

Gumley House School FCJ

Draft Behaviour Policy 2018

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Designated Governor for Behaviour	Full Governing body
Designated Teachers for Behaviour	Fiona Russell

Gumley House School FCJ exists to provide a Catholic education for all students. In partnership with parents/carers, we help each student to develop with dignity as a person in relationship with Jesus Christ and each other. The six FCJ values are at the core of the Behaviour Policy at Gumley: Companionship, Dignity, Excellence, Gentleness, Hope and Justice. We value each and every member of the community as unique and take every opportunity to support their well-being. At Gumley we believe that good student behaviour and discipline at school is fundamental to student and school progress, the raising of educational standards and to increasing educational inclusion. The words, beliefs and actions of Marie Madeleine d’Houet, foundress of the FCJ Community, provide us all at Gumley with the clearest guidance as to our responsibility to those in our care.

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1. Aim and principles underlying the policy

At Gumley House FCJ we have high expectations of our students. We believe they should feel safe to work and play at school free from any adverse effects caused by the behaviour or attitudes of others in order to reach those expectations. We will never tolerate behaviour, which makes which makes other students unhappy, or prevents them from learning. Our zero tolerance of any form of disruptive or disrespectful behaviour applies to the whole school day, the journey to and from school, and to all excursions. It is fundamental to our values that all members of the school community (including students, staff, governors and parents/carers) should behave with due respect for each other, for each other's property, and for the school's good reputation. We actively seek and expect the support of parents/carers in this endeavour.

Our aim is that this policy

- Provides a consistent approach to behaviour management
- Defines what we consider to be unacceptable behaviour including bullying
- Outlines how students are expected to behave
- Outlines the system of sanctions and refers to our policy on rewards

Companionship: All at Gumley will work together in an atmosphere of support and love. This will allow all to belong to and maintain a happy, safe and pleasant community within which to live and work.

Dignity: At Gumley each student is recognised and genuinely listened to and what they say is heard. Dignity will allow all to recognise and celebrate self-worth. The Headteacher and the Governors will always seek to establish a system which recognises and rewards achievement and good behaviour and is used consistently throughout the school. Behaving in a dignified way in challenging circumstances will encourage students to make a positive contribution to the school, the local and the global community. Respect for all is a key behaviour expected of all at Gumley.

Excellence: Learning and achieving the highest standards of which we are capable, can only happen when we have a commitment to excellence. When we set the highest possible personal standards of behaviour and support each other we allow all at Gumley to become what they aspire to be. The Headteacher and the Governors will always strive to provide a learning environment in which each individual reaches the highest potential.

Hope: This enables all Gumley to demonstrate their faith-based attitude of mind and heart to think, speak and act in accordance with the FCJ values. This will enable students to take responsibility for their actions and show respect for themselves, others and the environment.

Justice: Being in the right relationship with God, self, others and creation. All at Gumley acknowledge diversity and embraces the diverse community we are. All will seek to protect the reputation of each member of the community and ensure fair treatment for all. The sense of just behaviour is at the core of the system of sanctions for dealing with inappropriate behaviour which is used consistently and fairly throughout the school. The Headteacher, Governors and school staff will always follow the example of Marie Madeleine when dealing with inappropriate behaviour, 'Strong in action gentle in manner.'

Gentleness: This is the key description of all expected behaviour at Gumley. Gentleness allows all to keep a calm spirit, a peaceful heart and control of our words and actions.

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
- Use of reasonable force in schools
 - supporting students with medical conditions at school
 - 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.

In addition, this policy is based on DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Roles and responsibilities

3.1 The Governing body

The governing body is responsible for monitoring, reviewing and approving this behaviour 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 behaviour policy. 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.

