



**THE JOHN OF GAUNT SCHOOL
- A Community Academy -**

STUDENT BEHAVIOUR POLICY

Originator	Reviewed by	Date of Review	Approved by	Date of Approval	Next Review Date	Website
ESP School	S&C	30/1/17	FGB	03/04/17	Feb 2019	Yes

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School Vision:

‘Creating an irresistible climate for achievement’

- We challenge, support and encourage every student to **achieve their potential**.
- We believe **effort** and **dedication** lead to success and we **raise aspirations**.
- We **personalise our provision** to meet the needs of individuals.
- We enable our students to flourish as **confident learners and leaders** of our community.
- We create a culture where all stakeholders **feel valued, supported and proud**.
- We **work collaboratively** to improve outcomes for our students and support other schools to improve.

This policy should be read in conjunction with:

- The Equality Act 2010
- Our Anti-Bullying policy
- DfE Teachers’ Standards, Sections 90 and 94 of the Education and Inspections Act 2006 and Section 550ZA (3) of The Education Act 1996
- The school’s Homework Policy
- Safeguarding Children in Our School Policy

Please note that this policy applies to student behaviour within school grounds and as defined in appendix – beyond the school grounds

Objectives:

We expect good attitudes and behaviour from every student – good behaviour is linked to high attainment and achievement.

Every member of staff is expected to work towards the creation of an irresistible climate for achievement.

Teachers must see their remit as the whole school and behaviour that falls below our expectations outside of lessons is not someone else's problem but is our collegial responsibility.

The law allows the school to anticipate behaviour expectations to extend beyond the school premises 'to such an extent that is reasonable' (section 7 of the Education and Inspections Act) and as such this policy will apply in such cases as defined within.

Core Principles:

Self-discipline and respect for all lie at the centre of our behavioural expectations and values.

The core principles underpinning behaviour and learning at The John of Gaunt School include the values of friendship, excellence, respect, courage, determination, inspiration and equality.

Adults in the school promote these values through their day to day activities and role modelling. We advocate that:

- praise is more powerful than criticism.
- rewards are more important than sanctions.
- restorative approaches are at the heart of developing the skills for a sustained improvement in behaviour.

Consistency

The key to effective sanctions is that they are "certain" rather than "severe". All students must be treated with positive regard and are entitled to receive well-planned lessons that use a range of strategies that take into account a student's individuality and personal needs. Calm, controlled, intelligent consistency should be applied in cases of poor behaviour.

Students must have a "voice" and at appropriate and/or co-ordinated times should be able to discuss and make recommendations about behaviour, including bullying, and the effectiveness of rewards and sanctions.

These core principles are embodied in our expectations for classroom behaviour and The Teachers' Standards. These should be displayed in every classroom and referred to by teachers and tutors.

Supporting Staff

The expectations of staff with regard to their behaviour towards students is made clear in The Teachers' Standards. This applies to all staff, both teaching and non-teaching staff. We appreciate that poor behaviour can have a negative impact on staff morale, therefore staff must be able to ask for assistance with poor behaviour without fear of judgement. The "leadership" of supporting positive behaviour is a responsibility shared across the whole staff.

Management of behaviour requires all staff to have an open attitude and a willingness to take advice. Best practice regarding positive behaviour strategies should be available to all staff and teachers are expected to have a comprehensive repertoire of positive behaviour management skills. Professional support and advice from local agencies should be sought as appropriate. This support and advice can be accessed via the Individual Learning Department and / or the Pastoral teams such as House leaders and the Student Development Team.

Malicious accusations against school staff by students will be taken very seriously and disciplinary action will be taken if necessary.

The role of parents/carers

Parents have a responsibility to support the high expectations of the school.

We believe in an active partnership between parents and school. Parents whose children display challenging behaviour in school will be assisted by the school and in return parents must support the school in its decisions with the management of their child's challenging behaviour.

Examples of how the school assists parents include:

- Regular meetings and communication
- Signposting to parenting courses
- Referrals to outside support agencies
- The use of parenting contracts.
- The use of a CAF (Common Assessment Framework) to identify needs and create a support plan.

Detention¹

Detention is a sanction which is used to support the schools behaviour policy. Detaining students in their free time, either at break / lunch time or after school gives students time to reflect on the reasons for their poor behaviour. Parents should be informed of the detention. This may be via the telephone, email or more usually via the use of the students' school planner.

Detentions given at lunch time must allow time for students to have time to get and eat lunch. A range of activities can be required of the students which will be engaging and not lead to further poor behaviour. Such activities might include:

- completing unfinished homework or class work;
- completing assessed coursework;
- undertaking tasks to assist staff, such as classroom-display work or materials preparation;
- assisting staff with reparation tasks which do not raise any health and safety or child-protection issues.

