



**Behaviour Policy**  
***Behave like a Gateacre***  
***G.R.E.A.T***

<b>This document has been approved for operation within:</b>	<b>Gateacre School</b>		
<b>Status</b>	Statutory		
<b>Owner</b>	Gateacre School		
<b>Date effective from</b>	September 2024	<b>Date of next review</b>	September 2025
<b>Review period</b>	1 Year	<b>Version</b>	1

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## Introduction

1. Our Gateacre G.R.E.A.T values of Gracious, Respect, Excellence, Ambition and Teamwork underpin our positive behaviour strategy.
2. We value and promote an inclusive culture where all students are rewarded and praised regularly, consistently and fairly and where staff remove barriers to learning to allow each student to thrive. We are a 'family' school in which each member understands their rights and responsibilities and the potential impact of their decisions and actions on their own learning and that of others.
3. Our school community creates a supportive environment which allows students to flourish. Relationships with all stakeholders are key to our success.
4. Students are set up for success by the explicit teaching and rehearsal of behaviour norms. Students are provided with additional support to learn behaviours, where required.
5. This policy should also be read in conjunction with the following:
  - Home-School Agreement
  - Safeguarding and Child Protection Policy
  - Anti-Bullying Policy
  - SEND Information Report, Policy and Guidance

## Aims

6. To establish a G.R.E.A.T culture of excellence where all students and staff thrive To forge caring, compassionate and consistent relationships to develop a sense of belonging.
7. To recognise, reward and celebrate behaviours that exemplify the Gateacre G.R.E.A.T values.
8. To marginalise poor behaviour by promoting good behaviour.
9. To be fair and consistent in behaviour management.
10. To support students who struggle to manage their own behaviour.
11. To identify early, any undiagnosed or underlying needs for students who struggle to self-regulate.
12. To provide targeted support for the most vulnerable students within the school.
13. To involve students, parents/carers, staff and governors in the implementation of a consistent approach to the management and improvement of behaviour.
14. To support the mission, vision and values of the trust and its establishments.

## Who is responsible for this policy?

15. The Gateacre School has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework.
16. The Principal and Senior Leadership Team have a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

## Leadership of behaviour

### Roles and responsibilities of Gateacre School

17. Promoting positive behaviour and good attendance are the responsibility of all staff as a whole-school community.
18. Ensure the policy and establishing procedures encourage positive behaviour, discourage

bullying and promote respect, diversity and equality.

19. The **Principal** will ensure the policy is implemented with fidelity to enable a G.R.E.A.T culture of excellence where the whole-school community can thrive.
20. The **Principal** will ensure that all staff prioritise a calm and purposeful environment by rigorous implementation of the behaviour policy.
21. The **Senior Leadership Team** will monitor and model all aspects of the behaviour policy and its application to promote equality for all students.
22. The **Senior Leadership Team** will ensure they are visible around school and known to students across school; actively seeking out students for praise and recognition, demonstrating a genuine care and respect for students and modelling effective implementation of policy.
23. The **Head of Year** will ensure that each and every student receives the personal attention they need to ensure they thrive personally and academically.
24. The **Special Educational Needs and Disabilities Co-ordinator (SENDCo)** will ensure a thorough assessment of need through the graduated approach so that students receive the necessary additional support to meet their needs.
25. The **pastoral team for each year group** (*form tutor, assistant head of year, head of year, link senior leader*) will create a year team and class identity where each student feels a sense of belonging and responsibility for supporting others and promoting excellence.
26. The **safeguarding team** will ensure barriers are removed to enable the most vulnerable students including those looked after flourish.
27. **All staff** will:
  - treat students respectfully with care, compassion and consistency promoting Gateacre G.R.E.A.T values
  - apply the policy consistently and fairly with a de-escalation mindset. This includes reasonable adjustments for those who struggle to regulate their behaviour over a sustained period of time
  - teach, re-teach and rehearse behaviour routines which are conducive to learning and wellbeing
  - promote, praise and reward excellent behaviour, attendance and punctuality
  - address unacceptable behaviours promptly and appropriately to avoid a repeat occurrence
28. **All students** should live by the G.R.E.A.T Values of Gracious, Respect, Excellence, Ambition and Teamwork.
29. **Parents/carers** will work in partnership with the school to maintain high standards of behaviour and attendance.

## Creating a Gateacre G.R.E.A.T excellence culture

### Code of conduct

30. The school sets out clear and explicit expectations of all stakeholders through Codes of Conduct based upon the G.R.E.A.T values of Gracious, Respect, Excellence, Ambition and Teamwork.
31. The Staff Code of Conduct is made available to all staff, and they are routinely taken through this, including at the start of the year and during their induction period.
32. Student exemplify the G.R.E.A.T. values and are clear on Disruptive and Red Line Behaviours, which are displayed in every classroom so that students are clear about their responsibilities.
33. The critical role that parents/carers play in ensuring their child can learn in school and at home is captured in the Home-School Agreement.

## Gateacre expectations

34. We want every student to meet our expectations:

- **Be present:** Attend school every day, on time, with correct uniform and equipment
- **Be ready to learn:** Follow every Gateacre routine as soon as you cross the red line into school
- **Be the best version of yourself:** Live by our G.R.E.A.T values in lessons, around the school and representing us in the local community!
- **Be wise:** Avoid disruptive and red line behaviours. They are unacceptable and will lead to a consequence
- **Be focused:** Work hard and follow instructions
- **Be brave:** Speak up if you need support. Tell us about bullying: we will help you
- **Be engaged:** Join in the school's clubs, leadership programmes and play your part in social action

## Behave Like A Gateacre G.R.E.A.T:

35. Behaviour management is a process of supporting students by proactively teaching them clearly what behaviour is expected of them, and how it will help them to succeed.

36. Routines - specific sequences of behaviour that students are required to perform practically all the time without significant deviation - ensure an orderly environment where students feel safe and are set up for success. Well implemented routines develop into habits and establish behavioural norms within the school.

