of all students that they should be proud of their work. Students are able to demonstrate this via the work in their exercise books. This should always be dated and neatly presented. Evidence of students PRIDE time should be visible in all exercise books.
- If students are self isolating as a result of COVID 19 but they are not ill they are expected to engage fully in their learning at home. Student engagement will be regularly checked and non engagement followed up.
- If students cannot access home learning because of a lack of ICT equipment students and or parents should make school aware so we can support with the loan of a device.

7.6 Approach to Learning:

- We aim for all learners to aspire to be good and outstanding in their approach to learning and discourage students from requiring improvement or being inadequate.
- Approach to Learning grids are displayed in classrooms (see Appendix 4)
- Approach to Learning grids are also in each students planner which they must have each day.
- Students and parents are aware of their approach to learning grades in each subject through the allocation of approach to learning grades at each data collection point**. Students with the best approach to learning or most improved approach to learning are rewarded**.
- Students whose approach to learning needs improvement will be targeted for intervention and monitored by their subject teachers, tutors and HoY.

7.7 Electronic devices

- The use of mobile phones is not permitted in lessons. It is appreciated that for safety reasons students may need access to a phone but its use should be limited to and from school and at social times. Phones and other electronical devises need to be put away on entering the building in a morning. In lessons, phones must be switched off and out of sight. Staff will confiscate phones they see in corridors, or lessons, outside of break and lunchtime; these will then be handed to the relevant Head of Year where they will be locked away in the safe until they can be collected at the end of the day by the student or in some cases the parent.

- We advise that personal music players & other electronic devices should not be brought into school. Any loss of any electronic devices including, phones are the responsibility of the students.

- Ear phones should not be worn in lessons. Along with mobile phones these should not be out and in use in the corridors or lessons.

- Students are only permitted to use mobile phones and other electronic devices at social times around school.

7.8 Attendance & Punctuality (See Attendance Policy)

- The school is required by law to keep a record of student's attendance. It is essential that we have an accurate record of who is in school for safeguarding students. Disciplinary action will be taken against staff who fail to take registers.

- Good attendance and punctuality are essential for good learning. They are essential skills for later life. It is expected that all students will attend school 100% of the time. At the very least students should achieve at least the school target of 97%. Various strategies are employed to encourage and reward good attendance and punctuality.
- Staff are expected to help the school maintain its focus on good attendance and punctuality by engaging students in discussion about this and helping to monitor attendance on a weekly basis.
- Students who attend below 97% of the time are a great risk of not achieving their full potential.
- If a student is absent from school:
- Parents should telephone the school the first morning on the first day of their child's absence; if this does not happen school will contact parents through a telephone call.
- All absences must be explained through a telephone call or a note, ideally in the student planner. This should be shown to the form tutor and handed into the Attendance Manager in the Attendance office.
- On return to school it is the student's responsibility to seek advice on completing any work missed. If a student is late to class they must catch up on work missed.
- Classroom teachers/ tutors should ensure that they issue S4O sanction for all students arriving late to lessons with no viable explanation, note from a member of staff or a late to school slip.
- If students arrive late to school they will be signed in at the late gate and issues with a late slip. Students arriving late twice in a week will be issued with an S4O late to school sanction is issued by the HoY at the end of the week.
- Serious lapses in attendance and punctuality will be referred to The Education Welfare Officer who may take further action and may issue a fixed penalty notice.
- The school will not authorise any request for a leave of absence during term time unless there are exceptional circumstances. Parents will be subject to a fixed penalty notice if they choose to take their child out of school. For prolonged unauthorised leave students may be removed from the school roll.
- In all circumstances parents MUST complete a **Notification of Term Time Leave** form at least **20** school days before the requested leave. The school will inform the parent in writing within **10** school days of receiving the application.
- Research suggests that:

17 missed school days is equivalent to a loss of a GCSE grade.

- Parents should ensure that their child knows how to get to school safely, and ensures that they are on school site for 8:40am each day.

Please refer to the detailed Attendance Policy for the changes made as a result of COVID-19 Pandemic.

