

Gateacre School

Behaviour Policy

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# Our Values

Gateacre School is committed to excellent standards of behaviour by students and staff so effective teaching and learning can take place, that our learning community is safe, courteous and enjoyable for all. We believe that positive behaviour and attendance are essential foundations for an effective learning and teaching environment in which all members of the School community can thrive and feel respected, safe and secure.

We expect high standards of behaviour and conduct, support and encouragement from all members of our School community as we base our teaching and our School ethos on these values:

* Politeness
* Hard work
* Honesty

Therefore, we want to ensure that our learners are polite, hardworking and honest.

# Teaching and learning: social, emotional and behavioural skills

For Gateacre School to be proactive in improving behaviour we will provide opportunities within the curriculum in which positive social, emotional and behavioural expectations can be explicitly modelled, taught and practised.

There are regular opportunities for learning about how to act in keeping with the School's values and beliefs (this is in addition to expectations of learning behaviour, which will permeate the curriculum.). For example, the development of students’ social, emotional and behaviour skills will be achieved through: a structured programme across all years in SMSC (Spiritual, Moral, Social and Cultural development) time; during form time and assemblies and via cross-curricular SMSC links.

Students with more challenging behaviour have the opportunity to benefit from a period of targeted support within our facilities such as The Resolution Room, Learning Support Base, and the SEND curriculum, where bespoke interventions are carried out.

The School's Teaching and Learning policy will support staff in teaching approaches which promote positive behaviour and attendance *(see Teaching and Learning Policy.)* 3.

# Confiscation

Teachers can include confiscation of students' property as a disciplinary sanction in their behaviour policy. To be lawful, confiscation must be a reasonable sanction in the circumstances of the particular case. Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case. The Education and Inspections Act 2006 includes a specific statutory defense for School staff who have reasonably confiscated students' property.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

The aim pursued in confiscating property is maintaining an environment conducive to learning - one which safeguards the rights of other students to be educated with regard to health and safety, threats to good order, uniform, violation, the ethos of the School. The following are examples of when items will be confiscated:

* ***an item poses a threat to others: for example, a laser pen is being used to distract and possibly harm other students or staff;***
* ***an item poses a threat to good order for learning: for example, a student uses a personal music player or mobile phone in class;***
* ***an item is against School uniform rules: for example, a student refuses to take off a baseball cap on entering a classroom;***
* ***an item poses a health or safety threat: for example, a student wearing ear rings or body piercings may present a safety threat to other students in practical lessons;***
* ***selling drinks and confectionery; items will be disposed of and not returned.***
* ***an item which is illegal for a child to have: for example, racist or pornographic material.***

***At Gateacre School, all adults have the authority to seize, retain or dispose of the following items if reasonably applied:***

* ***Chewing gum***
* ***Objects used as missiles***
* ***Fizzy/Non-Fizzy sports drinks***
* ***Confectionery brought in to sell***

***All adults have the right to seize and retain but not dispose of the following items:***

* ***Mobile Phones***
* ***Jewellery***
* ***Laser Pens***
* ***Balls e.g. footballs, bouncy balls.***
* ***Water pistols***
* ***Incorrect uniform items (see Uniform Policy).***

Such items will be returned at the end of the School day unless the confiscation of the item caused a serious breach of the behaviour policy and therefore a meeting with parents is deemed necessary.

Where a student refuses to comply with a reasonable request from a member of staff they will be deemed to be in breach of the behaviour policy and reasonable sanctions will be applied.

# Detention

School staff have a statutory power to put students aged under 18 in detention after School sessions and on some weekend and non-teaching days. Parental consent to detentions is not required however, wherever possible we will try to notify parents. Students who repeatedly fail to attend detentions will be sanctioned with a suspension.

Detentions will take place centrally and will be based on C Floor.

Notifying for after school detention, will take place by using text notification.

Lunchtime and after School detentions can be set by any adult and will not be of such duration that a student or supervising adult misses the opportunity to eat, drink and use toilets. After-school detentions will not exceed 1 hour 15 mins.

# Social Media

Technology cannot be exploited by students to bully or embarrass fellow students or members of staff. The use of defamatory or intimidating messages/images inside or outside of School will not be tolerated and confiscation, disciplinary sanctions/restorative justice procedures will be applied to perpetrators as appropriate. Similarly, the setting up of defamatory groups on Social Networking sites or on mobile phone devices, or contribution to such a group, will be treated as a serious incident and sanctions applied accordingly. (See also Anti-bullying policy and /CT Acceptable Use Policy). Mobile phones must not be visible at any time. They must be kept in bags and switched off. Mobile phones that are visible to staff will be confiscated. They will be placed on reception in an envelope with the student’s name on to be collected at the end of the school day.