37. Behave Like A Gateacre G.R.E.A.T: The codification outlines the nine routines implemented in our school every day:

- Travelling to and from school (underlines the importance of maintaining positive relationships within the local community)
- Arriving at school (enables SLT and staff to engage with every student in the school as they enter the school premises)
- Lining up (ensures a smooth transition from social time to academic learning)
- Moving around school (ensures a calm, respectful environment when travelling around school)
- During lessons (ensures a calm, orderly and prompt start to the lesson and environment where all students are focused on learning)
- Leaving the classroom (allows students to show what they now know and remember and ensures an orderly exit from the classroom)
- Break and lunchtime (stresses the importance of good manners at social times when eating)
- Ending the day positively (provides an opportunity to show relationships matter and builds enthusiasm for the following day)
- Reflection (supports students to regulate their behaviour)

38. Routines will be taught and rehearsed to ensure students understand and perform expectations. To support this:

- a set of Leadership Habits defines the expectations placed upon all staff in the implementation of each routine
- a simple 'strapline' and supporting 'script' will be used by staff to teach and rehearse each routine, ensuring the nine routines are easily understood by students and consistency of language is maintained across the school. The scripts which teach each routine are devised with an expectancy that staff will communicate them to students with care, compassion and consistency

39. The following strategies help to embed our nine behavioural routines quickly within the school:

- teaching and re-teaching behaviour routines to all staff and students at the start of an academic year
  - ensuring extra care and attention is given to new Year 7s (students should be able to practice the new routines before and at the start of the new academic year)
  - re-teaching a behavioural routine to correct a misconception when the ethos and culture starts to dip
  - leaders and staff lead by example and execute routines exceptionally well
  - reinforcing the messaging that '*routines matter to everyone*', all of the time
  - holding out for 100% compliance and rigour for each routine
  - providing additional support to those that may require support in learning the routine (either staff or students)
40. When a routine is embedded and becomes the behavioural norm, the script will be removed and only the strapline will be required.

### Crossing the red line

41. Students cross a 'red line' as they enter and leave the school premises. The red line acts as a reminder to students about the school's behaviour expectations and is a crucial part of the school's daily routine (arriving at school and ending the day positively).
42. Leaders and staff should use this line to:
- communicate key messages to all students as they arrive and leave school
  - implement the 'arriving at school' routine, ensuring students are greeted positively with a 'Good Morning' (and they, in turn, return the greeting) and reminding students "new day, new start!"
  - promote positive behaviours linked to our G.R.E.A.T values
  - remind students that mobile phones are not allowed as soon as they cross the red line on to the school premises. If seen, it will be handed over to a member of staff and stored securely in the school office to be collected at the end of the school day
  - correct uniform issues and offer replacements for vulnerable students so that all students are prepared for a successful day
  - remind students to have the correct equipment and to resolve any issues with their form tutor at the start of the day
43. At the end of the day, as students cross the red line to exit the school, leaders and staff implement the 'ending the day positively' routine wishing students goodbye and reminding them that "*Tomorrow we start again!*"
44. Dismissing every student at the end of the school day is an invaluable opportunity to show the school cares. It provides leaders with a golden opportunity to offer specific guidance/reminders to individual students and to stress the importance of being present and punctual the following day.

### Teach Like a Gateacre G.R.E.A.T: Classroom Culture

45. The Gateacre Teaching Framework provides additional guidance regarding the management of behaviour **within** the classroom.
46. The Teach Like A Gateacre G.R.E.A.T sets out the teaching phases and associated techniques that support the delivery of successful and impactful lessons in the classroom. Phase 2 - Classroom Culture focuses on the techniques to create a strong learning environment for all students. By consistently implementing the following six techniques to a G.R.E.A.T classroom culture, teachers will ensure the highest expectations are clearly and positively communicated and classroom routines are rigorous, well-rehearsed and habitual for all:



- Technique 1: What to do directions and corrections (are directives given in a format that explicitly describe expectations to secure compliance)
  - Technique 2: Teacher radar (is the ability to reliably see what is happening in the classroom. It involves continuously scanning the classroom and monitoring students' actions, attentiveness and participation to gather valuable information on their learning and understanding)
  - Technique 3: Least invasive corrections (are subtle corrective tactics used to address off-task behaviours while minimising disruption to the flow of teaching)
  - Technique 4: Do it again (is a directive that instructs students to immediately repeat a task that did not meet the expected standard)
  - Technique 5: Whole-class reset (is a 'reboot' of a weakened classroom routine in order to re-establish the required behavioural expectations)
  - Technique 6: Art of the consequence (is the skilful delivery of consequences to avoid escalation and confrontation, preserve relationships and to teach students to meet the school's expectations)
47. To bring each of the 6 techniques to life, teachers will employ the strategies below:
- **Routines for learning** – teachers will explicitly teach and rehearse key routines to engineer efficiency in their lessons. Classroom routines will be rigorous, well-rehearsed and habitual for all
  - **Pre-emptive behaviour management strategies** - teachers will pre-empt any off-task behaviour in lessons by predicting key transition opportunities within their lesson plans where misbehaviour is most likely to occur. They will ensure 100% of students follow all instructions. Prompts will be specific, concrete, observable and sequential. Students with SEND may have reasonable adjustments and personalised strategies to support behaviour on their Pupil Profiles, teachers will use these consistently
  - **Correction** - When behaviour falls below 100%, the teacher will intervene early by providing a what to do correction
  - **Consequence** - When a student's behaviour is disruptive to the learning of others, the teacher will deliver the following behaviour escalation progress:
    - **Friendly warning** stating, 'this is your friendly warning for (state behaviour) using a whisper correction so that no learning time is lost
    - **Formal warning** stating, 'this is now your formal warning for (state the behaviour) and ask the student if they understand and are clear on the reasoning
    - **Level 1 behaviour point** stating, 'this is now a Level 1 for (state behaviour)' and ensure the student understands and is clear on the reasoning
    - **Level 2 behaviour point** stating, 'this is now a Level 2 for (state the behaviour)' and ensure the student understanding and is clear on the reasoning.
    - **Red Line Behaviour** state 'this is a Red Line behaviour (state the behaviour)' and ensure the student understands and is clear on the reasoning. For Red Line behaviours the member of staff will call 'on-call' and the student will be removed from the lesson and escorted to the Removals Room by a member of the Senior Leadership Team.