8. Rewards and sanctions

There are occasions when staff will need to challenge behaviours which are not safe or not conducive to learning. To effectively challenge and improve behaviour, leaders will actively promote non-confrontational behaviour management. Staff will use praise and verbal reprimand accordingly.

8.1 List of rewards and sanctions

Our aim is to develop an **over and above** culture by having high expectations and by recognising those students who go above and beyond.

We all respond positively to praise but it is most effective when it is;

- Spontaneous and credible.
- Clearly linked to achievement or accomplishment.
- Personalised to the individual and what they might have difficulty with.

Praise / rewards to reprimands/sanctions should be in the ratio of 5:1(minimum) it is often easy to criticise students but in many situations we can get better responses by catching students when they are good and encouraging with positive language and praise.

Rewards for Positive behaviour:

- Praise

- Achievement points
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Attendance awards
- Positive comments in student planner
- Good news postcards
- Invites to trips and visits (whole school and departmental.)
- Invite to reward afternoon.
- Golden Ties (awarded to students who achieve 100% attendance, have no behaviour points and who achieve an average outstanding approach to learning throughout the year.)
- Golden tickets (winners who achieve the above over a full term)
- Prefect status in year 11.

Sanctions for poor behaviour:

We must not be surprised when problems occur. We are working with adolescents who are learning and testing boundaries of acceptable behaviour. In dealing with undesirable behaviour we need to promote good behaviour. This means developing skills and strategies that do not merely rely on sanctions (see Teacher Techniques). Sanctions do not, in themselves change behaviour. They simply apply the limits to behaviour that enable us to reward and reinforce.

Any system that just uses sanctions will simply teach students to develop expertise in avoiding those sanctions. Effective sanctions are those which inconvenience the students but also help and encourage them to become more successful. Staff are expected to follow the following guidelines for behaviour management and follow the sanctions and rewards policies consistently (see rewards and sanctions triangles)

Sanctions should be used:

Rarely but fairly.

With an explanation for the reason for sanction.

As soon after the event as possible.

The school may use one or more of the following **sanctions** in response to unacceptable behaviour:

- Verbal reprimand / warning – expectations reaffirmed.
- Letter or phone call home or a note in the planner.
- Detention after school.
- Lunchtime detention.
- Subject detention.
- Involvement of subject leader.
- Involvement of pastoral staff – tutor / HOY .
- Pastoral report cards /target cards (tutor / HOY)
- Meeting with parents.
- Removal of privileges.
- Removal from lesson.
- Referral to LT.
- Verbal / written warnings from the Head teacher.
- Departmental sanctuary.
- Internal reflection
- Managed move to another school. (12 week minimum)
- Step – out placement to another school (6 weeks minimum)
- Fixed term exclusion. (see Exclusion Policy)
- Permanent exclusion. (see Exclusion Policy)

As sanctions quickly lose their effectiveness if frequently used, avoid constantly punishing students. Only students can change their behaviour and repeated concerns may need to enlist the support of others who

may be able to help you influence students (this should include, parents, subject leader, tutor, Head of Year or Leadership Team).

It is crucial to remain calm, assertive and in control. Raising your voice may be necessary but never lose control and **never scream and shout**; we do not want students to model this behaviour.

The level of sanction will depend on the seriousness of the offence. If a student has not corrected their behaviour a more significant sanction might apply than would otherwise have been the case. Staff must apply sanctions fairly and always consider the safety of the student when imposing a sanction. Staff should refer to the sanctions policy when applying sanctions and seek advice if they are unsure.

8.2 The Reflection room can be sanctioned by a senior leader or pastoral leader for the following reasons:

- persistent or serious disruption or defiance towards a member of staff.
- because of a referral from a classroom teacher, where behaviour in the subject has seriously disrupted the learning and or health and safety of others
- to allow an investigation into a serious behaviour incident and whilst awaiting senior leadership intervention and/or a decision on next steps
- for a period of reflection following an investigation into a serious incident or persistent breach of the systems.
- Students sent to the reflection room will be expected to complete the same work as they would in class as well as reflect on the poor behaviour.
- Students who do not attend a given detention are also given time in reflection as well as have to complete the detention
- Should students fail to comply with expectations within the reflection area, they may have additional time added to the sanction or in extreme cases, they may receive a fixed-term exclusion.
- The reflection space is managed by the Heads of Year and Leadership Team
- Under the current COVID restrictions the use of the reflection room has been adapted. Heads of year manage the reflection room on a given day during the week to avoid them being tied up in one room. Leadership Team help HoY to manage this and we adopt a flexible and supportive approach.