Detentions may be used alongside other techniques such as restorative meetings, target cards, not being allowed to attend non-compulsory trips, not representing the school sports teams etc.

Searching for banned items

There may be occasions when a student brings banned or dangerous items to school. It is preferable that a student gives these to staff when asked. On very rare occasions it may be necessary to search a student. These decisions should never be taken lightly and the decision to search a student must be sanctioned by The Head Teacher, The Deputy Head Teacher or The Assistant head Teacher with Responsibility for Safeguarding or Behaviour and in accordance with government guidelines (see appendix)

¹ See Appendix 'Detention – What The Law Allows'

Exclusions

Only the Headteacher or in their absence the Deputy Headteacher is able to exclude a student. All exclusions are serious and the school aims to avoid them by making use of suitable alternatives that promote sustainable improvement in behaviour. Fixed term exclusions must be recorded and a reintegration meeting with the student and parents must take place before the student returns to school. This allows the student to be fully aware of the issues which led to the exclusion and to put in place a plan to support the student from making the same poor behaviour choices in the future.

Excluding a student from school is a last resort as this removes them from the environment where they are best placed to learn. Wherever possible it is preferable to keep a student in school to maintain their learning. This may mean that they need to be isolated from their peers and work in the isolation room.

In the case of a permanent exclusion, a fixed term exclusion of up to 5 days may be given to allow the school to gather evidence relating to the incident. This is likely to include the gathering of information from all parties including the student him/herself. It will be made clear to the student and parents/carers that a permanent exclusion is possible at the end of the fixed term

In Year Fair Access Panel (IYFAP)

As a school we work within the West Wilts Alliance (WWA) and subscribe to the IYFAP protocol. The IYFAP meet monthly to support needs of students within schools who are at risk of exclusion. We work within the Alliance to find alternative placements or support for those on roll of a school where it can be demonstrated that students are at risk of exclusion. The support may take the form of short term managed move or a permanent managed move depending on the assessed needs of the student. The decision of the IYFAP is final.

Examples of behaviour likely to lead to exclusion are:

- Persistent disruptive behaviour
- Physical assault against a student or adult
- Verbal abuse/threatening behaviour against a student or adult including bullying
- Sexual misconduct
- Drug and alcohol related incidents
- Theft or damage
- Using prejudiced language

The role of Governors

Governors are involved with and agree the statements of principles and values made in this policy and will support the Headteacher in promoting positive behaviour across the school.

Governors have a role within the rewards and behaviour structure through Governor panels to examine cases of significant and ongoing serious behaviour and to celebrate instances of particular outstanding endeavour or contribution to the school community.

Governors are informed about behaviour and exclusions through:

- the Head Teacher's report to the Full Governing Body
- termly reports to the Student and Community committee

Governors are involved in exclusion procedures as detailed in the Governance Handbook. In summary:

A Governor Disciplinary Committee (GDCM). Governors are informed of all permanent exclusions and must meet to consider any decision to permanently exclude a child, **or** if a child has had more than 15 school days of fixed term exclusions, within 6 and 15 school days of being notified of the decision. The purpose of this meeting is for a panel of 3 governors, with no previous knowledge or connection to the incident(s) or student, to hear representations from the school and the parents/carers, in order to review the Headteacher's decision and to decide whether to uphold the decision or to order the reinstatement of the student either immediately or at a later date. A representative from the Local Authority (usually Education Welfare) may also be present. The purpose and conduct of the meeting is set out in the "Improving Behaviour and Attendance: Guidance on exclusion from schools and pupil referral units 2009" a copy of which is available online or to order. <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00573-2008>

For fixed term exclusions (usually of 5 days or more) a **Governor Intervention Meeting** may be organised. This is the same as a reintegration meeting but a governor with experience in behaviour and our pastoral system is present. The purpose of this meeting is to offer support to the school as well as to the student and parents/carers and to check that various strategies have been tried or could be tried. This is a more informal meeting to the GDCM outlined above.

In addition to the above a student, parent or carer may request for a governor review of any exclusion. Requests should be made in writing to the Clerk of Governors via the school's main office.

Useful link:

<http://www.education.gov.uk/schools/pupilsupport/behaviour>

Appendix 1

“Wheldall, Watson and Skinner state that the most effective ways to help learners is to teach them new behaviours by using rewards and sanctions”. (Crisp & Soan 2003:160)

To make the B4L system easy for everyone to understand, there is a set of rewards and consequences detailed below. Rewards and sanctions must be consistent and applied both in and out of classroom lessons. They must be applied to everyone and with common sense. Rewards and sanctions create an atmosphere in the classroom. Some rewards and sanctions need to be private, some public. Students need to know that their actions will result in consequences, both positive and negative. Teachers and students must be clear what these are.

