

# Gladesmore Community School



## BEHAVIOUR & EXCLUSIONS POLICY

[OP4.1]

Last updated : December 2017	Review : every 3 years	
Governing Body :		
Status : Statutory	Index : Operational	Website : Y

## **BEHAVIOUR & EXCLUSIONS POLICY [OP4.1]**

### **Principles**

The policy is guided by the Education and Inspections Act 2006 which outlines legislation relating to behaviour and discipline in schools.

The Gladesmore Ethos promotes a positive teaching and learning environment, encouraging modelling of appropriate behaviour in all aspects of school life. We aim to support this with provision for learning that is relevant and stimulating that fosters engagement.

We aim to:

- achieve outstanding standards of behaviour and safety
- promote equal opportunities
- promote mutual respect and collective responsibility
- provide a physically and emotionally safe environment
- provide an environment free from prejudice, bullying, disruption and violence
- develop self-esteem, self-discipline, co-operation, tolerance and respect for the duties and responsibilities of all staff
- advocate fairness
- offer our pupils opportunities to be listened to and to listen to each other
- provide guidance to enable pupils to manage their behaviour

### **Communication**

This policy is communicated to parents and to pupils in a variety of formats so that the rules, expectations and sanctions are well publicised. These include for instance, through Assemblies, Parent Link Evenings, Journals, Home School Agreement, Prospectus, Website and Newsletters.

### **Roles, Responsibilities, and Rights**

#### **Pupils**

We aim to provide a learning environment where pupils' have the opportunity to learn, make progress and be stimulated and challenged. We encourage pupils to take responsibility to contribute to our positive ethos by asking questions, supporting others, listening to each other, following directions of staff and treating others with tolerance and respect. Ideally, to develop pupils so that they are confident to take risks with their learning – it is acceptable to make mistakes. Pupils are encouraged to design British Values these are encapsulated within our Gladesmore REACH values (Respect, Enthusiasm, Attitude, Cooperation and Hardwork).

#### **Staff**

Staff have the right to be treated with respect by pupils, parents, governors, the community and colleagues. Staff are in turn expected to contribute towards the promotion of a positive and safe learning environment. This is a fundamental feature of the Gladesmore Ethos. Staff should make expectations explicit by frequently reinforcing rules, procedures and expectations for learning and conduct.

## **Parents/Carers**

Parents and carers can expect the school to aim to provide a positive environment for the education of their child(ren). Parents and carers are expected to take responsibility for the behaviour of their child(ren) both inside and outside of school. We see the role of parents and carers as a critical factor in maintaining high standards of behaviour and cooperation.

## **Code of Conduct**

As a member of Gladesmore Community School pupils are expected to:

- arrive on time for school fully prepared to study and learn;
- wear school uniform in school, during the school day and on the journey to and from school;
- be tolerant and respectful of all members of the school community ;
- co-operate with other pupils and all staff;
- seek to promote a peaceful school climate by not behaving in a negative manner, being aggressive, bullying or arguing and fighting others;
- get to school and lessons on time;
- try to do their best in lessons;
- help others as appropriate;
- participate positively in lessons and not to distract or disrupt others from their learning;
- keep Gladesmore tidy;
- use appropriate language at all times – no cussing or put-downs;
- refrain from inappropriate touching;
- behave sensibly in class, the corridors and the playground;
- behave appropriately in the park and in the local community on the journey to and from school;
- walk in the corridors and behave responsibly;
- take care on the stairs staircases and treat others with consideration;
- sit as directed by the teacher in lessons, removing coat etc and being prepared with necessary equipment;
- removing hats when in the school buildings
- mobile phones, MP3 devices, and electronic games should not be heard and should be kept out of sight in school during lessons and lesson changeovers;
- never chew gum in school.

## **Procedures**

These outline procedures seek to guide actions which will ensure that instances of indiscipline are dealt with fairly and consistently and seek to promote personal and collective responsibility. The desired outcome of any effective sanction is, by separating the behaviour from the child, to set the scene positively for the next lesson or interaction. Staff should look to build and repair and remember use praise when appropriate. The rationale of the discipline procedures is to set out the stages of response which will facilitate effective learning, so that the ability to take advantage of learning opportunities offered is increased.

### **Stage 1 - Immediate action consistent with the Principles.**

Immediate action by the individual teacher/staff member in response to positive or negative behaviour is the most powerful and effective action. Its level of acceptance and subscription by staff and pupils is a measure of the strength of the staff/pupil relationships. Effective early action by the teacher/staff member can reduce the need for further referral.