8.3 Additional Support Strategies used to support persistent poor behaviour:

For students who continue to provide the school with a challenge in terms of their behaviour or who require additional support there are a number of additional support strategies that we use to help the student become successful these are listed below:

Alternative Provision Unit (Phoenix)

- For students who are not succeeding in mainstream education and are at risk of being permanently excluded we have an APU on site.
- Parents will be informed if their child is placed in here.
- The Inclusion Manager runs the unit.
- Students may be referred by HoY or other pastoral staff for Turn style intervention to help improve their behaviour for learning and engagement.
- Other bespoke interventions are on offer to support students and guide student behvaiour.

- **Work with Pastoral Mentors (Learning mentor / Well being officer / HoY)**

- This work is done on need and as such has no set time period. The mentors will do 1 to 1 or small group work depending on the support required. All work done is confidential and used to support students with a variety of issues and concerns including but not exclusively;
    - Anger management
    - Bereavement
    - Transition issues
    - Friendships and relationships
    - Divorce
    - Mental Health & well being
    - Self harm
    - Gender identity / transgender support
    - Risk of CSE – how to keep themselves safe.

Referrals are made via the school internal referral form. All referrals made are discussed, prioritised and allocated at the Social Inclusion Team meeting on a weekly basis.

- **Staff Panels**
    - Staff state to student and parents the issues that the student is displaying in their classroom, followed by the student stating the issues that they are having in each lesson.
    - The aim is for all to air their concerns in a safe environment and work out a way forward.
- **Individual staff meetings**
    - Student and individual member of staff meet to discuss issue/incident and work out an agreed way forward.
- **Behaviour/Conduct contract**
    - Student to sign an agreed set of rules and conditions that are over and above the general School rules. This is usually in partnership with the Police, but departments / HoY can have their own contract.
- **Governor Panel**
    - Student (with parental support) to explain to a panel of Governors why their conduct or their Approach to Learning is not at the required standard and what the student has to do to keep their place at Handsworth Grange Community Sports College.
- **Study Programmes**
    - There are a number of study programmes that are being offered to students according to their age/ability. If a student is offered a programme, it is to support the student either in their learning or Approach to Learning. Refusal to participate in any programme offered will be logged. These may be internal or external.
- **Managed Move:**

- This is a programme of intervention offered by local catchment schools to support young people who are struggling to reform their behaviour and/or attitude in one school but would like the opportunity of a fresh start somewhere else. The programme is for 12 weeks before review. If successful students could be offered a permanent place with their new school.

- **Step Out:**

  - This is a programme of intervention offered by schools (minimum 6 weeks) to support young people who are struggling to reform their behaviour and/or attitude in one school. The step out allows the student and school to reflect of past behaviour and gives students the opportunity to amend their behaviour away from their own school. On return the student should have proved that they can conduct themselves correctly and this should impact on their behaviour back in school.

8.4 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

8.5 Malicious allegations

Additional policy guidance and information can be found in Sheffield Children Safeguarding Partnership policy document: Allegations of Abuse against Staff & Volunteers in Education Settings, Sept 20A

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy.

Please refer to our safeguarding and child protection policy for dealing with allegations of abuse against staff and for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

9. Behaviour management

9.1 Guiding Principles for behaviour management across school following wider reopening:

Behaviour will be taught

Routines, expectations and proxies for control will be taught explicitly by school leaders. The teaching of behaviour will be clearly planned. The Headteacher is responsible for ensuring that this teaching is effective. All staff are responsible for ensuring that the training they receive culminates in the rigorous and consistent application of the new procedures across the school.

Proactive risk management will reduce potential for poor behaviour

We will make intelligent use of our data to predict behavioural habits and anticipate risks, rather than simply reacting to situations.