3.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Recording student rewards/achievements where these are merited

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

3.4 Parents/Carers

Parents/carers 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 and respond promptly to communication from school, such as letters and phone calls
- Discuss any behavioural concerns with the class teacher promptly
- Sign the home agreement

3.5 Students

Students are expected to take responsibility for their own behaviour by:

- Treating all members of staff, students and members of the public with respect
- Following instructions immediately
- Being aware of and following the behaviour policy both in and out of school when in school uniform
- Understanding that sanctions for unacceptable behaviour are a result of choosing not to follow the Behaviour Policy

4. Expectations and Routines for Behaviour

Behaviour Checklist:	Expectations of Students at Gumley
<ul style="list-style-type: none"> ● Meet and greet students when they come into the classroom. ● Follow the school behaviour policy. ● Know the names of students in your class. ● Have a plan for children who are likely to misbehave. ● Praise the behavior you want to see more of. ● Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise). ● Differentiate. ● Stay calm. ● Have clear routines for transitions and for stopping the class. ● Check uniform and equipment at the beginning of the lesson. 	<ul style="list-style-type: none"> ● Show respect for other people and the school in all your actions and words. ● Arrive on time, fully prepared to learn. ● Follow instructions, first time, every time ● Use appropriate language ● Act responsibly at all times ● Contribute positively to learning situations ● Wear uniform as agreed in the uniform policy at all times ● Interact with all in a gentle and dignified way at all times ● Create an environment that promotes learning in a settled and purposeful way ● Enter and leave classrooms in a quiet and orderly fashion
<p>Lesson Routines Students are expected to follow these routines in class</p> <ul style="list-style-type: none"> ● Line up outside the classroom until invited into the room by their teacher. ● Enter the classroom in an orderly fashion. ● Sit in a seating plan produced by the teacher. ● Begin lesson 1 with a prayer. ● Get out all equipment and books needed for the lesson and put them on the desk. ● Put your planner on the desk. ● Take off coats and put bags on the floor in a safe place. ● Keep silent when the register is being taken except to clearly answer ‘present’ when your name is called. ● Raise your hand to show that you could answer a question or if you need help. ● Be respectful and co-operative at all times. ● Copy down all homework into your planner. ● Tidy the classroom and put any rubbish collected in the bin. ● Stand up and tuck chairs in under the table when the teacher instructs you. ● Leave the lesson in a quiet and orderly manner. 	<p>Beyond the classroom’ routines Staff are expected to actively engage with students beyond the classroom, to remind them of the rules and to enforce them around the school and its site. Students are expected to follow these around the school site and beyond the school premises.</p> <ul style="list-style-type: none"> ● Arrive on time to all lessons ● Line up sensibly and quietly when required e.g. in eating areas, before lessons, at the bus stop, entering assemblies, etc. ● Walk safely in corridors, staircases and on pavements ● Speak quietly inside the building and on the concourse ● Speak politely around the school and showing courtesy to each other and the public whilst getting on and off the bus. ● Use language such as ‘Please may I have..’ as well as ‘Thank you...’ ● Walk calmly in corridors at lesson changeover ● Not drop litter ● Not use the H37/267 stops outside the flats in Twickenham Road

5. Student Code of Conduct

In order to improve movement around the school and keep students and staff safe the following rules need to be followed in the following areas:

A. Cafeteria

1. Bags must be put on the floor in the cafeteria.
2. Styling, brushing or plaiting of hair must not take place in the cafeteria.
3. Shouting, singing, banging on tables is not allowed in the cafeteria.
4. Clear up your rubbish before you leave the cafeteria.
5. Entry into the cafeteria requires your ID.
6. Fill up your water bottle and use the toilet before going to lesson 3 and 4 (during break/lunchtimes).

B. Stairs

1. Keep to the left going up and down stairs in single file.
2. If you notice a “bottleneck” at the bottom of a stairwell especially near the cafeteria STOP and let things ease before moving on.

C. Corridors

1. Keep to the left when walking down corridors.
2. Line up outside your classroom and wait for your teacher QUIETLY.
3. **MAKE SURE YOUR PHONE IS SWITCHED OFF AND IN YOUR BAG** before you line up.
4. **Do not disrupt lessons/Tutortime by shouting or talking loudly in corridors.**
5. **DO NOT SIT DOWN IN A CORRIDOR OR BY DOORS/ENTRANCES.** This can cause a problem as people have to go around you or may trip over you!