## Rewards

### G.R.E.A.T Values

48. The rewards' system centers around the G.R.E.A.T values of Gracious, Respect,

Excellence, Ambition and Teamwork.

49. Teachers and staff will promote and encourage students to live by our G.R.E.A.T values at every opportunity.
50. If there is an emerging behavioural pattern, leaders will correct it using the most appropriate G.R.E.A.T value as a positive lever to nip it in the bud. For example, if there is a spike in litter around the school, the values of *Gracious* and *Respect* should be promoted and used to explain why littering is not acceptable. This may also lead to a community service drive that enables students to work together to change a negative behaviour into a positive.
51. Each student who exemplifies a G.R.E.A.T behaviour will be awarded with achievement points.

### Achievement Points

52. Achievement points are calculated by deducting negative behaviour points from positive achievement points. They are to be used as a driver to secure a positive behaviour culture in the school.
53. Students will be celebrated throughout the school year.

### Praise

54. Praise is used as the greatest lever for securing a positive culture. All adults will habitually narrate the positive. A simple 'well done' can have a huge impact.
55. Each teacher will praise students for meeting expectations; following the behavioural norms and demonstrating our G.R.E.A.T values on a daily basis.
56. For praise to be most impactful, it needs to be:
  - specific
  - linked to the effort of a student in order to develop a growth mindset
  - sincere and genuinely expressed with appropriate language and tone
  - personalised through the use of the student's name
  - consistently used in all lessons as a part of our teaching
  - discreet and private at times when appropriate
57. Students should expect to receive regular praise from adults in school for notably good behaviour in line with our expectations and G.R.E.A.T values. Strategies include:
  - verbal praise and encouragement, specifically focusing on personal gains by individuals
  - non-verbal praise - e.g., thumbs up, positive facial expressions
  - acknowledgement of good effort and instant recognition for good homework produced
  - displaying students' work around the learning environment as positive exemplars
58. Positive interactions will ensure rewards outweigh the negative behaviours points. Students who have experienced trauma or adverse childhood experiences (ACEs), respond extremely well to positive achievements and recognition.
59. Praise will also be addressed to parents/carers through a telephone call or a postcard home, which in turn aims to promote a positive working relationship with the family.
60. Students who may receive a disproportionate number of negative behaviour points and phone calls home, may benefit from more regular positive calls home to support a change in behaviour.

### Daily rewards

61. Daily rewards will support a culture of positivity.
62. Each teacher will praise students for meeting expectations; following the behavioural norms

and demonstrating our G.R.E.A.T values.

63. Achievement points will be awarded to students for demonstrating the G.R.E.A.T values throughout the day.
64. It is important that all students are recognised for their achievements including those with SEND.

### **Weekly rewards**

65. Weekly rewards will recognise students who exemplify our G.R.E.A.T values throughout the week.
66. A student from each year group will be awarded the 'Golden Ticket' for a week privilege of bypassing break and lunchtime queues.
67. The best Form group will receive a 'waffle prize.'
68. Students achieving 100% attendance will be entered into a raffle draw to win food vouchers. w

### **Half-termly rewards**

69. A half-termly Celebration assembly will recognise the following achievements within each year group:
  - Gateacre GREAT academic achievement certificates
  - Gateacre GREAT: certificates for representing the school
  - Gateacre GREAT: showing GREAT values - certificate
  - Gateacre GREAT: Most improved attendance – certificate
  - Gateacre GREAT: 100% attendance, 100% punctuality and zero behaviour points – certificate and a GREAT experience (afternoon-tea and treats, theatre experience, bowling, cinema etc)
  - Gateacre GREAT: achievement points certificates (Bronze 100 pts, Silver 200 pts, Gold 300 pts)
70. The Gateacre GREAT award will be promoted at the beginning of each half term during the expectations' assembly by the principal or senior leader. All students will be encouraged to aim for 100% attendance, 100% punctuality and no behaviour points in order to become a GREAT student and be acknowledged for this excellent achievement

## Consequences

### Managing unacceptable behaviours

71. Unacceptable behaviours are categorised as **disruptive behaviours** and **red line behaviours**.
72. All staff in school will communicate the disruptive and red line behaviours to students and parents so that they fully understand what constitutes unacceptable behaviours in school.
73. When a student displays a disruptive or red line behaviour, it is important the member of staff articulates the misbehaviour back to the student so that there is no misunderstanding around the wrongdoing. For example, *'This is a red line behaviour because you were using your mobile phone and failed to hand it over when asked.'*
74. See the full list of disruptive and red line behaviours in [Appendix 1.2](#) and [Appendix 1.3](#)

### Disruptive behaviours

75. Disruptive behaviours are not acceptable.
76. Teachers will ensure disruptive behaviours are avoided and nipped in the bud through behaviour routines and classroom management.
77. Students who display a **disruptive behaviour** (despite the techniques being used effectively), will be given a friendly warning. A friendly warning is a discreet positive action step to fix the disruptive behaviour without causing undue embarrassment to the student.
78. If the student continues to display a disruptive behaviour despite the friendly warning, they will receive a formal warning, followed by a Level 1 detention and finally a level 2 detention. The Level 1 or 2 detention is recorded and the student attends the detention the following day.
79. If a student fails to attend a detention without a valid reason, they will attend a lunchtime detention and the detention escalated to the next level the following day.
80. Disruptive behaviours leading to a detention will be analysed each day and week. This information will inform best next steps to address patterns and endemic issues.

### Centralised detentions

81. A centralised detention takes place at the end of the next school day for students who failed to correct their disruptive behaviours.
82. Leaders will ensure the detention process runs smoothly each day:
  - advance notice to parents/carers that the detention will be taking place
  - clear systems and processes for collecting students and recording attendance
  - detention will last for:
    - Level 1 – 15 minutes
    - Level 2 - 45 minutes
    - SLT – 1hour 15 minutes
  - detentions will be suitably staffed
  - non-attenders (without a valid reason) will be followed-up the next day to an after-school detention escalated to the next level, in addition to a lunchtime detention.