Using the Virtual Learning Environment (VLE) allows Students, Parents and Staff to see instantly what the current behaviour and achievement totals for that student currently are each time the student or parent logs in.

Involving parents and carers has been highlighted in staff, student and parental voice as supporting effective behaviour for learning and this is supported by research:

Ofsted (2005) proposed two factors that can impact upon the success of school-parent working:

- *treating parents/carers as partners and not blaming them for poor behaviour; and*
- *informing parents about their children’s successes as well as about unacceptable behaviour.*

DFE Research Report DFE-RR218

Behaviour Concerns

The steps for poor behaviour in class are as follows:

- Behaviour reminder
- Behaviour warning – (may include 5 minutes time out)
- Final chance – (or removed to Exit Room)
- Refusal to go to Exit Room – (SLT Climate Patrol called)

The steps for poor behaviour outside of class will depend upon the specific nature of the conduct (see diagram below) for example:

- Lateness to school in the morning will result in a break detention
- Uniform issues will result in a break detention

(More serious incidents of poor behaviour may not follow the above steps but will be dealt with on an individual basis)

All actions beyond a behaviour reminder must be logged on SIMS. Parents / Carers should be contacted when a student has been removed from class. All behaviour consequences should be seen alongside the restorative justice process to support the development of positive relationships which in turn support positive behaviour. A range of strategies will be used to support changes in behaviour in addition to punitive measures. These include but are not limited to:

- Target / support cards to tutors / Heads of House / Members of the Student Development team.
- Time spent following a programme of study in the Falcon centre.
- Coaching / Mentoring
- Working with parents
- Support from the Senior Leadership Team

Behaviour Levels

Behaviour reminder: A reminder, firmly given. This is a signal that a student's behaviour is unacceptable and needs to be changed. The student should be spoken to clearly to indicate that behaviour is unacceptable and must be changed but if no further problems arise, no further action is taken. (This applies both in lessons and tutor time).

Behaviour warning: This indicates that the student is on the edge of a significant consequence and must comply with the rules without fail. Again, the student will be clearly told that their behaviour is below the expected standards. At this point in a lesson they may expect to be moved within the class. There may also be an optional 5 minute time-out and/or 5 minute break or lunch time detention at the teachers discretion. The behaviour will be logged on SIMs. When used in classrooms this allows teaching staff to refocus students on learning clearly and as quickly as possible. No further action is taken provided that they return to behaviour that is consistently within the rules. (This applies both in lessons and tutor time).

Final chance: The student has failed to respond to the first two steps or has behaved in a way that is significantly unacceptable. The student will be removed from the class and sent to the faculty Exit Room. This will immediately result in a 1 hour detention taken the next day. Initial contact with home should be made by the Subject Teacher / Tutor and they should log the incident on SIMs as well. (This applies both in lessons and tutor time).

If students receive multiple detentions they must all be served on consecutive days until all detentions have been completed. If a student has more than three detentions in a week, the remainder must be served on Friday afternoon with the Senior Leadership Team in the weekly SLT detention. Failure to attend a detention without an appropriate reason will result in home being contacted and the consequence as outlined on the diagram below.

Single serious incidents of poor behaviour:

These can result in a student being isolated from a series of lessons for ongoing serious disruption to learning or as a consequence of particularly unacceptable behaviour outside of lesson time which results in the loss of breaks and lunch times over a period of time such as for smoking or having smoking paraphernalia in or near the school site. (See Anti-drug and smoking policy). May also lead to an SLT Friday detention.

More serious consequences will be appropriate if the behaviour is repeated or if it has resulted in the learning of others being seriously compromised or if they have acted in a way which has resulted in the wellbeing of others being harmed (including direct swearing at members of staff), they have exhibited a clear disregard for the school ethos (such as truancy), school property or the property of others. These behaviours could result in an internal isolation or fixed term exclusion. Only a member of the Senior Leadership Team or House Leaders can place a student in internal isolation and only the Head Teacher or Deputy Headteacher can decide to exclude a student from school.

More serious or persistent behaviour concerns may result in managed moves, alternative provision (internal and/or external) and/or permanent exclusion.