# Abuse or intimidation of staff

Gateacre School will not tolerate abuse or intimidation of staff by students when not on the School site, and when not under the lawful control or charge of a member of staff of the School.

Staff who feel that they have been subject to abuse or intimidation by students outside of School should refer the issue in the first instance to the Headteacher. The School will apply disciplinary sanctions (and restorative justice procedures) as appropriate at a suitable time when the student is in School or makes representations to the police.

Parents/ Carers who have subjected Staff to abuse or intimidation will be informed by letter from the Headteacher about sanctions that will be applied in the event of repeated actions in accordance with the Parents/Carers Code of Conduct which is published on the school website.

# PH2: The School's Values - Rewards and Sanctions

Our behaviour policy focuses on 3 key values and expectations, which we call " PH2" We ask students to demonstrate each day:

**Politeness - the practical application of good manners which are essential in life and show a high level of respect and empathy to others**

**Hard work - success and fulfilment in one's achievements.**

**Honesty - a fundamental principle that develops each student's integrity and trust.**

Our PH2 values are supported by a system of rewards and sanctions that are based on the concept of choice and consequence, with the ownership of the behaviour placed firmly with the student: Should students choose to follow School expectations and behave appropriately, then they will be praised and/or rewarded.

Should students choose not to follow School expectations and behave inappropriately, then a system of sanctions will be reasonably applied.

## **Rewards**

At Gateacre School we believe that the values and beliefs that underpin the positive climate for learning are best promoted when students feel secure and are appropriately rewarded for all aspects of their School life - including behaving as expected. Rewards will be recorded on SIMS in the Achievement section for:

Politeness:

• Good manners and courtesy.

Hard work:

• Presentation

• Resilience

• Independence

• Deadlines

• Excellence

Honesty:

• Telling the truth

• Looking to oneself to see what needs to improve

Taking PRIDE promotes a positive climate for learning, the School seeks to create an atmosphere, where the emphasis is on praise and encouragement whilst accepting that there will be a need to support those who find it difficult to maintain acceptable behaviour and conduct.

At Gateacre School, a wide range of whole School rewards is available (see appendix x 5):

## **Sanctions**

Sanctions are necessary for students who choose not to follow the School's rules and behave inappropriately. At Gateacre School we accept that it is our responsibility to support those students so that they can make better behavioural choices in the future. As such, the available sanctions are to be used to promote and develop positive behaviour, and all adults and students are expected to use the opportunities provided within the sanction' s system to look to resolve the issues that have led to the inappropriate behaviour. As much as there is an onus on students to take ownership of their behaviour, the School also expects all adults to maintain a professional approach in managing their own behaviour and in modelling expected behaviours when intervening and interacting with

students. Sanctions are more likely to promote positive behaviour and regular attendance if students see them being applied fairly and consistently.

**Applying sanctions** - See appendix x for further detail and procedure. (See Appendix 4)

The primary responsibility for maintenance of the positive climate for learning in the classroom lies with the adults within the classroom and Supply Teachers will be given clear guidance on the reward and sanction expectations of the School upon arrival.

We must always focus on the desired behaviour, rather than get caught up in 'poor behaviour ‘. The goal of any behaviour intervention in class is to bring about a modification of behaviour so that teaching and learning can continue. If a more serious sanction is applied too early we are left with nowhere to go unless of course, the seriousness of the poor behaviour requires it. Sanctions should be progressive but this is not a flow chart to be worked through. We can expect some strategies to be repeat ed, unless, of course the seriousness of the poor behaviour requires it to be dealt with more significantly and immediately.

The sanctions are based on the principle of The Gateacre W ay. (See Appendix x 3) This means that there is an expectation that all students will adhere fully to our values of politeness, hard work and honesty. Students will follow all teacher instruction and directions first time. If a student does not comply, or follow instructions, sanctions will be put in place.

Adults within the classroom/learning space will use preventative measures such as breaking down the instructions further; making individual tasks specific; having strategic seating plans. If a student does not comply, staff will use a hierarchy of positive interventions, starting with:

A POLITE REMINDER.

Giving positive instructions.

The teacher should end any talk with a student regarding their behaviour with 'Thank you" as a clear indication that you expect them to comply.