D. Toilets

Many younger students feel scared using toilets because older students dominate mirrors, sinks and seem to take over toilets. Therefore, toilets will be allocated to the following year groups at the following times:

Monday, Tuesday, Thursday, Friday	S Block	D Block	H Block
Before 8.40am	Year 7	Year 8 & 9	Year 10 & 11
Break 10.40am	Year 7	Year 8 & 9	Year 10 & 11
Break 11.05am	Year 7	Year 10 & 11	Year 8 & 9
Lunch 12.30pm	Year 7	Year 8 & 9	Year 10 & 11
Lunch 1.30pm	Year 7	Year 10 & 11	Year 8 & 9
After 3.10pm	Year 7	Year 8 & 9	Year 10 & 11

Wednesday	S Block	D Block	H Block
Before 8.40am	Year 7	Year 8 & 9	Year 10 & 11
Break 9.40am	Year 7	Year 10 & 11	Year 10 & 11
Break 10.40am	Year 7	Year 8 & 9	Year 8 & 9
Lunch 12.00pm	Year 7	Year 10 & 11	Year 10 & 11
Lunch 1.00pm	Year 7	Year 8 & 9	Year 8 & 9
After 3.10pm	Year 7	Year 8 & 9	Year 10 & 11

Note: Sixth Form may use any toilets

Students will need to ask their teacher for an Out of Class pass if they need to use the toilet during lessons, Tutor time or Prep for Learning and will be sent back to class if they do not have one.

E. Mobile phones

1. Mobile phones and devices must be switched off and put away into bags from 8.40am – 3.10pm.
2. Year 7 students may use their mobile phones off- site on Wednesday's at 2.40pm following Academic mentoring.
3. Mobile phones and devices will be confiscated for unauthorised use around the school premises.
4. The use of mobile technologies for learning during lessons must strictly be approved and guided by teachers or members of staff.
5. During the authorised use of mobile technologies for learning, students must connect to the Gumley protected Wifi server.
- 6.. The E-safety policy signed by students and parents provides more information about the safe use of technologies in school.

6. Nationally agreed standards of excellent behaviour:

Learning about how to behave is a continuous process, acquired from everyday interactions with others in school and at home. Students quickly pick up the prevailing language, behaviour and attitude and use it to inform their own behaviour and relationships with others. All staff and parents/carers therefore have an important responsibility as role models of positive behaviour and a responsibility to adhere to all school policies so as to create a high degree consistency in approach and experience. At Gumley we believe that good student behaviour and discipline at school is fundamental to student and school progress, the raising of educational standards and to increasing educational inclusion.

At Gumley we believe that positive behaviour for learning is fostered by clear expectations and rules supported by a range of positive strategies to encourage and reward appropriate and good behaviour and by structured approaches to respond to poor behaviour, including the use of exclusion or other alternatives, where appropriate.

Positive behaviour for Learning is recognised in our **REWARDS POLICY**.

At Gumley we believe that teachers have a responsibility to act with respect for students and meet the school's expectations of teachers. This is aided by the nationally agreed standards below and the whole school behaviour checklist and teacher standards.

Outstanding Behaviour

- Students' attitudes to learning are exemplary.
- Parents/carers, staff and students are unreservedly positive about both behaviour and safety.
- Students' behaviour outside lessons is almost always impeccable. Students' pride in the school is shown by their excellent conduct, manners and punctuality.
- Students are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying in all its forms is rare and dealt with highly effectively.
- Skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs.
- All groups of students feel safe at school and at alternative provision placements at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe, including in relation to e-safety.

7. Sanctions

At the heart of our Behaviour for Learning (BfL) system is the language of 'choice'. People make choices about their behaviour and there are consequences to these choices. Being able to make good choices is an important skill for a happier and more successful life.

