



## The GCA Behaviour for Learning Policy

### Incorporating Use of Reasonable Force, Searching, Anti-Bullying, Racist Incidents & Harmful Sexual Behaviour

The GCA Behaviour for Learning Policy is a statement of practice that underlines how we achieve outstanding behaviour for learning and a positive ethos across our school.

#### The Aims of GCA's Behaviour for Learning Policy

- To create an environment which encourages and reinforces outstanding behaviour for learning
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To maintain an environment where children feel safe, secure and respected
- To create an excellent learning environment
- To promote independent learning

#### The Principles of GCA's Behaviour for Learning Policy

Our approach is based on two key principles:

- All students have the right to learn without disruption.
- All teachers have the right to teach without disruption.

#### The GCA Behaviour for Learning Rules

- Students arrive promptly to lessons and bring the correct equipment
- Students wear the school uniform correctly
- Students act respectfully towards all members of staff and their peers
- Students work to the best of their ability and contribute positively to their lessons.

#### The GCA Behaviour for Learning Awards and Sanctions

The establishment of good discipline is a central part of our work. Within this value system, teachers will provide well-structured, purposeful learning and use their professional judgement to locally manage behaviour in their classrooms.

We recognise positive student behaviour for learning with the following Awards:

- Verbal praise
- Award stickers (including award points)
- Award certificates
- Award postcards
- Positive Phone calls Home

- Students of the Week Awards
- Students of the Term Awards
- Students of the Year Awards
- Form & small group Awards
- Awards assemblies
- Extra-curricular opportunities

Dealing effectively with misbehaviour is a fundamental responsibility of **all** teaching staff, as is the imposition of sanctions when necessary. Sanctions should complement the range of positive awards and reinforcements used to encourage students to behave well.

When students break the GCA Behaviour for Learning Rules, the teacher may go beyond individual informal strategies (such as non-verbal communication techniques, changes to seating plans etc) and sequentially apply the following generic GCA sanctions (Consequences C1-C5):

*C1: Name on board*

*C2: Name on board ticked*

*C3: Five minute moving-on session (supervised by class teacher)*

*C4: Fifteen minute break-time detention (supervised by Year Lead). Failure to attend will result in the student being collect from their Period 4 lesson and completing a 25 minute lunch-time detention. Class teacher contacts home.*

*C5: Student moved to Subject Leader and issued with forty-five minute after-school detention (supervised by SLT). Failure to attend will result in a sixty minute detention the following day and the student will be collected from their Period 5 lesson. Failure to attend the detention at this point will result in a meeting with Parents/Carers as soon as possible.*

*C6: Student moved via a member of SLT to Academy Isolation and Reflection (AIR)*

*C7: Student issued with internal exclusion by the SLT*

*C8: Student issued with a Suspension by the Deputy Headteacher or Headteacher*

**NB:** C1-C8 are routinely logged on students' individual Synergy record

### **The GCA Behaviour for Learning Interventions Ladder**

Management of students' behaviour is normally the local responsibility of the GCA teacher applying the GCA Awards and Consequences C1-C5 (which constitute the GCA Behaviour for Learning Interventions Ladder Stages 1 & 2). However, students who persistently break the GCA Behaviour for Learning Rules access increasingly intensive personalised support in accordance with the GCA Behaviour for Learning Interventions Ladder (Stages 3 - 7) in order to achieve their compliance and prevent suspension. These include:

*BfL Intervention Ladder Stage 3: Year Lead monitoring and support*

*BfL Intervention Ladder Stage 4: Senior Leader monitoring and support*

*BfL Intervention Ladder Stage 5: Behaviour Manager monitoring and support (PSP)*

*BfL Intervention Ladder Stage 6: Extended Behaviour Manager monitoring and support (PSP) including Managed Transfer and possible respite options*

*BfL Intervention Ladder Stage 7: Headteacher monitoring and support*

**NB:** These interventions are routinely logged on students' individual Synergy record

## Behaviour outside of the classroom Aims

- To ensure orderly movement and a harmonious atmosphere around school
- To develop a consistency amongst staff when dealing with behaviour outside of the classroom

## Main Principles

- Behaviour on the corridors and in grounds is a corporate responsibility
- Any inappropriate (e.g. anti-social, disruptive, dangerous or destructive) conduct should always be challenged by the first member of staff to see them. Information about these incidents should then be communicated to Progress Leaders.