Communication with students will build their confidence

Leaders and governors will ensure that appropriate and effective measures are in place for communicating with students about their expected behaviour upon returning to school. The communication will be tailored so that it is age-appropriate and takes account of students with special educational needs and/or disabilities.

Parents will be fully informed

Leaders and governors will ensure that appropriate and effective measures are in place for communicating with parents about the expected behaviour to be shown by students upon returning to school. The school will encourage parents to share concerns and ask questions.

Boundaries will be clear

We will teach students that they have a responsibility to keep themselves and others safe. We will apply our rules consistently, rigorously and fairly so that students know that the consequences of their behaviours, both positive and negative, are inevitable.

9.2 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the classroom rules/ expectations/ and sanctions and rewards triangles
- Develop a positive relationship with students, which may include:
    - Greeting students in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement

9.2 Physical restraint and use of reasonable force

Additional policy guidance and information can be found in Sheffield Children Safeguarding Partnership policy document: Reasonable force, searching & screening, Sept 20A

The school does not encourage a 'no contact' policy as there is a real risk that such a policy might place a member of its staff in breach of their duty of care towards a student, or prevent them taking the necessary action to prevent a student causing harm.

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 and reported to parents (see Appendix 3)

During Covid-19 the following additional measures should be considered:

The decision on whether to physically intervene is subject to the professional judgement of the staff member concerned and should always depend on the individual circumstances. If an alternative method of control than restraint is possible, then this method will be used first. If physical contact is the only suitable method, then this is permitted during this period.

A risk assessment will be undertaken for students who, based on evidence available prior to closure of schools, required regular physical intervention. This will allow the school to determine risks and decide if it is safe for students requiring physical intervention to be safely accommodated in school.

Following a risk assessment, the school may decide that students who are a high risk should continue with home learning or alternative provision.

Should it be deemed reasonable, proportionate and necessary to physically intervene during an incident then staff have a duty of care to intervene. **When doing so they will**:

1. be able to change clothing immediately after the incident
2. take a shower immediately, at home if necessary

Following the physical intervention, the student will be isolated, and parents/carers will be informed of the incident and advised to collect their child where necessary.

Following a risk assessment and a discussion with student and parents/carers, the student should return to school unless it is deemed unsafe to do so.

These incidents occur at speed. It might not be feasible to wear personal protective equipment (PPE), but if possible then this is encouraged.

9.3 Powers of search and Confiscation

Additional policy guidance and information can be found in Sheffield Children Safeguarding Partnership policy document: Reasonable force, searching & screening, Sept 20A

The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances.

The school also holds the power to search without consent for 'prohibited items' including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage property
- any item banned by the school rules which has been identified in the rules as an item for which a search can be undertaken

Any prohibited items (listed in section 4) found in students' possession will be confiscated. These items will not be returned to students.

Authorised staff can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have a prohibited item in their possession. However, this increases risk to the staff member.

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.

9.4 Student support and reasonable adjustments

At certain stages in a child's or young person's school life they may struggle to access, or manage within, the typical provision offered by the school because of:

- Social, Emotional and Mental Health Needs (SEMH) and/or;
- Adverse Childhood Experiences (ACE)
- Special Educational Needs and Disabilities (SEND)

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.

Leaders and teachers within the school, with the support of the Special Educational Needs Coordinator (SENDCO), will be mindful of students' individual needs when issuing praise or sanctions for behaviours and when considering the impact of the new behavioural norms. They will be guided by the Education, Health and Care plans (EHCPs) for those students who hold them, or individual education plans / student support plans for those with additional needs but without an EHCP.

Leaders will make their best endeavours to ensure that students with additional needs are supported to meet the new expectations and behavioural norms. Reasonable adjustments might include, but not limited to:

- preview of new behavioural norms and perhaps a visit to school
- additional support for the arrival and exit to school
- additional support to adhere to break and lunch time norms
- re-teaching behavioural norms
- adapted resources to teach behavioural norms
- adapted sanctions and rewards

9.5 Dealing with Concerns

If a parent is concerned about any aspect of their child's life at Handsworth Grange Community Sports College, the first point of contact is the child's tutor or if it is subject related the subject teacher. If there is no success or improvement then the next port of call is the Head of Year. For serious concerns then parents should contact either the Assistant Headteacher for Inclusion or the Head teacher directly.