When students make the good choices, there will often be good consequences. The positive consequences can be immediate, for example, they may get praised or rewarded or the effects can be longer term such as achieving a place at their chosen university or being successful in getting a job they really want. If students make poor choices, these almost always have undesirable

consequences. The consequences may be immediate such as being reprimanded or losing their social time but often poor choices have delayed consequences such as, failure to get the examination grades needed or not receiving a good reference from the school when applying to university or employment.

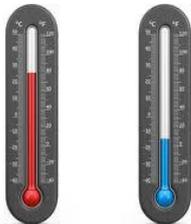
Students have a right to expect fair and consistently applied sanctions for poor behaviour, which makes a distinction between serious and minor infringements of the code of conduct. An appropriate sanction is one which is designed to put matters right and encourage better behaviour in future and adopt a restorative approach. It is inappropriate to punish whole groups for the misdemeanours of a few or to impose a sanction, which humiliates students. When we apply sanctions in our classroom, we must blame the behaviour and not the student. Sanctions are only effective if followed through.

What happens when a student decided to misbehave?

If a student chooses to misbehave, follow the set procedure:

LEVEL 1	
First time	A reminder to refocus and make clear expected behaviour
Second time	If the behaviour persists a verbal warning that a sanction will be set if behaviour continues
Third time	If inappropriate behaviour persists set a 20 minute detention for that day and write in student's planner(level 1) and log on Sims student profile

If, despite applying a sanction, the misbehaviour continues the student needs to be removed to another nominated person in the department and this is logged as a serious separate incident on the School information management system (SIMS).

<p>L1: Low level behaviour preventing student progress and not following school rules.</p> <p>L2: Less serious incidents of repeated low level inappropriate behaviour</p>		<p>L3: Serious incidents of disrespect non-compliance and bringing school's name into disrepute.</p> <p>L4: Very serious incidents which can result in exclusion fixed or permanent</p>
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School trips / Outings/ School Ambassador events.

