Sackville School
Culture for Learning Policy
(Behaviour for Learning)

Reviewed by: P Street/FGB   **Review Date:** September 2023
Next Review Date: July 2024

1. Principles:

Sackville school's culture for learning policy is underpinned by positive relationships, mutual respect and kindness.

'Rules are not necessarily sacred; principles are'   Franklin D. Roosevelt

Our focus is on recognising and rewarding positive behaviour, but above all building and maintaining positive relationships. We recognise positive relationships as being key to establishing high expectations, wellbeing, safety and the educational success of our young people.

Our relational approach, restorative practice and trauma aware philosophy allows us to understand the needs of all our students. Enabling us to apply our practices consistently, ensuring a caring and safe environment for all.

2. 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

- Use of reasonable force in schools

- Supporting pupils 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:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.

- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

- DfE guidance explaining that maintained schools must publish their behaviour policy online.

3. Roles and Responsibilities

3.1 The Governing Board
The Governing Board is responsible for monitoring this culture for learning policy's effectiveness and holding the Headteacher to account for its implementation.

3.2 The Headteacher
The Headteacher is responsible for reviewing and approving this culture for learning policy. The Headteacher will ensure that the school environment encourages pro-social behaviour and that staff deal effectively with unsocial and antisocial behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

3.3 Staff
Staff are responsible for:
- implementing the culture for learning policy consistently

- modelling prosocial behaviour

- providing a personalised approach to the specific behavioural needs of particular students

- recording reward points and behaviour incidents on the School's Information and Management System (Bromcom)

The senior leadership team will support staff in responding to unsocial and antisocial behavioural incidents.

3.4 Parents and Carers

Parents are expected to:
- support their child in adhering to the schools high expectations and exhibiting prosocial behaviour

- inform the school of any changes in circumstances that may affect their child's behaviour

- discuss any behavioural concerns with the school (class teacher, form tutor or year leader as appropriate) promptly

4. Pro-Social Behaviour:

Pro-social behaviour - Relating to behaviour which is positive, helpful, and values social acceptance.

At Sackville school we encourage **pro-social behaviour** through positive reinforcement and reward. We have a system of reward for pro social behaviour in and outside the classroom and within the wider community.

Pro-social behaviour at Sackville is based around three simple principles that we term the **Sackville Way** (SWAY):
- **Respect**
- **Kindness**
- **Prepared**

4.1 Students

Sackville students show **respect** by:
- being respectful and understanding of our rich and diverse community
- using polite and respectful language towards staff and peers
- following the school's well established protocols and routines e.g use of technology
- moving around the school site in a calm, respectful and orderly manner
- wearing the full school uniform correctly
- respecting the school environment e.g. pick up litter, taking care of property
- respecting themselves, keeping themselves physically and mentally healthy

Sackville students show **kindness** by:
- being mindful and thoughtful. Share concerns about anti social behaviour/bullying
- supporting and helping one another, socially and academically
- supporting those less fortunate than ourselves by raising awareness and fundraising
- trying to pass on a little kindness each day, "In a world where you can be anything be kind"

Sackville students are **prepared** by:
- having great attendance at school and in lessons
- being punctual for school and lessons
- completing classwork and homework to the best of their ability and submitting it on time
- having the correct equipment and mindset for learning
- being ambitious and having a positive approach to learning
- being positive in their approach to others and open to new ideas.

4.2 Staff

Sackville staff show and promote **respect** by:
- modelling respectful behaviour
- being respectful and understanding to the needs of our rich and diverse community e.g. What adjustments have been made?
- using polite and respectful language to students and peers
- challenging disrespectful behaviour and language and educating students to why it is wrong
- ensuring students enter and exit the classroom in a polite and respectful manner. Students should be standing behind chairs at the end of the lesson in silence and then dismissed in rows.
- ensuring students leave the classroom in a clean and tidy condition
- being trauma aware and planning for and taking account of students ACEs (Adverse Childhood Experiences). What adjustments have been made for these students?
- using positive reinforcement and reward
- marking work and providing quality feedback

Sackville staff show and promote **kindness** by:
- modelling kindness and being supportive and approachable
- standing at the classroom door and welcoming students into the classroom e.g How has your day been? Are you looking forward to the lesson?
- addressing students with a friendly welcome and persona in corridors and around the school site
- connecting with students and finding out a little more about them and being sympathetic and supportive to their situation and needs.
- supporting students in raising funds and helping those less fortunate than themselves.
- looking to de-escalate conflict situations and resolve conflict through restorative practice.
- ensuring a fresh start every lesson, every day
- never giving up on any student

Sackville staff are **prepared** by:
- planning and delivering high quality teaching and learning
- being ambitious for students and helping them to exceed their expectations
- creating a positive environment for learning, think about classroom set up and seating plans.
- promoting clear and regular routines to learning e.g students arrive with an expectation of completing a starter activity
- keeping abreast of educational research and pedagogy through CPDL to support all aspects of their work with students and families

5. Unsocial behaviour:

Unsocial behaviour **-** Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings.