* 1. **Formal warning**: "You are now being warned. Stop now to avoid Level 1" (ANY ANWSERING BACK THEN STRAIGHT TO LEVEL 1 and beyond).
  2. **LEVEL 1** - 1 5-minute detention (two or more L1 in a day= 1/2 an hour):
  3. **LEVEL 2** -45 mins. More than 1 L2 in a day= 1 hour 15 mins:

"You are now on LEVEL 2. If your poor conduct continues you will also be dealt with by senior staff ‘. Continued persistent disruptive behaviour can be described as below

**ON CALL – Unique, very serious or one-off behaviour events**

When a student displays behaviour which is extreme or dangerous: examples might include:

Kicking or throwing chairs or other classroom furniture; using aggressive threats to either the teacher or other students; refusing to sit down or calm down; swearing or using offensive language directly to the teacher; physical or sexual assault on a member of staff or student; racist/homophobic conduct; refusal to be exited to another member of staff

Staff should not leave the classroom but should make contact using the **emergency alert icon in SIMS.** Reception will contact the member of staff who is on-call. The member of staff who on­ called must enter the behaviour on SIMS. They **MUST** make a phone call home to explain the incident and record it in initiatives in SIMS as On- call phone call. AHOY will follow up all on- calls with members of staff who have initiated them during the school day.

The member of staff on call will remove the student from the classroom. He/she will take further action using one of the following sanctions:

* Removal Room/ Isolation located in the Sports Barn
* Referral to Support systems inside/outside School as appropriate Exclusion: Suspension or permanent.
* Exclusion: suspension or permanent exclusion.

# Bullying and Racial Harassment

At Gateacre School racial harassment and bullying will not be tolerated. Any racial or bullying incident must be recorded on SIMS. This should be reported immediately to the Head of Year or Assistant Head of Year. He/she will then investigate the incident and take appropriate action. *{See Anti-Bullying Policy*

# Powers to search

**(DFE Behaviour and discipline in schools 2016: Searching, screening and confiscation) The law allows authorised School staff to search suspected students and confiscate items without consent for " prohibit ed it ems" *including knives and weapons, alcohol, illegal drugs, stolen items pornographic images, fireworks, cigarettes (including e-cigarettes) or other tobacco and cigarette paper any article that has been or likely to be used to commit an offence , cause personal injury or damage to property and any item banned by the school rules which has been identified in the rules as an item which may be searched for.***

At Gateacre School the following adults are authorised to search for prohibited items without consent. using agreed methods; No other adult should attempt to carry out a search of a student ' s property or clothing for any reason:

• Any member of the Senior Leadership Team

• Any member of the Pastoral Team

• 2 adults should be present when a search takes place (preferably a male and female).

Parents will be contacted when a search has taken place.

Weapons and knives and extreme or child pornography will always be handed over to the Police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Adults will take particular care when deciding whether to confiscate items of clothing or jewellery. They will have appropriate regard to whether the item in question has religious or cultural significance to the student and will avoid physical contact or interference with student s' clothing of a kind that might give rise to child abuse allegations. In order to minimise such risks, if an item of clothing or jewellery is confiscated, this will be done by a staff member of the same gender as the student and with another staff member present. Confiscation that would leave the student only partly dressed would lead to contact with parents or carers to rectify immediately.

When retaining a confiscated item, adults are expected to:

• inform the student ' s parent that an item has been confiscated.

• for items of value or illegal nature, place the item in an appropriate secure storage place.

# 10. Allegations against staff

Any allegation against staff will be treated seriously and will be investigated by Anne Kavanagh through the Complaints Procedure. The procedures are in accordance with the 'Working Together ' Guidance (2016)

If an allegation is found to be malicious it will be referred to the Head teacher and a meeting with parents will take place.

# 11.CCTV

CCTV and School cameras can be used to record behaviour incidents and to assist in the identification of culprit s, it is available to be shown only and not to be taken away. Any viewing of CCTV imaged must be done in a private area or room. These images will only be used for these purposes, will not be shared with anyone other than those delegated to investigate the incidents, and will be deleted from the CCTV once their purpose has been served.

**12. Power to use reasonable force**

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The Head teacher and authorised School staff (SLT/ Past oral Leaders) may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to comm it an offence or cause harm. Any incident requiring 'reasonable force' will be recorded.