## Searching pupils

SLT can search students with their consent for any item. SLT, accompanied by a witness, also have the power to search pupils or their possessions, without consent, where they suspect the pupil has a “prohibited item”. Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

## Use of Reasonable Force

SLT 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.

SLT operate in accordance with the guidance provided by the Department for Education:-

The Use of Reasonable Force, Advice for headteachers, staff and governing bodies July 2013 (updated 2015)

### **Key points**

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

## Malicious allegations against students or staff

The school views these extremely seriously and will always be investigated by the Headteacher or his representative.

## Anti-Bullying Procedures

Our Anti-bullying procedures should be read in conjunction with the Department of Education Publication: - Preventing and Tackling Bullying Advice for headteachers, staff and governing bodies October 2014 and;

Department of Education Publication: - School Support for Children and Young People who are Bullied. A Factsheet. 2014

**ALL staff have a responsibility to ACT if they perceive that these situations are occurring and that ALL staff need to be aware who to turn to if help is required.**

In ALL situations we would normally follow the same route. This would be:

- Form Tutor/Subject Teacher/Support Staff & SLT all report to Year Lead ASAP.
- If the YL is unavailable the next appropriate person would be a member of the Pastoral SLT.
- If they were also unavailable the next appropriate person would be any member of SLT.

## Bullying Incidents

The incident should be dealt with in the normal caring way showing consideration for the victim and challenging the perpetrator.

All incidents must be logged on Synergy and the appropriate person will deal with the situation.

### **What is Bullying?**

“Bullying is deliberately hurtful behaviour, repeated often over a period of time.” “It is difficult for those being bullied to defend themselves.”

Loutish behaviour and isolated attacks, though unacceptable and requiring action using our Behaviour for Learning Policy, do not by themselves constitute bullying.

There are five main types of bullying: gesture, verbal, physical, extortion, exclusion.

(There are of course different levels of intensity and frequency with which they are perpetrated).

### **What should a student do if they are bullied?**

If a student feels they have been bullied they **MUST** report the facts and their feelings to an adult. This may be an adult at the school. E.g. Form teacher, Year Lead, Teacher Assistant etc...This may be an adult at home. Students can also report any incidents via the Keep Me Safe button on the school website.

### **What should the adult at school do?**

- If a student reports the fact to you that they have been bullied ensure that you listen carefully.
- Let them know that they can trust you and that you will ensure something happens.
- Inform the student that you will have to tell the Year Lead/SLT member in charge of the year.
- Ensure you log the incident on Synergy.
- If possible re-establish calm and return the student to normal routines whilst the investigation continues.

- If this is not possible please take the student to the Inclusion Centre to be looked after whilst you let the Year Lead know what has happened and where the student is.

**What should the adult at home do?**

- The adult should contact the school and talk to the appropriate Year Lead or a member of the SLT.

**What should the YearLead / SLT member do?**

- Use standard good practice and knowledge of the students in the school to investigate the incident and decide whether it fits the criteria for bullying or whether it is a “one-off”. If it is a “one-off” the BfL system may solve the problem. If it is a “one-off” the perpetrator should be informed that a repeat offence would mean that they would be placed immediately on the “Bullying Register”. Explain the possible consequences of this.
- If it is decided that a bullying offence has occurred then the action laid out in the flow chart MUST be followed.
- Parents/carers MUST be involved/informed and possible consequences may include:
- Monitoring, loss of breaks/lunches, moving classes, detentions, isolation, exclusion.