At Sackville we have **high expectations** and expect all students to follow **pro-social** behaviours built around the principles of respect, kindness and being prepared that we refer to as the **Sackville Way** (SWAY).

If students do not behave sociably and exhibit unsocial behaviours, these will be challenged and followed up with the appropriate intervention.

5.1 Unsocial behaviours include:
- not wearing the correct uniform - see uniform policy   W School Uniform Policy 2023-2024.docx
- the use of poor/disrespectful and unkind language
- lateness to school/lessons
- low level disruption to learning
- ignoring or not following reasonable instructions
- not being properly equipped for school or learning
- littering or not respecting the school site and environment
- not following the school's mobile phone policy - see [mobile phone policy](#)

5.2 Responding to unsocial behaviour

It is important that all staff consistently challenge unsocial behaviour and in doing so educate students about their behaviour and help them develop pro-social behaviours. The Sackville approach is to change behaviour through positive relationships and education rather than just punish the actions. This does not exclude sanctions, but staff should consider the most appropriate way to educate our students.

Actions taken should seek to encourage students to become accountable for their behaviour and the impact they have on themselves and others (restorative principles) and encourage a solution focussed approach to change future behaviours.

Staff should use **REACT** when challenging unsocial behaviour to avoid escalation and ensure if sanctions are applied that the relationship is reset by the member of staff, they are the adult.

Request - Is the request reasonable?
Explain - In simple terms explain why the request is reasonable
Appeal - To their better nature, 'You can choose to….'
Confirm - 'How can we resolve this' 'Can I just confirm you are..'
Take action - 'I have no choice now than to…'

Sanctions for students exhibiting **unsocial** behaviour may include:
- verbal warning and explanation
- short-term parking (using the faculty parking system) followed by class teacher detention
- class teacher detention
- departmental detention
- SLT/Senior detention

6. Antisocial behaviour:

Antisocial behaviour - Behaviour that causes harm to an individual, a group, to the community or to the environment.

Like **un-social** behaviour it is also important that all staff consistently challenge **antisocial** behaviour and help students develop **pro-social** behaviours.

As with un-social behaviour, actions taken should seek to encourage students to become accountable for their behaviour and the impact they have on themselves and others (restorative principles) and encourage a solution focussed approach to change future behaviours.

Staff should also use REACT when challenging antisocial behaviour. In some cases where incidents are serious staff should contact Katie Dawson the Headteacher's PA to make contact with a member of SLT to help assist with challenging behaviour.

6.1 Antisocial behaviours can include (this is not an exhaustive list):
- damage to property
- dangerous behaviour
- using/supplying/glamourising of illegal drugs see Drugs Policy
- exiting from class without permission
- physical assault
- refusal to follow instructions leading to unsafe environment
- blatant defiance, including internal truancy, refusal to follow basic instructions
- violence of any kind
- swearing/abusive language to any staff member
- racist, sexist or homophobic language
- harassment or bullying, including cyberbullying
- anti-social behaviour: spitting, graffiti, vandalism
- damage to property or theft
- any form of bullying

6.2 Sanctions for students exhibiting antisocial behaviour may include:
- Community detention
- internal exclusion (SSU)
- suspension from school
- permanent exclusion

7. Inclusion:

Sackville is an inclusive school and as such we aim to meet the needs of all our learners. Often relationships struggle where the activities and learning do not meet the needs of the learners. Some students have additional challenges through the complexity of their needs; learning, emotional, behavioural or attendance. Through acknowledging these needs and planning for them we facilitate a better relationship.