10. Student transition

Additional policy guidance and information can be found in Sheffield Children Safeguarding Partnership policy document: Pupil Transitions, Sept 20A

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. (this applies to Year 6-7 and in some cases Y11-12 transition)

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. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

11. Training

- Our staff are provided with training on managing behaviour
- Key staff are trained on proper use of restraint
- Behaviour management will also form part of continuing professional development.
- A staff training log can be found in appendix 2.
- Staff may wish to refer themselves to the coaching team to develop their behaviour management.

12. Monitoring arrangements

This behaviour policy will be reviewed by Assistant Head teacher for Inclusion and full governing board every year. At each review, the policy will be approved by the headteacher.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding and Child Protection Policy
- Anti Bullying Policy
- Staff Code of Conduct
- Attendance Policy

List any other related policies that your school holds here, including the anti-bullying strategy if

Appendix 1 Teacher Techniques:

Do all you can to:

- Reprimand privately – it encourages cooperation.
- Keep calm – it shows high status, reduces tension and models desired behaviour.
- Listen – it earns respect.
- Use first names.
- Focus on positive aspects of students work and behaviour
- Be fair and consistent.
- Use the minimum sanction necessary to achieve your desired outcome.
- Keep sanctions appropriate.
- Use humour – it builds bridges.
- Re-integrate the student into the class.
- Seek closure after the sanction – it is important to start again and demonstrate a willingness to re-build relationships.

Do all you can to avoid:

- Humiliating – it breeds resentment.
- Public confrontation – they promote retaliation through peer pressure.
- Sarcasm – it damages you.
- Shouting often – it weakens your status.
- Over-punishing – it reduces options later.
- Blanket punishment – the innocent don't deserve them.
- Jumping to conclusions – avoid punishing what you can't prove.
- Over-reacting – the problem will grow.
- Multiple detentions – these can become 'the club to be in, losing their effect and reducing your chances of engaging positively with the student.'

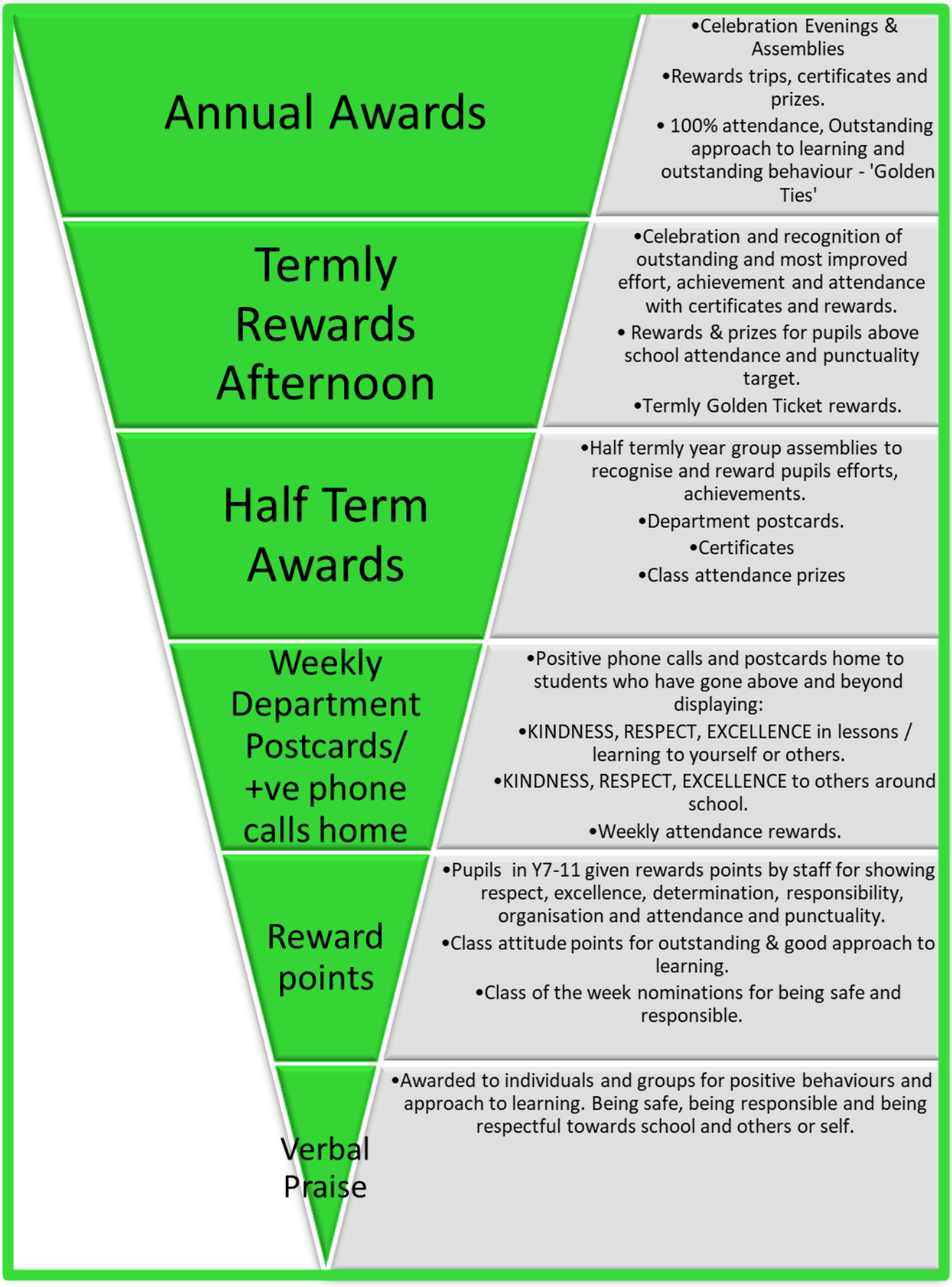
Appendix 2: staff behaviour training log

