



## **GARTREE HIGH SCHOOL – BEHAVIOUR POLICY**

### **"Aspiring to personal excellence in a supportive community"**

Governors at Gartree High School support the work of the staff to promote good behaviour at all times. It is recognised that good behaviour needs to be taught and does not necessarily come naturally. Our approach to promoting good behaviour is a proactive one, and is solution focused wherever possible. Key principles underpinning our approach are those of striving to support young people to understand the viewpoint of others and provide opportunities for reparation and forgiveness.

We believe that the quality of learning, teaching and behaviour in school are inseparable issues and are the responsibility of all staff.

In response to this, the following Behaviour Charter has been developed for students and is clearly displayed around the school (see Appendix A):

### **Behaviour Charter**

Gartree's behaviour policy is underpinned by the assertion that:

- All students have the right to learn
- All teachers have the right to teach
- Everyone has the right to feel safe
- Everyone has the right to be treated with respect

### **Rewards**

Every opportunity is taken to reward and acknowledge student accomplishments both in and out of the classroom through using certificates, praise, letters home and celebrating student's work. There is also a half-termly Headteacher's lunch for students who excel under given criteria. Assemblies and the inclusion of names in the newsletter home to parents are used to celebrate student success in a wider sense such as; sporting awards, musical success and achievements in the performing arts. Students are also rewarded in different ways dependent on their year group, such as gatherings, prizes, trophies and certificates.

### **Merits**

Merits are awarded for good behaviour and a positive attitude as well as progress and attainment made in learning. These translate into Merit certificates issued throughout the year. A variety of merits are awarded to students to reflect the various ways in which our students succeed in school:

**Subject merit** – outstanding piece of work or making significant contribution to own learning or learning of others

**Head of Department Merit** – for consistently outstanding work that is celebrated across the department

**Headteacher Merit** – awarded to students who are sent to a member of the Senior Leadership Team to show an outstanding piece of work or share a major success

### **Department awards**

Students are awarded postcards which are sent home and certificates for outstanding attainment and effort.

**Attendance Certificates** – given half termly for 100% attendance

## **Consequences**

If after teachers have exhausted a variety of behaviour management approaches and verbal warnings have been given a consequence (C1-C4) is issued, the following 5- level incremental consequence system is adhered to

Level 1 – 5C's in one half term – student on Tutor Report, parent/carers informed

Level 2 – 10C's in one half term – student on a 2 - week Pastoral Report, parents/carers informed

Level 3 – 15C's – student on Head of Year Report + parent/carer meeting with the student

Level 4 – 20C's – student on Leadership Report, Parent meeting

Level 5 – 30C's - Formal isolation, Internal Exclusion, Alternative Provision or a period of community service, or Fixed Term Exclusion

Whilst consequences are usually escalated as described above, Gartree reserves the right to apply these as deemed appropriate.

## **Homework Sanctions**

**H1** First no homework, verbal warning and new deadline given by subject teacher.

**H2** Second deadline given if work is still not handed in then a zero grade is given and the work is recorded as not completed. Repeated offences may result in parents being informed by teacher. Any on-going homestudy concerns will be reported by subject teacher on Student Progress Report. Detentions may also be given where the missing work is then completed.

## **Expectations of students outside of lessons**

### **Movement around the building**

Students should travel on the left in an orderly fashion at all times and be aware of points of congestion. Staff should monitor those carefully at change-over times. A one-way system is in operation on the East and West stairways between lessons.

## **At break**

A break service is available in the hall; all students must eat their snacks in the hall. In the case of bad weather, students will remain in their P2 classroom for supervised break before moving to P3.

## **At lunchtime**

Lunch is served on a cafeteria system; students may also bring a packed lunch. Students are not allowed to leave the school site at lunch time. Certain areas of the school are closed at lunch time unless students are directly supervised by a member of staff. Students must respond positively to the dining supervisors who are responsible for supervision during the lunch break and liaise closely with the members of staff on duty. Where a student displays repeated unacceptable behaviour parents may be asked to make alternative lunch time arrangements for a fixed period of time.

## **To and from school**

Students are expected to behave sensibly on the journey to and from school, showing consideration towards other students and showing respect towards members of the public including road users. Students understand that when they are wearing our school uniform, they represent the school. The use of defamatory or intimidating messages/images inside or outside school will not be tolerated.