School Rules

- Be safe
- Be respectful
 - Be kind
- Be on time & ready to learn
- Give your best

Attitude to Learning

– Every lesson, every day

4. Excellent
3. Good
2. Concern
1. Poor

- Links to rewards
- Effort league tables
- Reported to parents

Rewards

– Going above & beyond

1. Attendance
2. Attitudes to learning
3. Above and Beyond points

Weekly recognition

Termly celebration : gold / silver/bronze awards

Annual rewards evening: invitation only

Consistent behaviour consequences:

In-class behaviour

1. Behaviour reminder
2. Behaviour warning (may incl. 5mins max time-out)
3. Final chance – (or removed to exit room)
4. Refusal to go to exit room

Single serious incident of poor behaviour

Consequences

1. 20 min break / lunch / after school detention
Non-attendance or poor attitude
2. 1 hour central after school detention
Non-attendance or poor attitude
3. 1 hour Friday SLT detention
Non-attendance or poor attitude
4. Isolation (until 4pm)
5. Fixed term exclusion

Whole school conduct

- Late to school / lesson
- Incorrect uniform
- Repeat offenders
- Poor behaviour choices
- Poor behaviour choices to / from school

6. Falcon centre Personalised behaviour support plan
7. Managed Move to another school
8. Alternative provision and/or permanent exclusion

Mobile phones

- Must be switched off & away
- Only out in lessons with teacher's permission
- Confiscated if seen or heard
- Parent to collect if repeated
- Responsible use allowed at break & lunch

Homework

- Automatic A2L score of 2 if deadline not met
- Last chance hand-in – by end of break the next day
- 30 min detention if last chance deadline not met

Appendix 3

Rewards and Recognition

Parents / Carers should be contacted with positive news as often as possible and students good work and contributions to the wider life of the school should be recorded on SIMs via 'Attitude to Learning' scores every lesson and 'Above and Beyond' points for consistently excellent learning and/or contributions to the wider life of the school.

Weekly recognition (by teachers)	Termly celebration (by House Leaders + SLT)	Annual Rewards + Awards (by SLT and Governors)
<ul style="list-style-type: none">• Phone calls• Emails• Postcards	<ul style="list-style-type: none">• Gold, Silver, Bronze certificates• League tables• Prize draws• Events	<ul style="list-style-type: none">• Reward trips• Certificates• Prize draws• Governor's Awards Evening

'ensure parents and carers hear from the school when their children are doing well so that the first contact is positive' (DfES, 2006)

Attendance is added to 'A2L' scores, which are then added to 'Above and Beyond' points in order to give students a total score. Each term a proportion of each year group will receive Gold, Silver and Bronze certificates based upon their relative performance/contribution. These students will also be entered into a draw for prizes and experiences, which will vary from term to term.

Appendix 4

Searching, screening and confiscation guidance.

February 2014 DFE

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf

Appendix 5

Application of the behaviour policy In line with The Department for Education guidelines

Pupils' conduct outside the school gates – teachers' powers

What the law allows:

1. Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"²
2. Maintained schools and Academies' behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.
3. Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.
4. In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

² Section 90 of the Education and Inspections Act 2006

Appendix 6

Detention - What the law allows³:

1. Teachers have a power to issue detention to pupils (aged under 18).
2. Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.
3. The times outside normal school hours when detention can be given (the 'permitted day of detention') include: a. any school day where the pupil does not have permission to be absent; b. weekends - except the weekend preceding or following the half term break; and c. non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.
4. The head teacher can decide which members of staff can put pupils in detention. For example, they can limit the power to heads of year or heads of department only or they can decide that all members of staff, including support staff, can impose detentions. Matters schools should consider when imposing detentions.
5. Parental consent is not required for detentions.
6. As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, as described above, when imposing a detention.
7. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