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date

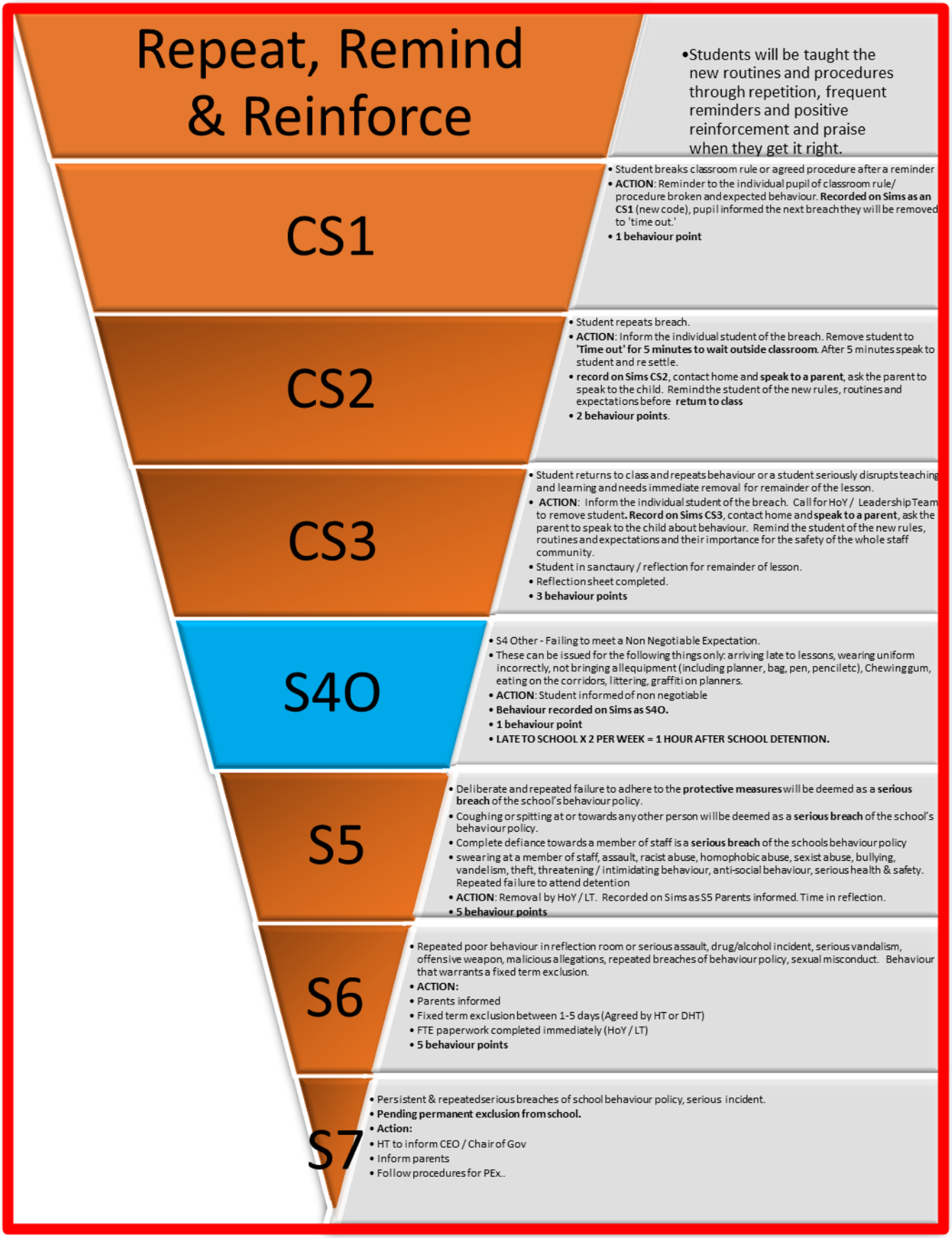
Appendix 3: behaviour log (use of restraint / reasonable force)