Students can expect sanctions to be applied if their behaviour to and from school is below that expected in school and/or brings the school into disrepute. We work in partnership with the LA over the behaviour of children on contract buses. We will investigate incidents and, where required, carry out sanctions internally in the school. The LA has the power to ban students from travelling on the buses.

The school has clear communication routes between members of the public, retail outlets and the police service. We value our place within our local community.

## **Lateness**

Children who arrive at school after 8.30am will need to enter school via the main reception and will be recorded as '*late*' on the register. Persistent lateness will count as an unauthorised absence and the Senior Pastoral Mentor will become involved to support an immediate improvement in attendance.

## **On trips and visits.**

The highest standards of behaviour are expected from students making educational visits. Students must remember that they are representing the school and not do anything to damage its reputation. A member of the Leadership Team will be available 24 hours a day in the case of a crisis or support required during residential trips.

## **Pastoral Support**

Key to our students achieving their potential is for them to learn in a safe and supportive environment. We believe that children should feel safe, be healthy, and enjoy and achieve in school. This best takes place in an atmosphere where bullying, harassment and discriminatory or oppressive behaviour are challenged and effectively dealt with. Therefore, students who have difficulties with their behaviour are supported and monitored by their Head of Year. The school also promotes emotional intelligence and wellbeing and has designated pastoral mentors who will work with students in small groups or in one to one interviews to promote the development of these. Students also have access to a school counsellor.

Dealing with the pastoral needs of students may require the school to use external agencies such as those services provided by the local authority, police service, health service, social care and other agencies.

### **Sanctions-** Brief guidelines to staff (full details available in the Staff Behaviour Handbook)

Sanctions of any type are more likely to promote positive behaviour if students see them as fair and consistent, therefore:

- Make clear any sanction is dealing with the behaviour not stigmatising the person
- Never issue a sanction that is humiliating or degrading
- Give sanctions in a calm and controlled manner
- Ensure sanctions are seen as inevitable and consistent if a particular line of behaviour is perused
- To be effective, sanctions should always be targeted at specific students rather than whole class.
- Use sanctions to help the student and others to learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome)
- Sanctions should, if possible and when appropriate, allow reparation to be made e.g. restorative conversations, replacing damaged items etc.

## **Detentions**

All parents are made aware of our policy of giving detentions. We ensure that they are proportionate and reasonable to the circumstances. All teaching staff can give detentions.

Lunchtime detentions given by teaching duty staff allow students enough time to eat their lunch

Parents are given at least 24 hours' notice of a detention held after school. Proof of acknowledgement by phone or writing must be received. An agreement for a detention to take place is not necessary, although working in partnership with parents/carers is the preferred choice in the majority of situations. No detentions are held at weekends or on non-teaching days.

Temporary staff and cover supervisors are allowed to give detentions where appropriate, student teachers and supply teachers may do so with the approval of the class teacher or head of department.

## **Bullying**

Bullying and conflict resolution are often confused. One-off incidents where groups of children temporarily fall out with each other is not the same as bullying. The school will investigate alleged incidents of bullying in a firm and fair manner and use a variety of methods in dealing with anyone found to be bullying.

Cyber bullying will be subject to the same sanctions as face to face bullying in school. Please see our Anti-bullying policy for more details.

## **Peer on Peer Abuse**

This school recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as ‘banter’ or ‘part of growing up’. This abuse could for example include sexual violence and sexual harassment, “upskirting”, initiation/hazing type violence, all forms of bullying, abuse in intimate relationships between peers, consensual and non-consensual sharing of indecent images, causing someone to engage in sexual activity without consent and physical violence (eg hitting, kicking, shaking, biting, hair pulling, etc). This may be experienced by both boys and girls. There are separate school and local authority or LSCB guidelines and policies to address these concerns including the student Behaviour Policy and anti-bullying policy, ~~and~~ ‘Guidance for schools working with children who display harmful sexual behaviour (Leicestershire LA guidance), DfE guidance “Sexual violence and sexual harassment between children in schools and colleges” and Part 5 of “Keeping children safe in education”. Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and students and to offer appropriate support. There may also be a need to involve other external agencies, such as the Police and Social Care, parents will be informed if this is the case as soon as is appropriate. Students making complaints or raising concerns will be thoroughly supported, listened to and not be given the impression that they are wasting staff time or creating an issue. Following the report of any such incidents or concerns support may be put in place for any children affected by the allegations to ensure that all students and staff are safe and able to continue with their education. During such allegations it is important to note that Gartree High School must remain impartial during any investigation, support and educate both parties in accordance to policy, guidance and external procedures e.g. legal or via social care.