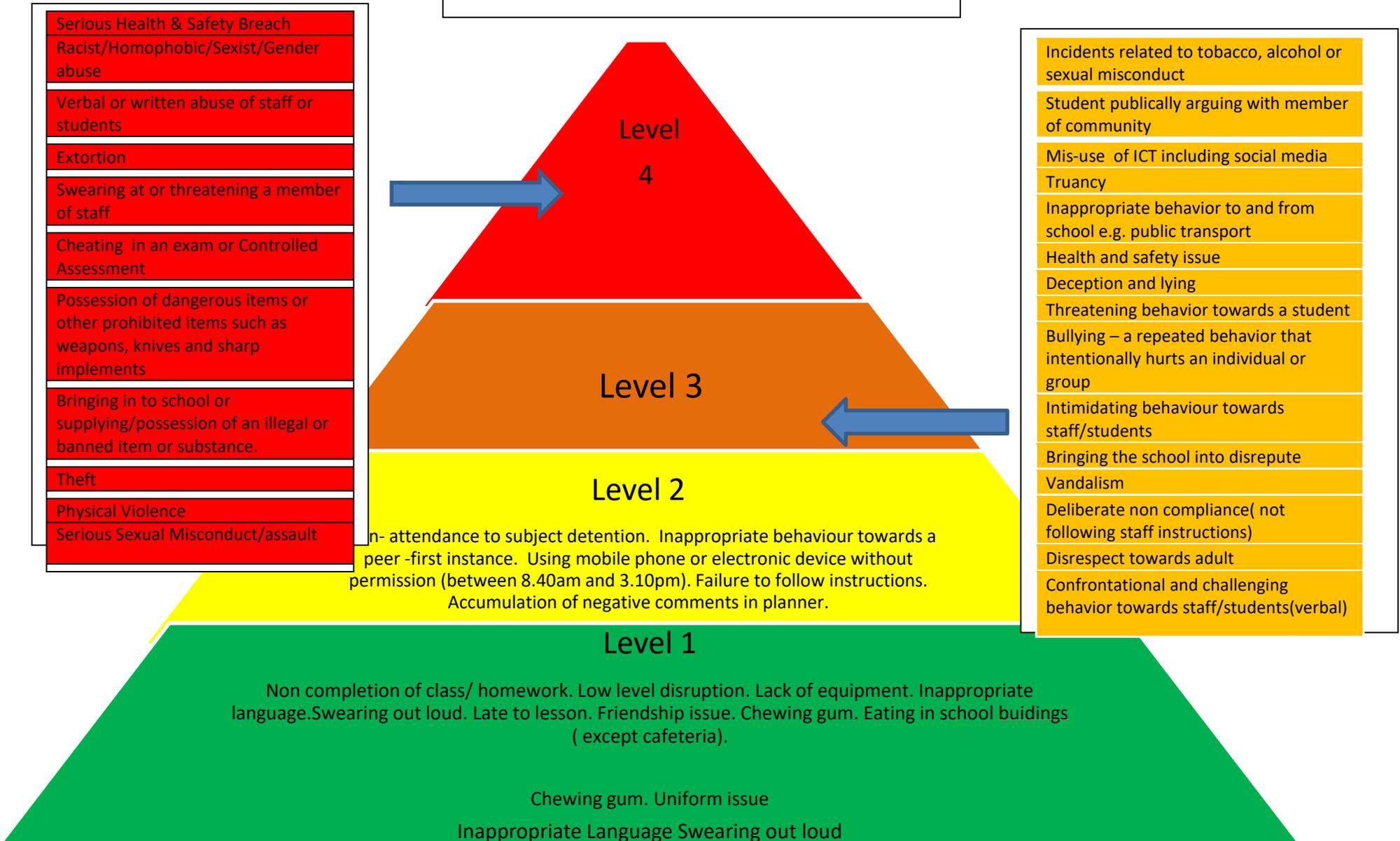
Level 3 & Level 4 incidents

Students who have brought the school's name into disrepute, or who have shown through their actions they may cause a health & safety concern on a school outing/ trip, may be excluded from taking part in these activities. The school has the right to make such decisions.

Behaviour for Learning

INCIDENT TYPE	Level	Stages of action & referral
Non completion of homework	1	Class teacher/ Form tutor
Non completion of classwork	1	
Lack of equipment	1	
Low level disruption (e.g. calling out in lesson, distracting others, talking when the teacher is talking, continually turning around.	1	Any adult->Class teacher/Form tutor
Late to lesson	1	
Friendship issue	1	
Inappropriate Language	1	
Swearing out loud	1	
Uniform issue/6 th form Dress code	1	
Eating in school buildings (except cafeteria). Chewing gum	1	
Persistent reoccurrence of Level 1 behaviours will lead to a higher level sanction		
Non- attendance to subject detention	2	Class teacher -> HOD
Failure to follow instructions in lessons	2	
Accumulation of negative comments in journal	2	Form tutor ->HOY
Inappropriate behaviour towards a peer – first instance	2	Any adult->Class teacher/Form tutor->HOD/HOY
Using mobile phone or electronic device without permission. (between 8.40am – 3.10pm)	2	Any adult ->student services->HOY
Persistent reoccurrence of Level 2 behaviours will lead to a higher level sanction.		
Deception and lying	3	Any adult -> Class teacher/Form tutor -> HOD/HOY -> Pastoral team
Truancy	3	
Student publically arguing with a member of the school community.	3	Any adult -> HOD/HOY ->>Pastoral team->SLT
Mis-use of ICT including social media	3	
Health and safety issue	3	
Bullying- a repeated behaviour that intentionally hurts another individual or group(eg physical, emotional, verbal, social, indirect, cyber or prejudicial)	3	
Vandalism	3	
Deliberate non compliance (e.g. not giving a teacher your ID when requested to do so)	3	
Disrespect towards adult (answering back, body language and tone)	3	
Confrontational and challenging behaviour towards staff/students (verbal)	3	
Incidents related to tobacco or alcohol or sexual misconduct	3	
Threatening behaviour towards a student	3	
Intimidating behaviour towards staff/students	3	
Inappropriate behaviour to and from school e.g public transport	3	
Bringing the school into disrepute	3	
Persistent reoccurrence of Level 3 behaviours will lead to a higher level sanction.		
Cheating in an exam or Controlled Assessment	4	Class teacher -> HOD->SLT
Racist/homophobic/sexist /gender abuse	4	Any adult ->HOD/HOY->SLT
Verbal or written abuse of staff or students	4	
Extortion	4	
Swearing at or threatening a member of staff	4	
Theft	4	
Serious Health and safety breach	4	
Possession of dangerous items or other prohibited items such as weapons, knives and sharp implements	4	Any adult ->SLT->DHT->HT
Physical violence	4	
Bringing in to school/possession/using/handling of an illegal or banned item or substance	4	
Serious sexual misconduct/assault	4	