### Red line behaviours

83. **Red line behaviours** are not tolerated at any time and lead to an immediate referral to Removal Room.
84. Red line behaviours (see Appendix 1.3) may lead to a suspension or a permanent exclusion subject to meeting the conditions set out in the appropriate suspension or exclusion checklist.

## Removal Room

85. Removal Room is the space where students are referred for the following reasons:
- failure to correct a disruptive behaviour in a single session despite having two chances
  - a red line behaviour on any given day
  - failure to turn up to a SLT detention the day before without a valid reason
86. The amount of time spent in the Removal Room will be dependent on the severity of the misbehaviour. As a minimum, a student will spend either the remainder of the lesson or a full day in the Removal Room.
87. During their time in the Removals Room, students will complete the reflection sheet to help them reflect on their behaviours and to commit to a positive behaviour change in the future.
88. Removal Room will enable students to reflect on their behaviour (both positive and negative) and to understand the reasons for their referral whilst still having the opportunity to access their learning.
89. If a student refuses to go to the Removal Room, additional time will be given to help the student regulate their behaviour with an adult that is known to the student. The student may benefit from self-regulation activities such as breathing exercises and mindfulness techniques. When the student is calm, the adult will encourage the student to complete their time in the Removal Room. If needed, the member of staff will sit with the student to discuss any issues. As a last resort, if all strategies have been exhausted to support entry into the Removal Room, the school will liaise with the parent to discuss next steps, which may include a suspension for a day followed by a reintegration meeting with the student and parents and re-entry into the Removal Room to serve their original consequence.
90. Some students with SEND may require additional support and reasonable adjustments to enable them to understand the purpose of the Removal Room and to be successful. Reasonable adjustments might include:
- reflection in an alternative space
  - shorter periods of time supported by a member of support staff (as directed by the SENDCo)
  - explanation of the purpose of the Removal Room in a supportive manner. For example, sharing a social story to explain what will happen and what the student is expected to do and how to behave
91. The member of staff who makes the on-call must notify the student's parent/carer by 4pm on the same day as having the student removed from their classroom. The conversation must explain the reasoning for the student being removed.
92. If there are concerns around the number of on-calls to Removal Room for any given student, they will be picked up through the risk register.
93. If the student has complex SEND, has an EHCP or is looked after child, an emergency multi-agency meeting will be held to determine best next steps for the student.

## Restorative conversation

94. The restorative conversation is an essential part of the programme when a student is referred to the Removal Room. It involves the member of staff who made the on-call, Head of Year and the student. The aim of the conversation is to avoid a repeat referral the Removal Room.
95. The member of staff who made the on-call is expected to be self-aware in terms of their own emotions around the incident before attempting to rebuild the relationship and reframe the behaviour that led to the referral by:

- paying due regard to the zones of regulation
  - actively listening
  - asking empathetic questions
  - being understanding
  - supporting the young person to find a solution to their behaviour
96. The restorative conversation will be an opportunity to:
- rebuild the relationship and ensure there is no resentment
  - help the student reflect on their behaviour (positive and negative)
  - provide support for any underlying issues
  - move the student on from that behaviour so that the student does not repeat the behaviour
  - reinforce behavioural expectations and positive aspirations
  - instil belief and confidence in the student
  - provide additional support for positive behaviours

## Behaviour data

### Recording of rewards and consequences

97. Rewards and consequences will be recorded in real time and accurately using the correct behaviour codification. This will enable pastoral teams to be more proactive in their role and help to avoid issues from escalating, particularly for more vulnerable students.
98. All achievement points must be recorded on EduLink. The member of staff who awards the achievement point, is responsible for recording it live. The reason for the achievement point will be shown, selecting the appropriate category from the list in the GREAT values.
99. All behaviour points must be recorded on EduLink in real time.
100. The member of staff who refers/on-calls the student to the Removal Room will be responsible for selecting the appropriate category from the red line behaviours.
101. If the student displays a disruptive or red line behaviour outside of the classroom, the member of staff will inform a senior leader on duty who will record it on EduLink. The senior leader will also make the on-call to the Removals Room as needed.
102. When determining GREAT points for each student, behaviour points will be deducted from the number of achievement points. This gives each student net GREAT points.

### Using behaviour data dynamically

103. Analysing behaviour data from a senior leader, subject leader, head of year, assistant head of year and form tutor perspective will help to identify all potential issues and patterns. More importantly, it will enable staff to nip issues quickly in the bud in order to secure and sustain a culture of excellence.