## **Racist/ Homophobic/Sexist comments/Disability/SEN**

Gartree High School is a multicultural multi faith school and all forms of: racist, homophobic, sexist behaviour, persistent negative comments made about a person’s disability or learning needs is seen as unacceptable and will not be tolerated. Gartree promote British Values and in particular, Equality, Mutual Respect and Tolerance for those of different faiths and beliefs.

## **Possession of Drugs or Offensive Weapons**

Offences of this nature will be dealt with severely (see separate drugs policy).

Dangerous objects will not be returned to students and in some cases the parents will be asked to collect the items, or in other cases, the police may be informed.

### **Confiscation and Searches**

Staff may confiscate items banned from school site or being used inappropriately in accordance with the Education & Inspections Act 2006. Staff can search for any item banned by the school rules such as knives/weapons, illegal substances, alcohol, stolen items etc. However, staff will usually ask for students to voluntarily show them the contents of their bag, pockets etc. Such requests will be carried out by two members of staff one of whom will be of the same gender as the student. In cases of weapons, drugs or stolen property the police may be asked to carry out the search. Staff should not search through messages or images on a student's phone but can ask a student to reveal them voluntarily.

### **Assaults – physical violence**

Physical violence is an unacceptable form of behaviour. Students can expect severe punishment if they involve themselves in this type of behaviour.

### **C4 Sanctions**

Students who fail to control and modify their behaviour or are involved in more serious acts of misbehaviour may receive escalated C4 sanctions such as Isolation, Internal Exclusion or a short placement at another school. In all instances parents will be informed of this decision at the time. Students who regularly receive C4 Sanctions may receive involvement and support from the South Leicestershire Inclusion Partnership – parents will be fully informed if this is the case.

### **Fixed-Term Exclusions**

These can only be given by the Headteacher or by delegation via the Deputy Headteacher. A wide range of strategies are used in order to uphold the outstanding behaviour in school and, as a result, there should be less need for fixed term exclusions, especially for persistently poor behaviour. One off incidents such as: physical or verbal abuse; behaviour or actions that endanger others; aggressive behaviour or stealing may result in a fixed term exclusion.

If a student accrues the equivalent of 5 days fixed term exclusions and/or formal isolations in one term, they will be called before a panel of Governors to undertake a behaviour review.

### **Permanent Exclusions**

The process for exclusions follows statutory guidance, “Exclusion from maintained schools, Academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion (September 2017)”.

Permanent exclusions are only given as a last resort, usually following intervention and support, and only if there is a serious or persistent breach of the school's behaviour policy and allowing the pupil to remain in school would seriously harm the education or welfare of others. In all cases the Headteacher will consider the relevant facts and evidence (including potential provocation or extenuating circumstances) and allow the student to give their version of events.

When a decision to permanently exclude has been made the Headteacher will inform the parents, the Local Authority and the Governing Board, usually in writing, with the decision, the reason for the decision. The Governing Body will review the exclusion within 15 school days of the decision and must consider any representations from the Head teacher or the student's parents - who will be invited to attend. On making a decision the Governing body will consider whether the decision to exclude the pupil was lawful, reasonable, fair and will apply the civil standard of proof; 'on the balance of probabilities' it is more likely than not that a fact is true rather than the criminal standard of 'beyond reasonable doubt'. A decision will then be made whether to uphold the exclusion or reinstate the student. Parents, the Head teacher and the local authority will be notified of this decision and the reasons for their decision. Parents will also receive information on how to appeal this to an independent review panel.

Full statutory guidance can be found here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/921405/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf)

### **Possession of Mobile phones/ smart-watches/ other mobile devices etc**

Mobile phones are not allowed to be seen or used on school site as they are a distraction in lessons and are easy targets for theft. Lengthy investigations will not be undertaken as these consume time which can be better spent supporting student learning. Mobiles can be misused for bullying purposes, through sending messages or recording incidents that happen inside school. As such, students are discouraged from bringing them into school. If students are found in possession of a mobile phone device, they will be confiscated, locked in the school safe and returned at the end of the day. In cases of repeated infringements, parents/carers will be contacted and will be asked to collect the phones. If phones are brought into school, they must be switched off and kept in lockers until the end of the school day.