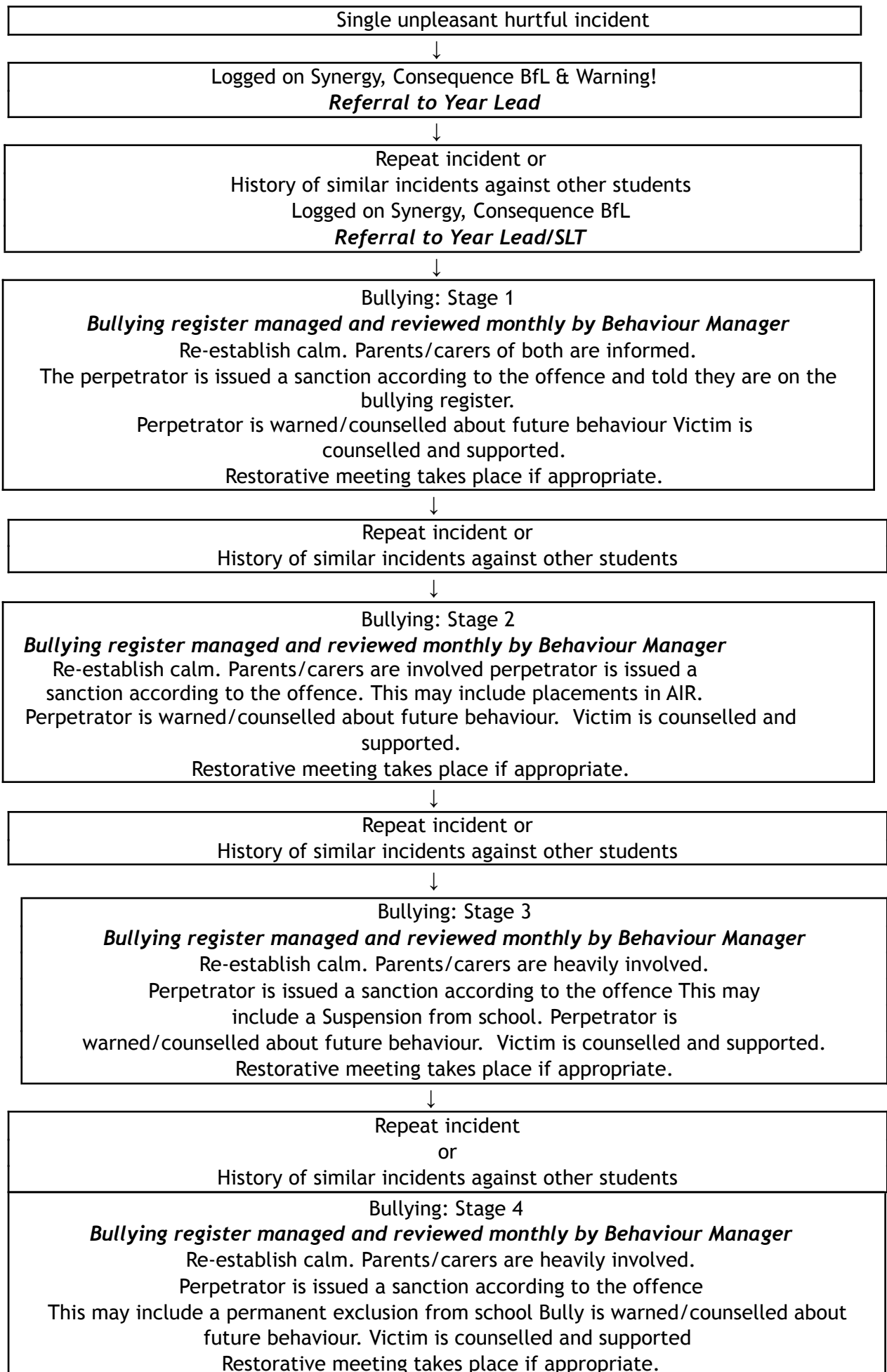
**Support for the victim where appropriate may include:**

- Talk with Year Lead/SLT member, Inclusion Centre, meeting with parents, restorative meeting, outside professional help.

**Support for the perpetrator where appropriate may include:**

- Talk with Year Lead/SLT member, Inclusion Centre, Behaviour Manager, meeting with parents, restorative meeting, outside professional help.

## Anti-Bullying flowchart of action



## Racist Incidents

Britain is a multi-racial and multi-faith country and everyone has the right to have their culture and religion respected by others. Nobody has the right to call a child names or to treat them badly because of their colour, race or religion. It's illegal and it can be stopped. Racist bullying is not just about the colour of your skin, it can be about your ethnic background or religion too.

Any incident should be dealt with in the normal caring way showing consideration for the victim and challenging the perpetrator.

All incidents should be logged on Synergy **IMMEDIATELY** and it should be clearly marked “**RACIST INCIDENT**”.

This should be passed **IMMEDIATELY** to the Behaviour Manager or a member of SLT.