### Whole-school analysis

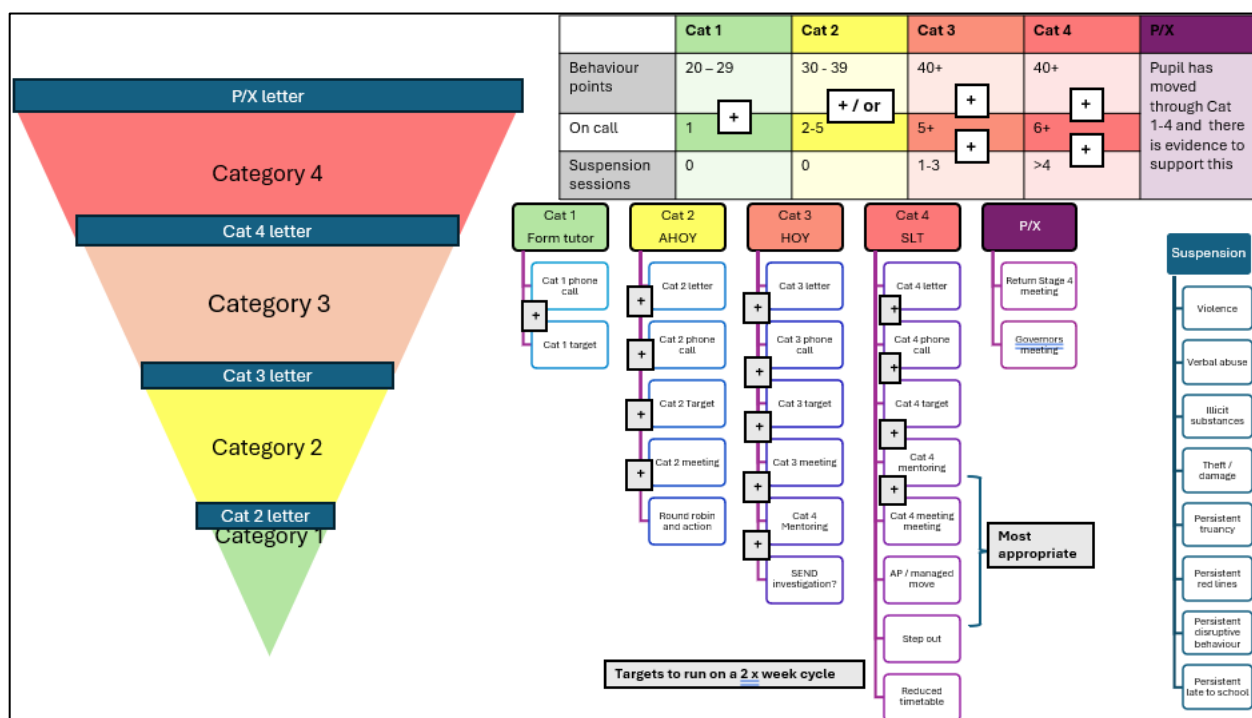
104. On a weekly basis, the **senior leader team, heads of department and heads of year** will analyse the rewards and consequences whole school to provide a clear overview of the strengths and areas of behavioural concern within their areas.
105. The **heads of year** should be aware of students who are on the SEND Register. If a student is not identified as having SEND but is accumulating behaviour points, they should check if an investigation of need has been actioned and discuss with the SENDCo as to whether it is required.

### Subject analysis

106. On a weekly basis, **subject leaders** will analyse detention and Removal on-calls for their subject to identify 'hot spots' and support during those lessons.

### Year group and individual student analysis

107. On a **daily basis**, **heads of year** will analyse behaviour data dynamically within their year group, particularly for students who struggle to regulate. They will help the student to de-escalate their behaviour at the earliest point so that they remain in lessons learning.



108. On a **weekly basis**, **heads of year** will analyse rewards and consequences for each student within their year group and spotlight those who appear to be struggling to regulate their behaviour and meet the school's expectations. Heads of Year will also keep the behaviour risk register updated for their year group. If concerns are raised around a student with special educational needs, then the SENDCO will advise on best next steps.

109. If the student is not on the SEND register, then the student may benefit from a report card system as a positive early intervention strategy in line with the behaviour risk register.

110. If these interventions are not successful, the head of year should seek to make a referral to the SENDCo for further investigation.

### Behaviour risk register

111. The behaviour risk register is used to identify and spotlight students who struggle to regulate their behaviour. It ensures:

- behavioural interventions are personalised and responsive to need
- half-termly meetings take place with parents to review support and agree actions for the following half term

112. The table below is a guide to the behaviour risk categories alongside the potential pastoral support strategies to meet their needs.

## Maximising support for vulnerable students

### Behaviour interventions



113. Behaviour interventions should be implemented at the earliest opportunity to support vulnerable students.
114. The behaviour risk register should be used dynamically to determine the level of intervention required to help a student regulate their behaviour.
115. There are different types of behaviour interventions that are proportionate to need.

### **Assigning a key worker**

116. The head of year acts as a key worker for the student. This involves routine checks on the student throughout the day including proactive monitoring of their behaviour during hotspots (specific lessons, social times)

### **Gateacre Report Card (3 Stages)**

117. Report cards are a 3-stage escalated approach:
- Stage 1: form tutor as the key mentor
  - Stage 2: head of year as the key mentor
  - Stage 3: link senior leader as the key mentor
118. The report card system involves a meeting with parents and the student to set tangible goals and action steps to help the student regulate their own behaviour.
119. The student will be encouraged to display positive behaviours and receive achievement points throughout the day.
120. At the end of each day, the student will meet with their mentor to reflect on their day and to discuss any adaptations required for the following day.
121. Parents will be required to signed the report card each evening. A review meeting will be scheduled to assess the progress made by the student.

### **Behaviour Review Meeting**

122. A parental review meeting will take place each half term for students identified in the risk register.
123. The review meeting will enable school staff, the student and parents to review the student's behaviour over the last half term and to identify targets and actions for the following half term.

### **Pupil Profile**

124. If a student with SEND is struggling to regulate their behaviour, then an urgent review of their Pupil Profile will take place with the SENDCo.
125. Adjustments to the Pupil Profile will be made and all staff updated.

### **Role of the SENDCO**

#### **Early identification**

126. The SENDCo will use the school assessment data for all students upon entry to the school; this will support early identification of cognition and learning and/or communication and interaction needs.
127. The SENDCo will be aware, through robust transition processes, of context that may indicate social, emotional and mental health needs.
128. The SENDCo will ensure that an internal referral system is in place so that teachers can refer students who may have SEND at the earliest juncture.

#### **Behaviour risk register**

129. The SENDCO plays a critical role in the next steps for a student that reaches category 3 and 4 in the behaviour risk register. For example:
- Risk category 3: A student who has been suspended and who may have received more



than 5 referrals to Removal Room within a half term

- Risk category 4: A student at serious risk of permanent exclusion and has been suspended more than twice within a half term

130. The SENDCO will take into account other information about the student to determine best next steps. This is likely to include the completion of a thorough assessment of need for those students. For example:

- an analysis of core assessment data; CATs, NGRT, SATs and further cognitive screening if data indicates this is necessary
- a spoken language assessment
- screening for social, emotional and mental health
- referral to external specialists such as an educational psychologist, speech and language therapist, local authority specialist team

131. The SENDCO may also decide to initiate intervention to support the student. These might require resourcing in response to student's presentation of need and/or specific diagnosis.