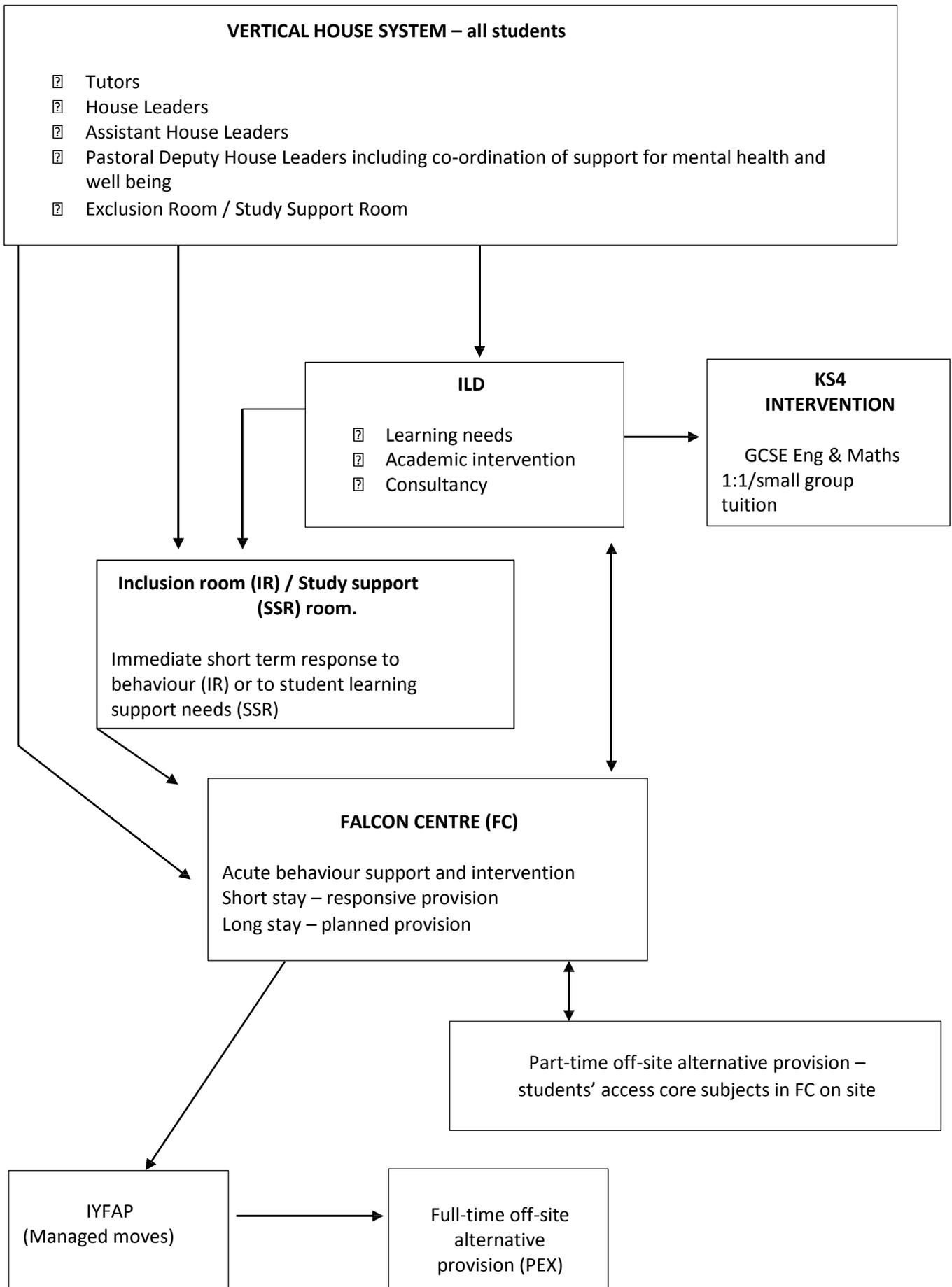
Detentions outside school hours:

8. School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:
 - a. Whether the detention is likely to put the pupil at risk.
 - b. Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
 - c. Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and
 - d. Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

³ DFE Behaviour and discipline in schools Advice for headteachers and school staff ,February 2014

Appendix 7

The John of Gaunt School Inclusion Structure and On Site Alternative Provision



We have high expectations of all our students. Being an inclusive school does not mean having lower or different expectations for students who find behaving well a challenge. Some of our students require more intensive and personalised support in meeting those high expectations consistently. The Falcon Centre is our on-site provision for students requiring acute behaviour support in order to ensure they achieve well.

The Falcon Centre is typically expected to be used as intervention prior to students being referred to the West Wilts Alliance In Year Fair Access Panel (IYFAP)

Appendix 8

Attitude to Learning

Students will be graded each lesson with a mark between 1 – 4 (1 = low, 4 = high) to evaluate learning and allow for intervention when Attitude to Learning requires improvement. Scoring is as follows:

- | | |
|---|--|
| <u>4</u> Excellent | Attitudes to learning are exemplary. The student challenges themselves, shows resilience, works independently and supports the learning of others. <i>Homework is completed to an excellent standard by the deadline.</i> |
| <u>3</u> Good (min. expectation) | The student displays a positive attitude towards their learning. They try hard, contribute well and maintain focus. The student demonstrates pride in their work. <i>Homework is completed to a good standard and by the deadline set.</i> |
| <u>2</u> Concern | The student undertakes their work but not always to the best of their ability. They may lose focus at points in the lesson which distracts others. <i>Homework may be completed but not to a satisfactory standard or the set deadline has been missed.</i> |
| <u>1</u> Poor | The students' attitude to learning has a negative impact on their progress and the progress of others. <i>Homework has not been completed or has been completed to a very poor standard.</i> |