# Appendix 1: Rules and sanctions

|  |  |  |
| --- | --- | --- |
| Issues | Rules | Sanctions |
| Uniform  (Please see | Uniform issue(s) that *can* be addressed for  example wearing coat, tucking  shirt in, adjusting length of tie  et c.  Incorrect uniform that *cannot*  be immediately rectified.  e.g. wearing trainers/ boots/  et c., no shoes, | Addressed immediately- no further action.  Lack of response or repeat offence, Pastoral Team informed and detention issued. |
| Uniform |  |
| Policy.) | Students will be dealt with before the red line by the Pastoral Team. |
|  | Parents contacted to ask them to bring in the item(s) or permission to send student home to collect.  If parent is not available /not authorizing student to go home, we will then |
|  | issue a temporary replacement, returned to us at the end of the day. If |
|  | student refuses to wear school item(s) he/ she will be referred to the |
|  | Removal Room or isolated appropriately. Repeat behaviours will lead to |
|  |  | suspension. |
| Jewellery | No jewellery to be worn, except *watches.* | Student removes the item.  If further incidents, staff to confiscate and return at the end of the day, if compliant.  If student is defiant/ argumentative, then parents will have to collect items. |
| Make up | Make up must be subtle. No false nails or eyelashes permitted | Must be removed immediately before the red line or at any other time if applied during the school day.  If non-compliant or repeat offence then Removal Room or isolated appropriately. |
| Mobile | Mobile phones MUST NOT be  used by students on the  school premises.  (If any student brings a mobile  to Gateacre School, then it  MUST be in their school bag at  all times and switched off ALL  DAY). | Ask for the mobile to be put away, if compliant problem resolve d. If repeated |
| Ph ones, | the Mobile phone(s) to be passed to staff on first request without |
| iPods, | disagreement from the student. Mobiles will be confiscated and handed in to |
| iWatches, earphones , | where it will be stored in a labelled envelope and locked away until the end of the school day. Students collect at the end of the day from reception. |
| et c. | If student argumentative / defiant et c., this will result in a member of senior |
|  | staff being involved. The mobile phone(s) will be labelled 'A' while stored in |
|  | the safe and parents will have to collect.  If students need to contact home in an *' emergency',* then they can use a |
|  |  | phone with Admin. |
| Equipment | Students must arrive to school every day and to every lesson with their basic equipment of a black pen and red pen, pencil, and ruler. | No basic equipment for repeat offenders meetings with parents will be call ed. |

# Appendix 2: Examples of sanctions for serious incidents - for use as a guide in conjunction with professional judgement

|  |  |  |  |
| --- | --- | --- | --- |
| Smoking - in or out of the building including e-cigs and vape-sticks or pens. | Decision will be made by the Head teacher/SLT on action to be taken which could include:   1. Suspension 2. Referral to Safer Schools Officer 3. Referral to Removal Room   Permanent exclusion could also be used due to the serious nature of this issue. | | |
| Misuse of Fire Alarm | Suspension. Referral to Liverpool Fire and Safety and /or Police Liaison. Possible permanent exclusion. | | |
| Community issues | These issues will be dealt with in partnership with Safer Schools Officer and Local Police.  Discussion will take place with SLT/Head teacher regarding appropriate sanction in conjunction with police involvement. Sanction may include exclusion either fixed or permanent. | | |
| Fighting (equal involvement) | Parental contact. Suspension. Isolation the following day. Student may be sent home on the day if there are medical issues. Staff will consider if any other actions are needed in order to prevent further incidents.  + Restorative Justice  Parental meeting. Isolation plus break and lunchtimes (room to be identified)  Parental interview with SLT and Safer Schools involvement. | | |
| Assault of another student | Suspension if a serious assault. Restorative justice with victim if appropriate.  Suspension and Isolation/ Behaviour Placement Parental meeting. Suspension. Refer to Head teacher /AHT B&A for possible Governors' Disciplinary Panel. Alternate arrangements considered. | | |
| Threatening, aggressive behaviour/inciting such behaviour. | *This type of behaviour will have varying degrees of seve rity. It may be more appropriate for more severe sanctions earlier.*  Isolation. Detentions break and lunch for a week. Parental contact and Police Panel referral  Removal room. Parental meeting, detention at break and lunchtime. Exclusion. Readmission with HoY & SLT | | |
| Selling items such as confectionary on the school site for profit | | | * Parental contact, including letter home * Isolated at breaks and lunch for 1 week. Items confiscated and not returned. * Parental meeting with HoY. Removal room, Isolated breaks & lunch for * 1 week. Items confiscated and not returned. * Suspension. Readmission with HoY and SLT. Items confiscated and not returned |
| Damage to the School Site Any incident of damage to the School \* | | | Parental contact, including letter home. School based community service or imposition of a task - such as picking up litter or weeding School grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti and/or Restorative Justice session and/or Safer Schools referral and/or Exclusion/ Isolation  \*The school will always attempt to recoup losses by invoicing parent(s)/guardian(s). |
| Verbal abuse to staff | | | *This type of behaviour will have varying degrees of severity. It may be more appropriate for more severe sanctions earlier. Any racism or direct swearing will lead to Fixed Term Exclusion.* Detention. RJ if needed.  Isolation /Behaviour Placement.  Parental meeting with HoY. Suspension. Readmission with HoY and SLT |
| Truancy (part of the day) | | | Parental contact. Formal detention to make up time missed. Removal room/PL report. Parental meeting with PL. Removal room/HoY /SLT report.  Parental meeting with HoY and SLT |
| Truancy (full day) | | | Removal room. Parental contact.  Removal room /HoY report/SLT. Parental meeting.  Sanction to be discussed with HoY & SLT report. Parental meeting. |
| Theft | | | Removal room /Exclusion. Parental meeting. Referral to Safer School Officer.  Removal room/Exclusion. Parental meeting with SLT & Safer School Officer.  Referral to Head teacher for Governors' Disciplinary Panel. |