Student's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

HGCSC Rewards Policy



HGCSC Sanctions Policy



Our Classroom Expectations

Safe	Responsible	Respectful

1. We are silent when the teacher or another student is talking.
2. We follow instructions immediately.
3. We let others get on with their work.
4. We are safe, responsible and respectful.

Stay Alert	Control the Virus	Save Lives

My Approach to Learning				
AToL	**Inadequate**	**Requires Improvement**	**Good**	**Outstanding**
My effort	I give up easily and I am not engaged in lessons.	Some of the time I try my best.	I work hard in my lessons and I make good progress.	I ***always*** work with 100% effort which helps me make outstanding progress.
My work & presentation	My work is often presented poorly. I do not respond to the teachers' marking. I rarely complete homework.	I sometimes take pride in my work. I sometimes respond to the teachers marking. I sometimes complete homework.	I take pride in my work and present work neatly. I respond to the teachers marking and make improvements to my work. I always complete homework.	I ***always*** take pride in my work and present work neatly. I complete extension tasks and extend my answers regularly. I ***always*** respond to the teachers marking and make improvements to my work. I ***always*** complete homework to a high standard.
My concentration & contribution	I talk and distract others when I should be working. I rarely answer questions in lessons. I am not good at working independently.	I can work on my own or in a group but I need reminders to stay on task. I sometimes answer questions. I can sometimes work independently.	I am engaged in my learning. I contribute to lessons regularly**.** I work well independently, in a group, or as a part of the whole class.	I am ***highly*** engaged in lessons and I contribute positively**.** I ***always*** work very well independently, in a group, or as a part of the whole class. I ***ask questions*** in order to develop my thinking skills and understanding. I try to **work outside my comfort zone** in order to make better progress.
My engagement	My behaviour often distracts others from learning. I am unsettled during the lesson. I am not **responsible** and engaged in my learning.	I can be a distraction to other learners and I don't always settle to work quickly. My behaviour sometimes hinders my learning and progress.	I behave in ways that help me, and the rest of the class learn. I settle to work quickly. I am a positive role model.	I ***always*** make the right choices in lessons. I ***independently*** seek to develop my own understanding and apply learning. I am ***supportive*** of other learners and I settle to work quickly. I take the opportunity to develop my ***confidence***.
Safe / Responsible / Respectful	Rarely	Sometimes	Always	Always