Our trauma aware approach and mapping of ACEs using our vulnerability index informs staff of students' particular needs and enables them to plan and prepare for them. Staff should always remember that there are often complex issues behind antisocial behaviour.
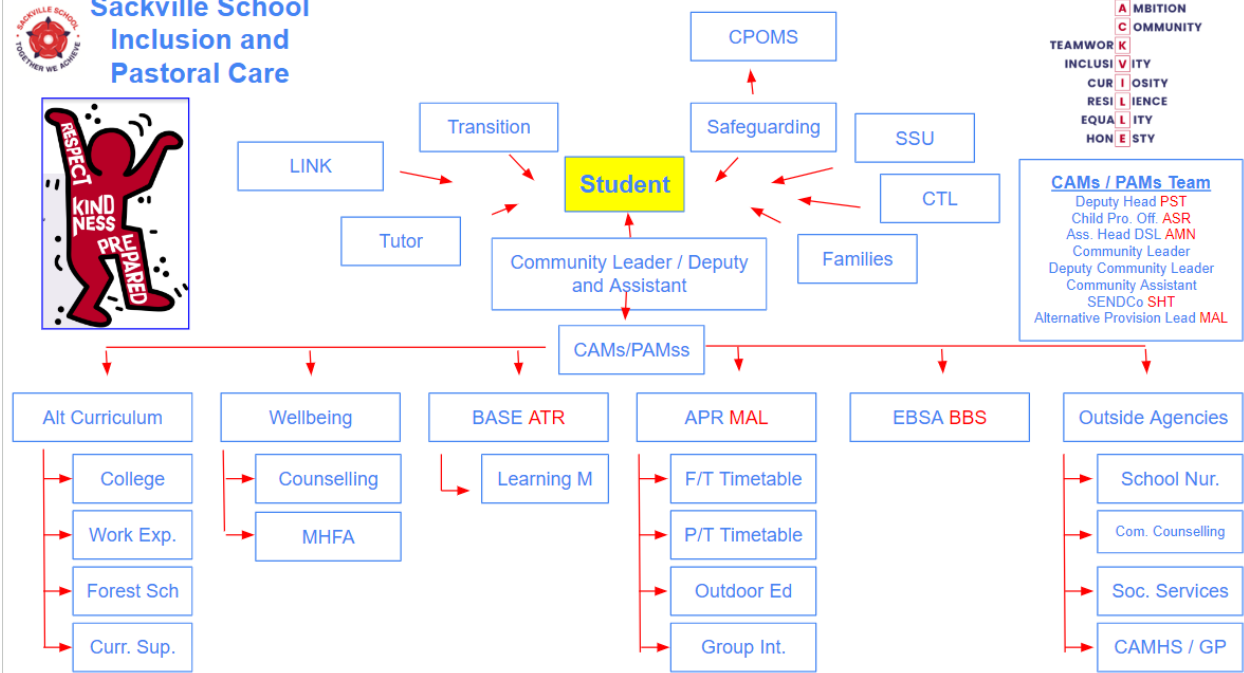

Staff should consult thumbnails, and follow suggested strategies from The LINK (SEND) and community teams to meet the needs of those students with additional challenges.

Sackville School Inclusion and Pastoral Care

POSITIVITY
AMBITION
COMMUNITY
TEAMWORK
INCLUSIVITY
CURIOSITY
RESILIENCE
EQUALITY
HONESTY

RESPECT KINDNESS PREPARED

Student

- CPOMS
- Transition
- Safeguarding
- SSU
- LINK
- CTL
- Tutor
- Community Leader / Deputy and Assistant
- Families

CAMs / PAMs Team
Deputy Head PST
Child Pro. Off. ASR
Ass. Head DSL AMN
Community Leader
Deputy Community Leader
Community Assistant
SENDCo SHT
Alternative Provision Lead MAL

CAMs/PAMss

Alt Curriculum	Wellbeing	BASE ATR	APR MAL	EBSA BBS	Outside Agencies
College	Counselling	Learning M	F/T Timetable		School Nur.
Work Exp.	MHFA		P/T Timetable		Com. Counselling
Forest Sch			Outdoor Ed		Soc. Services
Curr. Sup.			Group Int.		CAMHS / GP

8. 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 ● 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 policy.

9. Restorative Approach:

A restorative conversation should take place including all parties following any incidents of antisocial behaviour. This helps restore and maintain good relationships and is crucial in repairing relationships and ensuring a fresh start after incidents of antisocial behaviour.

The restorative conversation may not happen immediately, but should be prioritised if all parties are in a place to have a positive conversation to bring about resolution.

Restorative approach are based on four key principles:
Respect: for everyone by listening to other opinions and learning to value them
Responsibility: taking responsibility for your own actions
Repair: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure antisocial behaviours are not repeated
Re-integration: working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

10. Promoting and rewarding pro-social behaviour

10.1 Rewards

Rewarding and sanctioning students should be inextricably linked, with rewards outbalancing sanctions for the vast majority, if not all, students. They should be used to promote and encourage pro-social behaviours. All rewards and sanctions should be recorded on Bromcom.

Staff should use their professional judgement to reward, recognise and build positive relationships with students as often as possible. By recognising and celebrating students' progress, successes and achievements, we build positive relationships which in turn increase engagement and enthusiasm and consequently a more positive and productive learning environment. This takes us right back to our core values, positive relationships, mutual respect and kindness.