BEHAVIOUR INCIDENTS



The school has a **zero tolerance approach** towards students who in school or during organised school activities and trips, or at any other time when the authority of the school pertains:

- bring in, are in possession of, used or handled any drugs/illicit substances (e.g. cannabis, legal highs)
- bring in dangerous items or other prohibited items (e.g. weapons, knives and sharp implements)
- are involved in a serious physical assault a member of staff or another student.
- are involved in serious sexual misconduct or sexual assault

These students **will be permanently excluded** from school except in very exceptional circumstances. **There will however be exceptional circumstances where, in the Head Teacher's judgement, it is appropriate to permanently exclude a student for a first or one off offence.**

Meeting with Parents

External Exclusion

Level 4

Level 3

80 minute SLT detention

Phone call home

Letter home

Saturday detention set

Meeting with parents targets set and agreed

Internal exclusion

External exclusion set

Level 2

40 minute School/Subject detention, Phone call home, Letter home, Community service, Loss of social time, Banned from activity, HOD parental meeting and target setting

Internal removal from the lesson for a fixed period,

Item confiscated, 1 week Community service.

Level 1

Positive correction reminder

Verbal warning

Comment in Planner

Same day detention – max 20 minutes with class teacher

Sanctions available for incidents

Incidents of Very Serious Misbehaviour: Level 3 & 4

Very Serious Misbehaviour includes verbal abuse including racist, sexist or homophobic remarks, peer on peer abuse, bullying, including cyber bullying, physical abuse, intimidation, stealing, vandalism, serious disobedience, truanting, threats, leaving the site, smoking, substance use, bringing prohibited items such as drugs, alcohol, cigarettes, lighters, aerosols, knives and sharp implements into school. (Refer to Descriptors for Level 3 and Level 4.)

Guidance on investigating a very serious incident-

- At Gumley each student will be given the opportunity to give their version of events in making judgments about behaviour.
- Statements taken by any student witnesses will normally remain internal documents and names will not normally be released. Student statements with the names blanked out and identity protected may be provided to others by agreement with the Headteacher and in accordance with guidance.
- Student witnesses will not be compelled to appear at disciplinary hearings or appeals. They may appear if they do so voluntarily and with the written consent of their parents.
- In accordance with the principles of natural justice, adult statements may be copied to other parties and adults may be called as witnesses at disciplinary committees or their appeals.
- Education will be considered as a continuum and strategies employed at previous schools will be considered as relevant. (For example, for the purposes of the 'range of prior alternative strategies' implicit in the Secretary of State's Guidance).
- The school's sanctions and rewards system defines the operating routines and application of this policy.
- In investigating serious individual breaches of the school rules or expectations:
 - (a) The body conducting the inquiry must decide what critical issues they should resolve and what enquiries could reasonably be made to resolve those issues
 - (b) They must give careful and even handed consideration to all the evidence available in relation to those issues, but
 - (c) The body carrying out the inquiry does not need, on every occasion to carry out unnecessarily searching inquiries involving calling bodies of evidence.
 - (d) Although the investigation must be carried out fairly and thoroughly, there is no hard and fast rule as to the procedures which should be followed
 - (e) Where possible, the parent of the accused or suspected student should be informed by phone within a reasonable time period, preferably on the same day, of the incident and that it is being investigated. The investigation should not take longer than 10 working days to complete.
 - (f) Staff should keep records of all behaviour incidents, especially for accusations of bullying or harassment inside school and these should be attached to files on SIMS or kept in the confidential folder.
 - (g) Staff should make notes, however brief, of the details of any telephone calls with parents and others or any formal interviews with students, parents or others. Hand written notes are acceptable for files as long as they are legible. They should include the date and time, the approximate duration, and a record of any important points of conversation. Records of meetings and phone calls should be attached to files in SIMS.
 - (h) There is no requirement for more than one member of staff to be present for interviews with students, but it is sometimes prudent to have another adult present.
 - (i) There is no 'burden of proof' requirement or 'sure beyond doubt' in making decisions about behaviour and judgments should be based on the balance of probabilities.