### **Reasonable adjustments for students with SEND**

132. A range of atypical behaviours including withdrawal and dysregulation may indicate an unmet SEND need which can be supported.

133. Students who need a personalised approach to support their behaviour do not necessarily have SEND. In addition, students with SEND will not necessarily need additional support with their behaviour.

134. A predictable and secure environment benefits all students and this is particularly valuable for students with SEND.

135. Despite consistent systems being beneficial for all students, some students will need more intensive support with their behaviour and this approach may need to be adapted to meet individual needs.

136. If students primary cognitive or communication and interaction needs are not identified and supported early enough, they may develop a secondary social, emotional and mental health need due to disengagement in learning and/or poor self-esteem.

137. Some students will have a primary social, emotional and mental health need; it is important to understand this fully and to ensure that strategies to support are specific and personalised.

138. Understanding a student's context will inform effective responses to complex behaviour or misbehaviour.

139. For students with special educational needs, strategies to support behaviour will be identified in the student's Pupil Profile. For example, a student with ADHD may have a reasonable adjustment or strategy to support this such as 'Use non-verbal prompts to remain on task'.

### **Role of the Designated Safeguarding Lead (DSL)**

140. The DSL will play a key role in supporting the behaviour of vulnerable students such as looked after children (LAC), children in need (CIN) and those with a child protection order (CP).

141. The DSL will ensure the appropriate multi-agencies are kept informed of any changes to a student's behaviour so that the appropriate support can be quickly put into place.

142. Any changes in the behavioural patterns of vulnerable students will be acted upon with urgency and recorded on the school's safeguarding system and monitored frequently. They will also be discussed in Every Child Matters' meeting.

## Proactive strategies to avoid suspensions and permanent exclusions

- 143. The school may use suspensions and permanent exclusions as a sanction when warranted as part of creating a calm, safe and supportive environment where students and staff can work in safety and are respected. To achieve this, suspensions and permanent exclusions are sometimes a necessary part of a functioning system, where it is accepted that not all student behaviour can be amended or remedied by pastoral processes, or consequences within the school.
- 144. The school will use suspensions and permanent exclusion as a sanction of last resort. The school is committed to trying alternative strategies that are designed to help a student to reflect on their behaviour and to support self-regulation and more positive engagement in school life.

### Off-site direction

- 145. Off-site direction to another educational setting may be considered to improve student behaviour. Where interventions or targeted support have not been successful in improving a student's behaviour, off-site direction should be used to arrange time-limited placements at an alternative provision or a mainstream school.
- 146. Depending on the needs of the student and circumstances of the student, the student's time in the alternative provision can be full time or a combination of part-time support in alternative provision and continued mainstream education.
- 147. A proposed maximum period of time should be discussed as part of the planning process for an off-site direction. As part of the planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis.
- 148. Where it is decided to direct a student off-site, parents/carers will be notified as soon as possible, but no later than 2 school days before the provision at the alternative educational setting is scheduled to commence.

### Social, Emotional, Mental Health Resolution Provision (SEMH RP)

- 149. SEMH RP will be considered if the school has a growing number of students displaying social, emotional, mental health needs.
- 150. SEMH RP is a short-term provision for students with SEND in Key Stage 3 who have significant social, emotional, and mental health needs and are also struggling to access mainstream school.
- 151. The SEMH In-School Provision is for students with severe social, emotional, and mental health needs which present in an inability to self-regulate, despite consistent targeted intervention and support, and therefore prevent them from being able to successfully access a full mainstream curriculum.
- 152. An SEMH Resolution Provision includes withdrawal from some mainstream lessons to allow for an intensive package of support with the intended outcome of a return to a full mainstream curriculum.
- 153. An SEMH provision plan will be bespoke to a student and their needs. It will be driven by assessment outcomes and recommendations from specialist professionals such as speech and language therapists, educational psychologists, and clinical psychologists.
- 154. A student will always continue to access as much of the mainstream curriculum as possible, with a minimum of 50%, and this will increase over time.
- 155. At the point of an SEMH Resolution Provision being agreed, an Education Health and Care Plan application must be made.

156. 12 weeks is the maximum length of time that a student can access an SEMH Resolution Provision and be withdrawn from some mainstream lessons.

### **Managed moves**

157. A managed move is a transfer to another school, which will take place as part of a planned intervention. This is voluntary and can only be triggered if there is agreement from both schools and the parent/carer. It provides a fresh start for the student.
158. A school cannot initiate a managed move for a child with an EHCP. If a change of placement is required, it must go through the annual review process and the local authority must agree and then consult with alternative settings. This would be a permanent change in placement due to the school being unable to continue to meet need, not a managed move.
159. A managed move will be considered in instances where interventions or targeted support have not been successful in improving a student's behaviour. The original school should be able to evidence that appropriate initial intervention has been carried out, including where relevant, multi-agency support, or any statutory assessments were done or explored prior to a managed move.
160. Where a managed move is agreed, it will be preceded by information sharing between the original school and the new school. This information will include data on prior and current attainment, academic potential, risk assessment and advice on effective risk management strategies. It is also important for the new school to ensure the student is provided with an effective integration strategy.
161. The home and host school must record the student's attendance daily. Frequent visits must take place to monitor the student's welfare and wellbeing including academic progress.
162. A managed move is intended to be a permanent transfer to another school and will only be instigated where a move is in the student's best interests.

### **Alternative provision (AP)**

163. Alternative Provision involves education outside of school, often arranged by the LA and/or the school. It can be fixed term or permanent.
164. In exceptional circumstances, following consultation with parents/carers, a student may be placed at an alternative provision where it is deemed to be in the best interests of the student. Often, this may be seen as the final preventative measure to avoid a permanent exclusion.
165. For students with EHCPs, AP must be agreed with the Local Authority through the annual review process. The EHCP funding should reflect the cost of the provision and financial details should be written into Section F.