Prosocial behaviour will be rewarded with (not an exhaustive list):
- verbal praise
- achievement points – awarded verbally and recorded in Bromcom
- emails to key staff (e.g. form tutors, pastoral leaders, SLT) triggering further acknowledgement
- contact with families (e.g. emails, telephone calls, letters, postcards)
- certificates awarded in achievement assemblies and on other appropriate occasions
- special responsibilities/privileges
- rewards trips
- attendance at celebratory events (e.g. rewards breakfast/lunch/achievement events)
- nomination for Hot Chocolate with the Headteacher

Sackville rewards prosocial behaviour, hard-work and living the Sackville values through its achievement points system. For the system to be an effective tool in promoting prosocial behaviour the following guidelines are important:
- achievement points are highly valued; therefore multiple points awarded to one student are discouraged, however can be given in exceptional cases
- teachers should strive to award three achievement points each lesson
- on awarding a student an achievement point the teacher records this in Bromcom.

Further guidance on how achievement points are awarded can be found by consulting our rewards policy
📄 Rewards Policy

10.2 Sanctions

The purpose of sanctions is to bring about a change in behaviour by:
- helping students to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping students to understand that they have choices about their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their behaviour and exhibit pro-social behaviour in future
- helping students to understand the Sackville Way

A sanction should:
- defuse and not escalate a situation
- preserve the dignity of all the parties
- be applied in a fair and consistent way
- be timely
- be used consistently
- be proportionate to the nature and seriousness of the behaviour
- take account of the cultural background of the student
- be sensitive to the particular circumstances of vulnerable individuals or groups of students (for example, a child in care or a child with special educational needs)
- be recorded in the appropriate manner

Inappropriate sanctions include:
- ridicule, sarcasm or remarks likely to undermine a student's self confidence
- public or private humiliation
- applying sanctions to whole groups or classes in cases of individual or small-group wrongdoing
- sanctions that are used in a discriminatory way
- consistently denying a student access to a particular part of the curriculum

10.3 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

Sackville 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

Please refer to our child protection and safeguarding policy for more information.

10.4 Off-site behaviour

Sanctions may be applied where a student exhibited unsocial or antisocial behaviour off-site when representing the school. This means unsocial or antisocial behaviour when the student is:
- taking part in any school-organised or school-related activity (e.g. school trips)
- travelling to or from Sackville
- wearing Sackville uniform
- in any other way identifiable as a student of Sackville

Sanctions may also be applied where a student has exhibited unsocial or antisocial behaviour off-site at any time, whether or not the conditions above apply, if the behaviour:
- 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 Sackville

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

10.5 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the school will sanction 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 sanction 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.

Please refer to our Child Protection & Safeguarding Policy for more information on responding to allegations of abuse.

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

11. Serious breaches of the Culture for Learning Policy

Serious breaches of Sackville's expectation of behaviour, or where allowing a student to remain in the school, would seriously harm the education or welfare of the student or others in the school, can lead to an internal or external suspension or exclusion.

11.1 Internal suspension
Internal suspension involves the student being placed in the SSU, a supervised environment away from other students in the school where they will spend an extended day to 3.30pm. The number of days will be decided by members of the SLT and the Pastoral Team.

11.2 External suspension
External suspensions can be for a fixed number of days (up to a maximum of 45 days in a school year). During the first 5 days of any suspension work will be set by the school and the student will be required to complete the work.

The student will be expected to be kept at home and not be in a public place.

From the sixth day onwards of the exclusion Sackville will make alternative arrangements for education which may entail attending another establishment to receive education. These arrangements will be at the decision of the Headteacher.

11.3 Permanent Exclusion
A decision to exclude a student permanently is a serious one and is used only in exceptional circumstances.

It may be used following advice from a range of staff and other agencies, and after other strategies have been used without success when managing a series of seriously disruptive, defiant or dangerous behaviour.

It may also be used for a very serious first or 'one off' offence.

Before making a decision to permanently exclude we will apply the two criteria outlined by the DfE in their statutory guidance for exclusion document

16. A decision to exclude a pupil permanently should only be taken:
• in response to a serious breach or persistent breaches of the school's behaviour policy; and
• where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

For any formal exclusion families may write to the Chair of Governors to make representations. For short term exclusions of five days or fewer, the Headteacher's decision is final and there is no appeal. For longer exclusions, families may make oral representations to the Governing Body, which must then decide whether or not to approve the Headteacher's decision. For permanent exclusions only, families have the further right of independent appeal.

12. Physical restraint - in accordance with government guidelines

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 families

13. Confiscation and power to search

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which may be harmful or detrimental to school safety. These items may be returned to students after discussion with senior leaders and families or to a responsible adult or police if appropriate.

Searching and screening students is conducted in line with the [Department for Education's (DfE) latest guidance on searching, screening and confiscation.](#)

Sackville staff have the legal power to search a student with consent as part of their authority to discipline but where a school has reasonable grounds for suspecting that a student has a knife or other weapon they have the power to search without consent.

At all times staff will follow the guidance provided by the DfE in determining what constitutes reasonable suspicion, consent searching and without consent searching and the practical aspects of carrying out such searches.