The school has a zero tolerance approach towards students who in school or during organised school activities and trips, or at any other time when the authority of the school pertains:

- bring in, are in possession of, uses or handles any drugs/illicit substances (e.g. cannabis, legal highs)
- bring in dangerous items or other prohibited items (e.g. weapons, knives and sharp implements)
- are involved in a serious physical assault of a member of staff or another student.
- are involved in serious sexual misconduct or sexual assault

These students will be permanently excluded from school except in very exceptional circumstances.

In all cases involving illegal drugs, the matter will be referred to the Police.

The procedure for dealing with other Very Serious Misbehaviour (for example verbal abuse including racist, sexist or homophobic remarks, bullying, including cyber bullying, physical abuse, intimidation, stealing, vandalism, serious disobedience, truanting, threats, leaving the site, smoking, sexual misconduct) is outlined in the steps below. There will however be exceptional circumstances where, in the Head Teacher's judgement, it is appropriate to permanently exclude a student for a first or one off offence.

First time may result in:

- Parent/carer contacted and may be invited to a meeting with the Head of Year/ Assistant Headteacher.
- Excluded
 - a) internally
 - On report for 5 or more days to the Head of Year/SENDCo - Inclusion
 - b) externally
 - on report for 1 month to a member of Senior Leadership Team.
 - Put on Pastoral Support Plan (PSP).
 - Referred to Student Inclusion Panel (PIP) for possible further internal assessment.

Second time may result in:

- Parent/carer contacted and may be invited to a meeting with Assistant Headteacher (pastoral)
- Excluded
 - a) internally
 - On report for 10 or more days to the Head of Year/SENDCo - Inclusion
 - b) externally
 - on report for 1 month to a member of Senior Leadership Team.
 - Put on Pastoral Support Plan (PSP)
 - Student Inclusion Panel (PIP) arrange additional assessment and support including the involvement of outside agencies.

Third time may result in:

- Parent/carer contacted and may be invited to a meeting with Assistant Headteacher (Pastoral), Deputy Head Teacher and School governor (external exclusions only)
- Excluded
 - a) internally
 - On report for 15 or more days to the Head of Year/SENDCo – Inclusion. Parent/ student informed in meeting any further Level 3 incidents would lead to an external exclusion.
 - b) externally
 - on report for 1 month or more to a member of Senior Leadership Team/ Deputy Headteacher
 - Put on Intensive Pastoral Support Plan (IPSP)
 - Continued referral to Student Inclusion Panel (PIP). Seek continued support from outside agencies to include EIC.

Fourth Time:

External exclusions - Meeting with the Headteacher and the Governors' Disciplinary Panel.

Failure to respond will result in permanent exclusion procedures.

8. Emergency response

On the rare occasion when a student has been defiant, non-compliant or extremely rude and will not respond to any intervention from the teacher or Head of Department the following procedure must be followed:

Procedure:

- The Head of Department can contact student services directly and ask for the student to be removed.
- Send a note with a sensible student to Student Services.
- Student Services will arrange for removal of the student by SLT/Pastoral Team.
- You must never send the student out of the room or to A01.