Racist incidents will not be tolerated. Racist Incidents will be logged and will be dealt with using the school Behaviour for Learning Policy and where appropriate our anti-bullying procedures.

## Harmful Sexual Behaviour

Garstang Community Academy has appropriate school-wide policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) are unacceptable and the academy behaviour policy outlines appropriate potential sanctions.

These policies are reflected in the academy curriculum, Relationships, Sex and Health Education Policy and procedures, which specifically address sexual harassment, online abuse, sexual violence and issues of consent, ensuring that:

- academy staff have appropriate knowledge of part 5 of the ‘Keeping Children Safe in Education’ statutory guidance
- all pupils are supported to report concerns about harmful sexual behaviour freely
- all (such) concerns are taken seriously and dealt with swiftly and appropriately and that pupils are confident that this is case
- comprehensive records of all allegations are kept
- work to prevent sexual harassment, online sexual abuse and sexual violence operates through a culture-led, whole-school approach that includes an effective behaviour policy, pastoral support and a carefully planned relationships, sex and health education curriculum

Academy staff will remain alert to factors that increase vulnerability or potential vulnerability such as mental ill health, domestic abuse, children with additional needs, and children from groups at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls and LGBT children).

Academy staff are aware of the very high local incidence of multiple combinations of such potentially adverse childhood experiences and the needs this could present.

Academy staff will also seek to understand and minimise any barriers that could prevent a pupil from making a disclosure, for example communication needs, are identified and addressed.

Academy staff will assume that sexual harassment, online sexual abuse and sexual violence are happening in and around the school, even when there are no specific reports, and deliver a whole-school approach to address them.

Academy staff will be regularly trained to:

- have good awareness of the signs that a child is being neglected or abused, as described in ‘What to do if you’re worried a child is being abused’
- understand how to handle reports of sexual violence and harassment between children, both on and outside school premises (in line with DfE guidance)
- be confident about what to do if a child reports that they have been sexually abused by another child
- ensure that children are taught about safeguarding risks, including online risks
- support pupils to understand what constitutes a healthy relationship (online and offline)

## **Fixed term exclusion (Suspension)**

‘Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports headteachers in using exclusion as a sanction where it is warranted.’

(DfE ‘Exclusion from maintained schools, Academies and Pupil Referral Units in England 2012)

All decisions to exclude are serious and only taken as a last resort or where the breach of the Academy rules is serious or persistent. The following are examples of serious breaches:

- Harmful sexual behaviour, online sexual abuse, sexual violence (including sexualised language)
- Failure to comply with a reasonable request from a member of staff. Failure to wear Academy uniform which has been provided (where available). A student who remains in incorrect uniform is regarded as having failed to comply with a reasonable request
- Breaches of health and safety rules
- Verbal abuse of staff, other adults or students
- Possession of drugs and/or alcohol related offences
- Failure to comply with the requirements of the ‘consequence’ system
- Wilful damage to property
- Homophobic or racist bullying
- Bullying
- Theft
- Making a false allegation including against a member of staff
- Behaviour which calls into question the good name of the Academy, including when this takes place off the school premises whilst in school uniform
- Persistent defiance or disruption
- Minor assaults or fighting that is not premeditated or planned
- Other serious breaches of Academy rules

Isolation from class will be time limited and utilised to keep good order in classrooms. The clear expectation is to keep children in class. ( DfE Guidance February 2022)

## **Permanent exclusion**

A decision to exclude a student permanently should only be taken:

- in response to serious 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 students or others in the school

(DfE ‘Exclusion from maintained schools, Academies and pupil referral units in England 2012)

The Headteacher will make the judgement. In exceptional circumstances, it may be appropriate to permanently exclude a child for a first or ‘one-off’ offence. These offences might include:

- Serious actual or threatened physical assault against another student or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Possession of an illegal drug with intent to supply
- Carrying an offensive weapon
- Making a malicious serious false allegation including against a member of staff



- Potentially placing members of the school community or the public in significant danger or at risk of significant harm

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Academy community.

Cases where a Headteacher may permanently exclude a student include:

- one of the above offences; or
- Persistent disruption and defiance including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises.

### **Review**

This policy and procedures will be reviewed annually as part of the GCA's Student Welfare procedures.

Last reviewed September 2022