### **Expectations of adults in the classroom**

***Modelling good behaviour is an essential part of the adult's role in a school:*** Teachers and support staff are therefore expected to:-

1. Be punctual in arriving and begin the lesson promptly.
2. Implement clear routines for the conduct of lessons.
3. Maintain high expectations and expect high standards from all students.
4. Ensure a calm and orderly atmosphere within which all students feel safe and are able to learn effectively.
5. Deliver well planned lessons which challenge, differentiate, interest and stimulate all students.
6. Set targets for students which are both realistic and achievable.
7. Reward success and apply sanctions in accordance with school policy.
8. Dress appropriately for the teaching activity, the principle being to set a good example to the students.
9. Remain calm, even under duress.

## **Support for staff.**

It is recognised that dealing with young people can on occasions present difficulties. Staff should do all they can to resolve problems. However, there may be occasions when they need advice and assistance. This will be provided by:-

Form Tutors

Head of Department

Heads of Year

Pastoral Mentors

Members of the Senior Leadership Team

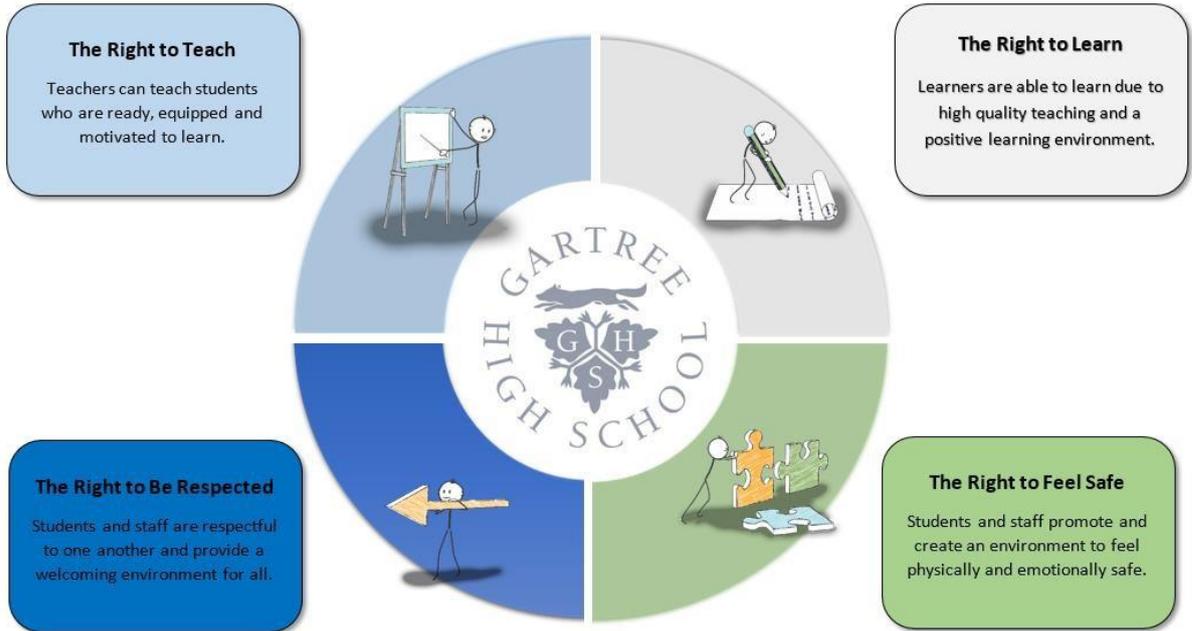
Policy reviewed November 2021

Date of next review November 2022

## **COVID-19 Addendum**

During these uncertain times we will try to apply our Behaviour possible as consistently and thoroughly as before where possible. Every student retains the responsibility to act in a positive and safe way that is conducive to learning as well as adhering to Social Distancing rules and procedures that are temporarily in place. If students fail to do this repeatedly, or their behaviour continues to fall short of our expectations sanctions will be put in place.

**Gartree High School Behaviour Charter**



*Aspiring to Personal Excellence in a Supportive Community*