### **Suspensions and permanent exclusions**

166. All decisions to suspend or permanently exclude a child will be made in line with government guidance and the school's behaviour policy. Schools will have due regard for the implications of the following when making these decisions:
- DfE – Exclusion from maintained schools, academies, and student referral units
  - DfE – Behaviour and Discipline in Schools
  - The Disability and Discrimination Act
  - Equality Act 2010
  - Keeping Children Safe in Education
  - Code of Practice for Special Educational Need and/or Disabilities, 2015
  - The Children's Act (with particular reference to children in the Care of the Local Authority)

167. The decision to exclude will be lawful, rational, reasonable, fair and proportionate.
168. The principal will suspend or permanently exclude from school only on disciplinary grounds. In their absence, a vice principal or assistant principal will carry out this function.
169. It is unlawful to suspend or permanently exclude on non-disciplinary grounds such as:
- SEND or disability that a school feels it is unable to meet the needs.
  - academic attainment/ability
  - actions of a parent/carer
  - failure of a student/parent to meet specific conditions, such as, non-attendance at a reintegration meeting following a suspension
170. A full and detailed investigation will be undertaken prior to a decision to suspend or permanently exclude. A record of all written statements, including physical evidence, where appropriate will be retained to support decisions to suspend or permanently exclude.
171. In deciding on the appropriate sanction, the principal will consider contributing factors resulting in poor behaviour, for example, bereavement, mental health issues, special educational needs, looked after or bullying.
172. The principal will also take students views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the student about how their views have been factored into any decisions made. Where relevant, the student should be given support to express their view, including through advocates such as parents, or if the student has one, a social worker.
173. In accordance with the DfE Guidance, where a student is at risk of suspension or permanent exclusion, the school will explore early intervention to address the underlying causes of student behaviour. This will include:
- an assessment of whether appropriate support is in place to support any special educational needs or disability that a student may have
  - the use of a multi-agency assessment for students who demonstrate persistent disruptive behaviour
  - an assessment to determine whether SEMH Resolution Provision is appropriate.
  - advice from Virtual Head for looked after children and or student's social worker
  - LA's SEND Team for a student with an EHCP
  - notifying the LA that the student is at risk of Permanent Exclusion if the child has an EHCP. This will likely trigger an emergency annual review
174. Prior to a decision to suspend, the principal will seek advice and guidance from the RDEP and the trust's Admissions and Exclusions Team.
175. For permanent exclusions, the principal must inform the Governing Body and the Local Authority.

## Suspension

176. A suspension is where a student is temporarily removed from school for a specific period of time. A student may be suspended for one or more fixed periods, up to a maximum of 45 school days in one academic year. A suspension does not have to be for a continuous period.
177. The law does not allow for extending a suspension or converting a suspension into a permanent exclusion. Where further evidence comes to light, it is possible to issue a further suspension or a permanent exclusion.
178. The behaviour of a student outside the school premises can be considered grounds for a suspension.

179. The following will be informed about the decision:

- the local authority in which the child resides and the local authority in which the school is located (if different) immediately.
- the child's social worker (if applicable)
- the Virtual School Headteacher (if applicable)
- LA's SEND Team
- notifying the LA that the student is at risk of suspension if the child has an EHCP. This is likely to trigger an emergency annual review

180. A parent can challenge a suspension through the local accountability board.

### Repeat suspensions

181. The following protocols will be followed for students who receive suspensions:

- **First suspension** – Behaviour Support Plan (BSP) will be initiated or updated, and an Early Help referral may be made with consent of the parent/carer. A full investigation of need should have been explored prior to suspension, and this should be checked at this point. If the student is on the SEND Register and has a Pupil Profile, this should also be updated. The SLT link for the year group will lead the reintegration meeting. The student will also receive half-termly behaviour review meetings involving parents.
- **Second suspension** – The SLT link will complete the reintegration meeting. If the student has been identified as having SEND, the Pupil Profile will need to be reviewed as part of the graduated approach. The student will also receive half-termly behaviour review meetings involving parents.
- **Subsequent suspensions** – If the student has SEND, the Pupil Profile will need to be updated. Discussions may focus upon whether an Education Health Care Plan is required to provide the appropriate level of support. A student's support plan will be reviewed if accessing an SEMH Resolution Provision. The student will also receive half-termly behaviour review meetings involving parents.

### Permanent exclusion

182. Permanent exclusion is a sanction of last resort. It is only the Principal who can authorize a permanent exclusion.

183. A decision to permanently exclude should only be taken: 'In response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.'

184. The following will immediately be informed about the decision:

- the local authority in which the child resides and the local authority in which the school is located (if different) in accordance with the locally agreed protocol
- the school governing body
- the child's social worker (if applicable)
- the Virtual School Headteacher (if applicable)
- the LA SEND Team if the student has an EHCP

185. LA's SEN Team if the student has an EHCP (the LA would have previously been informed of this risk as per section Suspensions and Permanent Exclusions).

186. Welfare checks on the student happen until the student is taken off roll.

### Education for suspended and permanently excluded students

187. Students will receive on-line learning from school for the duration of their suspension.
188. For permanent exclusions, the school will provide on-line learning for the first 5 days of the permanent exclusion. The home local authority will arrange suitable full-time education from the sixth day of the permanent exclusion.

### **Procedures for excluding a student**

189. The school will notify parents/carers immediately by telephone or face to face, if possible, of the decision to exclude. The decision will be communicated in writing without delay.
190. The exclusion letter will note the following:
- whether suspension is fixed or a permanent exclusion
  - the duration of the exclusion if it is for a fixed period
  - reasons for the exclusion
  - the right to make representation to the school governing board and how the student may be involved with this
  - contact details for making representations to the school governing board and where there is a legal requirement for the school governing board to meet, that parents/carers have a right to attend the meeting, to be represented at the meeting and to bring a friend
  - arrangements made by the school for the student's education for first 5 days of the exclusion including setting and marking of work with parents/carers having responsibility for ensuring work sent home is completed by student and returned to school
  - where alternative provision is arranged, information about this provision will be included in this letter or in a follow up correspondence but no later than 48 hours before the start of the provision
  - dates the excluded student must not be present in a public place during school hours; and
  - sources for free and impartial advice

### **Cancelling permanent exclusion**

191. The Principal can cancel any exclusion that has already begun (or one that has not yet begun), but this can only happen if the school governing board has not yet met to consider whether the student should be reinstated.