As soon as you can after the lesson you must log on SIMS the incident, and send a SIMS message and an email to the appropriate Head of Year/Pastoral Team and Head of Department. The Head of Year will follow up the incident and deal with the student in accordance with the agreed Behaviour policies and procedures.

You will be informed and involved with what is happening so that the best outcome can be achieved

9. Behaviour support and Interventions:

At Gumley there are a range of strategies used to help all students demonstrate excellent behaviour. When a student is unable to achieve this a range of behaviour interventions can be deployed in order to help the student modify their behaviour. A student inclusion panel will meet regularly to discuss these interventions and how best to support students.

Examples of Support/ Behaviour Interventions:

- Monitoring by classroom teacher/tutor
- Positive correction
- Rewards: form points, house points, postcards home
- Subject Report
- Daily Report
- Weekly monitoring Report
- SLT report
- Individual Behaviour Plan (IBS)
- Pastoral Support Plan (PSP)
- Round Robin
- Academic Mentoring
- Reporting to Head of Department, Form Tutor, Head of Year, Pastoral Manager, Assistant/Deputy Headteacher (pastoral), Senior Leadership Team.
- Working with Deputy SENDCO (Inclusion) on behaviour management.
- Reduced timetable
- 'Time out' card
- School meeting with parents to set targets and agree support
- Support in A01 via Pastoral Manager.
- Referral to School Counsellor
- Referral to Connexions Personal Advisor (intensive)
- Referral to SEN
- Referral to Welfare Officer
- Alternative Education off site: Intensive Education Centre (IEC)
- Referral to Outside agencies: Social Services, Educational Psychologist, Early Help Intervention Team, Child and Adolescent Mental Health Service (CAMHS), Team around the Child (TAC)/ Team around the Family (TAF)

10. Confiscation of items and searching students:

The Head teacher and any staff authorised by the Head teacher can conduct a search if there are reasonable grounds that a student is in possession of a prohibited item. These include:

- Knives
- Weapons
- Alcohol
- Drugs
- Stolen items
- Cigarettes and cigarette papers
- Fireworks

- Any article that staff suspect has been or is likely to be used to commit an offence, cause injury or damage property,
- Any item banned by the school rules.

The school exercises the right to search with or without consent of the student. In the case of the reasonable grounds that one of the listed items is suspected no consent will be sought. The search may include outer clothes (i.e. those not worn next to the skin) and can include hats, gloves and footwear, bags and lockers. Section 91 of the Education Act provides a general power to discipline. This includes the power to retain or dispose of student property where reasonable to do so. Prohibited items on the list provided will be retained or disposed of. Some of these items e.g. weapons, controlled drugs and stolen items will be handed over to the police. The Act also allows the power to examine electronic devices. These may be viewed, retained or erased where the school has good reason to suspect that these could be used or has been used to cause harm, disrupt teaching or break the school rules.

11. Restraint of students:

In the very unlikely event of the need for staff to restrain a student, the Education and Inspections Act 2006 section 93 and 95 outlines the right of staff to use 'such force as is reasonable' for the purpose of preventing a student from:

- Committing an offence
- Causing personal injury to, or damage of the property of any person (including themselves) and
- Prejudicing the maintenance of good order and discipline.

What is deemed as reasonable force has to be proportionate to the consequences it is intended to prevent and should be the minimum force required to achieve the desired result. It will only be used a last resort, when other nonphysical strategies have been tried.

12. Off-site behaviour

Sanctions may be applied where a pupil has

- a. misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school
- b. any circumstance where a student is wearing school uniform
- c. any instances where a student's misbehaviour adversely impacts the school's reputation or has repercussions for the orderly running of the school, or threatens another student.

13. Malicious allegations

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 policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

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

14. Training

Our staff are provided with training on managing behaviour; specific pastoral staff receive training of proper use of restraint. TEAM TEACH

Behaviour management will also form part of continuing professional development.

15. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and governing board every year. At each review, the policy will be approved by the Headteacher.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding & Child protection policy
- Anti-bullying policy
- E safety policy

Appendix 1.

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
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexting, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching. Sexual violence.
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.