Examples of situations and positive reinforcement:

- any desirable behaviour, e.g: politeness, effort at work, improving attainment, improving punctuality, etc. Is positively rewarded with acknowledgement, e.g: a smile, a word, a reward consistent with Gladesmore's Rewards System. Crucially, the positive behaviour is reinforced when authenticated and given credibility.

Examples of situations and negative reinforcement:

- any undesirable behaviour is subject to a sliding scale of sanctions: no smile; redirection; issue a "quiet word"; restatement of expectations; opportunity for pupil to reconsider course of action; series of graduated warnings, short time-out outside the door. Issue of warnings about conduct are most effective when stepped up so the pupil can choose to make good choices. Humour (but not sarcasm) can be effective; seeing pupil at end of lesson for brief discussion; detention; parental contact.

The vast majority of all incidents of unacceptable low-level behaviour are covered by skilled and respectful interaction between staff and pupils with a focus being on the learning.

### **Stage 2 – secondary action exploring and responding to barriers to learning.**

Situations arise which call for support beyond the classroom teacher:

1. A pupil's behaviour is such a concern that wider recognition is warranted. This should be recorded via SIMS.
2. Communication between the staff member and the pupil's Form Tutor and/or the Head of Department/Faculty/Year should occur.
3. If a pupil seriously disrupts the learning environment and does not respond to Stage 1 above. In this case the teacher may call for support from her/his Head of Department/Faculty and/or the pupil may be sent to the B5 (Isolation Room).
4. If necessary Learning Mentor's: On-call may be summoned to remove the pupil from the classroom or assist in the process to minimise any conflict. In this scenario it is still most helpful for the teacher to later on rebuild the rapport and re-establish ground rules and relationship with the pupil.
5. The pupil's Form Tutor should be kept informed and in the face of deteriorating behaviour will involve the Head of Year.
6. Pupils presenting on-going concerns can be referred to the weekly Pupil Concerns Group Meeting for consideration of wider strategies to generate improve.

## **Rewards**

Gladesmore's rewards system is based on praise and encouragement and the powerful, positive effect this can have on behaviour and motivation. We recognise the importance of focusing on the positive; we aim to catch pupils doing the right thing.

Examples of positive practice include:

- acknowledging effort - praise
- speaking respectfully
- smiling
- valuing pupils' work
- making wall displays of pupils' work
- listening
- being interested

- appreciating
- devising challenging and stimulating lessons
- positive and personal feedback when marking homework

We also operate systems of tangible rewards. Graduation Points and MyStickers, for instance, is a system in which pupils can choose to accumulate points and exchange them for prizes. Points can be earned as staff see appropriate, such as for effort and improvement; these are recorded in pupil diaries. MyStickers is a safe, online system which can be accessed at school or at home. Each of the printed rewards are available with their own unique code, when pupils log this code in their MyStickers account the reward is unlocked online in their personal sticker album. Each reward logged on MyStickers counts towards incentives or prize schemes run at the school. This system has proved very popular. Running alongside the points for prizes are the post cards – designed by Gladesmore pupils for sustained effort and improvement.

In addition, faculties award certificates at the presentation assemblies and HoYs and DepHoYs award certificates and prizes for excellent and improving punctuality and attendance. Awards assemblies formally recognise pupil progress with Bronze, Silver, Gold and Platinum awards based on the Commitment Ladder. In Year 9 pupils have the opportunity to gain points and ranking on a Graduation Ladder. There is also a monthly achievement award sponsored by Jack Petchey and every week at assembly a “Pupil of the Week” medal is presented by the Headteacher. Each Year Group has special Rewards Assemblies and at the end of the academic year there is a GladeStar Awards Assembly.

## **Sanctions**

Sanctions are used in response to inappropriate behaviour. These can be effective to reinforcing boundaries of acceptable conduct. Sanctions are most effective when used sparingly. In considering sanctions we look at the causes of the behaviour, and remember the importance of forgiveness, repair of damage and the avoidance of publicly humiliation.

The over-riding principles of sanctions are:

- they are most effective when applied fairly and consistently;
- they are reflective, so that pupils know the reason for the sanction and how to improve their behaviour;
- they minimise the likelihood of recurrence of the inappropriate behaviour;
- the outcome of a sanction is to ultimately improve the relationship between teacher and pupils, so that effective learning may take place subsequently.

However, pupils are made aware that actions have consequences. Pupils may need to be reminded and in some instances and clear boundaries for their actions need to be taught and reinforced. Where boundaries are breached, sanctions, increasing in seriousness, will be applied.