### **Role of the school governing board**

199. The school governing board must consider and decide on the reinstatement of a suspended or permanently excluded student within 15 school days of receiving notice of a suspension or exclusion where:
- It is a permanent exclusion
  - It is a suspension which would bring the student's total number of school days out of school to more than 15 in a term
192. It would result in the student missing a public examination or national curriculum test.
193. Where parental representations are received for a child who is suspended for more than 5 school days but less than 15 school days in a term, the school governing board will consider reinstatement within 50 school days, even though it may not affect the actual suspension, as the child will already have served the suspension. Where a decision to reinstate is made, the child's records can be amended. Where parental representations are received for a child who is suspended for 5 days or less, the school governing board will consider the parental representations, but they cannot consider reinstatement.
194. Where parents/carers have a right to attend the meeting, arrangements will be made to ensure that where possible, all the documents that the principal will present at the school governing board meeting are provided to all parties at least 5 school days prior to the meeting.

195. The meeting of the school governing board will be in person unless parents request a virtual meeting. The meeting will be clerked by the school's Governance Team. Any staff governors will not sit on the school governing board meeting to consider the suspension or permanent exclusion.

196. The clerk will inform parents/carers, principal and local authority of the outcome of the meeting.

### **Independent review panel (IRP)**

197. For permanent exclusions, where the school governing board decides not to reinstate the student, parents/carers will be advised of their right to request the independent review panel to review the decision.

198. The Local Authority will arrange IRP and inform parties by letter of the following information:

- date by which the application for review must be made (15 school days from receiving notification of the decision not to reinstate)
- where and to whom the application for a review including any written evidence must be submitted
- the grounds upon which a review is made - where appropriate, this should include a reference to how a student's special educational needs are considered relevant to the exclusion
- a statement that, regardless of whether the excluded student has recognised SEN, parents/carers have a right to request the attendance of a SEN expert to advise the independent review panel
- details of the role of the SEN expert
- a statement that parents/carers can bring a friend or representative at the meeting.
- sources of free and impartial advice

199. Following receipt of an application for review, the Local Authority will arrange for the independent review panel to be constituted in accordance with DfE guidance. The meeting will take place within 15 school days of receipt of an application requesting a review. All parties will receive 5 school days' notice of the hearing and be sent all the necessary documents.

200. The independent review panel members will comprise of the following:

- lay member to chair the panel
- current or former school governors
- principal or individuals who have been a principal within the last 5 years

201. The role of the independent review panel is to review the governing board's decision not to reinstate a permanently excluded student. In reviewing the decision, the panel will consider the interests and circumstances of the excluded student, including the circumstances of the exclusion, and have regard to the interests of others at the school.

202. The independent review panel can decide the following:

- uphold the exclusion
- recommend that the governing board reconsiders reinstatement; or
- quash the governing body's decision and direct that the governing board considers the exclusion again

203. Following the review, the panel must issue written notification of the IRP's decision to all parties without delay.



# READY FOR LEARNING



**GRACIOUS**

.....  
Being a  
responsible  
citizen in our  
community.



**RESPECT**

.....  
Treating others  
as we wish to  
be treated.



**EXCELLENCE**

.....  
In all aspects,  
we strive for  
excellence.



**AMBITION**

.....  
Be the Best You  
Can be.



**TEAMWORK**

.....  
Working  
together for  
excellence.







## CONSEQUENCES: DISRUPTIVE BEHAVIOURS

- ✖ Arriving 4 or more minutes late to lesson *(without a note from a member of staff)*
- ✖ Chewing gum in school
- ✖ Disturbing others/out of seat without permission
- ✖ Failure to speak to peers with respect
- ✖ Failure to speak to staff and visitors with respect
- ✖ Head on desk/slumped in chair
- ✖ Refusing to follow instructions from staff
- ✖ Talking over the teacher/answering back
- ✖ Walking off from a member of staff
- ✖ Using headphones/Bluetooth headsets without permission
- ✖ Failure to behave sensibly around the school  
*(such as pushing or horseplay that can be a precursor to fighting)*
- ✖ Littering in the classroom or around the school

### CONSEQUENCES - STUDENTS WILL RECEIVE A:

- Friendly warning
- Formal warning
- Level 1 detention
- Level 2 detention





## CONSEQUENCES: RED LINE BEHAVIOURS

✗ Refusing to handover a mobile phone when visible in school

✗ Truancy from lessons

✗ Walking out of a lesson

✗ Failure to attend a detention

✗ Rude language or swearing at someone

✗ Cheating in exams/assessments

✗ Graffiti or obscene/offensive language or depictions

✗ Damaging equipment/property

**NEVER DO THESE!** These behaviours could lead to an automatic suspension/permanent exclusion depending on the individual incident.

- ✗ Dangerous or unsafe behaviours
- ✗ Bullying (*physical child-on-child abuse*)
- ✗ Bullying (*verbal child-on-child abuse*)
- ✗ Homophobic language or behaviour
- ✗ Racist language or behaviour
- ✗ Sexist or misogynistic language or behaviour
- ✗ Cyber bullying
- ✗ Having alcohol, cigarettes/e-cigarettes, drugs or other illegal substances in school

- ✗ Theft or bringing in stolen items
- ✗ Aggressive or threatening behaviour towards a member of staff
- ✗ Aggressive or threatening behaviour towards peers
- ✗ Fighting, physically aggressive or threatening violence
- ✗ **Extortion**
- ✗ Bringing a weapon into school
- ✗ Bringing the school into disrepute (*social media/ within the community*)

### CONSEQUENCES

First incident will result in an immediate referral to the Removals Room and a 1 hour 15 minutes detention