# Appendix 3: Classroom expectations - To support 'The Gateacre Way' and our values of Politeness, Hard Work and Honesty.

At the beginning of lessons students are expected to:

* Be on time and line up outside the classroom in an orderly manner
* Enter the classroom when instructed in an orderly manner
* Take off outdoor clothing before entering the room
* Get out books and equipment
* Stand behind seat until asked to sit
* Sit according to the teacher's seating plan
* Follow instructions

During lessons students are expected to:

* Be silent and listen when the teacher or another student is speaking
* Stay in their seat and remain in the room unless the teacher directs them otherwise
* Participate fully in the lesson
* Work to the best of their ability without distracting others
* Ask for help if necessary at the appropriate time
* Write home learning tasks in the homework diary

At the end of the lesson students are expected to:

* Work until the teacher indicates it is the end of the lesson
* Stand behind chairs when asked
* Leave the room tidy
* Leave in an orderly manner when dismissed
* Thank the teacher for the lesson

# Appendix 4: Classroom Discipline Procedures

1. Polite Reminder is gentle and comes before the warning.

2. Formal Warning: "You are now being warned. Stop now to avoid level 1"

LEVEL 1 = 15 minute s. 2 or more in a day = 30 minutes LEVEL 2 = 45 minutes. 2 or more in a day = 1 hour 15 mins;

SLT on Call= SLT intervention on arrival at classroom with outcomes decided. Half termly: data administered by Natalie White and Pastoral Team

3. At any point Pastoral Team may recommend the Resolution Room and/or SENCO (if child is ASD and on the register, has EHCP. Additional strategies may be put into place.)

4. Reporting System. (On report for two weeks in first instance and remaining on for a further week with same person if not a satisfactory report on any one day

5. Pastoral Isolation: one day only, Academic Tutor/ Asst HoY and/or HOY. Refusal would lead to Internal Suspension for one day as shown below.

6. The Resolution Room: where support and behaviour modification are offered but also where children can be kept at break and lunch-time.

7. Removal room: decisions managed and monitored by pastoral team.

8. Suspension: this would happen immediately and would supersede all the above - in line with the Gateacre Behaviour Policy ALL SUSPENSIONS DECIDED BY HEADTEACHER, AHT BA, in absence of either, DEPUTY HEAD.

9. Managed/ School move: discussion with parent (pupil consent not required).

As a result of all support strategies and interventions not succeeding a decision for a Placement at Hew Heights would be suggested to parents/carers of students who are Liverpool residents as an alternative to Permanent Exclusion. If agreed the student would attend the Removal Room until FAP Placement. If not agreed Permanent Exclusion would supersede.

If the student is a resident out of borough there is no alternative other than Permanent Exclusion.

# Appendix 5: Rewards

1. Classroom/Class teacher based

• Verbal praise

• Written praise on work and in planner

• Display of work

• Rewards for good learning habits

• Telephone calls home

• Postcard home

• Comments during Parents' Evening

• Reporting to parents

2. PRIDE Points

• 50 = Bronze

• 100 = Silver

• 150 = Gold

• 200 = Gold Plus

• 300= Platinum

3. Yearly Trophy (one to each form per year for exceptional form group performance)

4. Half termly Positive pupil awards for exceptional displays of character either within the school or community. Name engraved on the Year group Shield.

5. Academic/sport achievement award at end of academic year.

6. Wall of achievement: pupil names displayed for a week on digital media in school as recognition of achievement including attendance above 95%

7. Gateacre Great s- Published on Social Media platforms

8. Head of Year Award as appropriate (vouchers)

9. Senior Leader Award as appropriate (vouchers)

10. Head Teacher award for outstanding contribution to improvements within the school

11. Golden ticket -front of lunch queue

12. Student of the Year Award

\* At Gateacre School we also recognise the wide and varied participation our students have beyond the school; therefore, we look to provide opportunities to reflect on these through school assemblies where we are able to share certificates, awards, commendations from external sources.