Some sanctions in use at Gladesmore:

- firmly and politely requesting cooperation and issuing warnings;
- speaking one-to-one with the pupil at the end of the lesson;
- detaining pupil for some of break and/or lunchtime;
- insisting on a change in the seating plan to maximise learning;

- imposing a detention;
  - calling in support from Form Tutor and/or Head of Faculty – very important to work with or alongside colleague in these cases, in order to rebuild relationship with pupil;
  - short time-out outside the classroom;
  - telephoning and/or writing to parents/carers;
  - referral to Form Tutor, subject or pastoral postholder;
  - Head of Faculty may choose to impose faculty detention;
  - Head of Faculty / Head of Year may impose whole school Friday Detention.
- In serious cases, Saturday detentions, In-school Suspension, longer-term isolation or Fixed-term or Permanent Exclusion will be recommended by senior staff.

### Classroom Support

There may be occasions when a lesson/activity cannot continue because of pupil(s) behaviour and attempts by the teacher have been unsuccessful. In such cases a pupil may be removed to another classroom in the faculty (by arrangement) or the B5 (Isolation Room). If the removal is problematic, Learning Mentors or other staff can be summoned to help. It is imperative that such removals are followed up by referring staff, so that causes can be explored and parameters agreed before the next lesson.

### Documenting Incidents

When a pattern of unacceptable behaviour for learning concern is developing, or a major incident (such as a fight) has occurred, staff are advised make a record of the incident and action taken. Staff can indicate issues via SIMS. In this way a profile of the pupil's behaviour may be accumulated. These records become extremely useful in logging intervention and guiding future support and action.

### Corridor and break/lunchtime behaviour

Staff are expected to have a presence during lesson changeover to help calmly speed pupils to their next lesson. At break, lunch and after school it is helpful if staff guide pupils' enroute to their next destination. Learning Mentors and senior staff patrol the site at lunchtimes. Staff help maintain the calm, purposeful school atmosphere by contributing two breaktime and one after school duties per week.

### Progress Reports

Parents and carers are issued with half-termly Reports. These indicate a Grade in each subject for Behaviour on a scale of 6 (highest) to 1 (lowest). This provides frequent summary data on pupil behaviour to inform appropriate intervention.

### Suspension and Exclusion

As a general rule, Exclusion or Suspension is resorted to after serious matters or other reasonable steps have been taken to support a pupil and to guide his/her behaviour. At times, Exclusion or Suspension will be the result of a single, serious instance of misconduct. By excluding a pupil the school is making the statement that the rights of staff to be able to treated respectfully and the rights of other pupils to be taught free from distraction and disruption and/or to be safe and the reputation of the School is now the priority. In-School Suspension is considered as a possible alternative to Exclusion.

The only person legally empowered to exclude a pupil from school is the Headteacher or the member of staff deputising for the Headteacher; primarily this will be the Associate Headteacher. Senior staff can all make recommendations for Suspensions and Exclusions but this should be done in conjunction with the Head of Year.

### Zero tolerance in relation to Fixed-Term and Permanent Exclusions

There are a number of circumstances when, having established a pupil's responsibility for unacceptable behaviour and consideration of SEN (if applicable) the pupil will automatically be Excluded. In some instances, subject to further investigation, the pupil may be Permanently Excluded. Note that pupils will not usually be Permanently Excluded in the first instance. Permanent Exclusions will usually be preceded by a Fixed-Term Exclusion to provide an opportunity to fully investigate the pupils' culpability. The circumstances where Zero Tolerance applies and Permanent Exclusion will result are:

- Physical aggression against a member of staff. Serious acts of physical aggression against other pupils, acts of violence leading to injury, or repeated acts of violence against the same victim where exclusion has already been undertaken;
- Very serious acts of high level disorder and lack of cooperation that bring the health & safety of pupils and/or staff at significant risk;
- Possession of weapons. The use or attempted use of weapons including knives, fire arms, imitation weapons, clubs or hardware;
- The possession of, proscribed substances including drugs and alcohol. The passing on or selling such substances on school premises or in the immediate vicinity of the school or the attempting to do so;
- The possession or use of explosives including fireworks in the school building or in the vicinity of the school;
- Discriminatory behaviour directed at people with disabilities or racist, sexist or homophobic conduct. If such conduct is repeated involving the same victim, where exclusion has previously occurred;
- Behaviour which could potentially publically damage the reputation of the school or bring the school into disrepute.