



# **George Mitchell School**

## **Behaviour and Anti-bullying Policy**

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<b>Produced by</b>	<b>Ian Marshall</b>

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## **1. Equality and Diversity**

**George Mitchell School is committed to equality and diversity in all areas of school life. We do not tolerate any discriminatory behaviour towards staff or students. All incidents of discriminatory behaviour will be taken extremely seriously and appropriate sanctions will be put in place whilst at the same time putting actions in place to educate those that exhibit such behaviours.**

## **2. INTRODUCTION**

Our motto 'More is in Me' applies to everyone in our school community. We expect and encourage students, staff and families to push beyond themselves to improve their skills so that our students are given the best learning opportunities in school and at home.

At George Mitchell School we expect our students to develop:

- A thirst for learning and a desire to achieve their best at all times
- Respect for themselves and others
- The ability to make safe and informed choices about what they do

We aim to provide an aspirational and excellent academic environment that supports students to make sustained progress from Nursery to Year 11. In our school, learning comes first.

Through their time at George Mitchell School, we want our children to develop the confidence to take on new challenges and resilience to overcome difficulties. We want them to understand how to take up an effective role in Modern Britain and develop an awareness of wider world issues.

We want our students to leave George Mitchell School as secure and healthy individuals who are self-reliant, assured and motivated to succeed in life. We will ensure they are equipped with the skills necessary to explore the many opportunities available to them in the world today.

All students at George Mitchell School (GMS) have the right to:

- A quality education without disruption in order to achieve the best outcomes;
- The right to feel safe and happy;
- The right to work in a positive and supportive environment;

This policy underpins our vision and **MUST** be read in conjunction with the Safeguarding and Teaching for Learning policies, the principles of which underpin excellent behaviour, punctuality and attendance.

At the heart of this policy is the school's determination to create a positive learning environment.

## **3. Trauma Informed Practice / Adverse Childhood Experiences**

At GM we are committed to supporting our students to develop positive behaviour for learning. However, we recognise that some students may need additional support to meet

our high expectations. To this end we believe in taking an empathetic approach to help identify any additional needs that a student may exhibit.

Through our strong pastoral system and information sharing forums such as 'Inclusion Panel Meetings' we identify students requiring extra support and use every resource available to us to help students behave in line with our expectations.

We understand that all forms of behaviour are an act of communication and therefore do not see behaviour in isolation but as part of a child's learned experience

We understand that trauma of any kind can play a part on impacting on a child's behaviour. By acknowledging and supporting children through their experiences we hope to not only help them to become more resilient but also ensure that they leave our school with positive outcomes for their future.

#### 4. Aims

This policy aims to:

- Outline **how students are expected to behave**
- **Define** what we consider to be unacceptable behaviour, including bullying
- Provide guidance for a **consistent approach** to behaviour management
- Outline our system of **rewards and sanctions**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

#### 5. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

#### 6. Definitions

##### 6.1 Positive Behaviour

We expect our students to show respect and positive attitudes to all members of our community at all times.

Positive behaviour includes:

- Impeccable conduct
- Self-regulation of behaviour around the school and community
- Positive and polite language
- Kindness and consideration for others

**6.2 Unacceptable behaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtime
- Non-completion of classwork or homework
- Poor attitude to work
- Inconsiderate behaviour towards others
- Rudeness and disrespectful behaviour
- Incorrect uniform
- Failing to respect the school environment
- Bringing banned items into school
- Failure to follow school rules and expectations
- Failure to be punctual at the beginning of school and each class without reason

**6.3 Serious unacceptable behaviour** is defined as:

- Bringing the school into disrepute
- Swearing at staff
- Violent and aggressive language towards staff and students
- Violent and aggressive physical behaviour towards staff and students
- Any act of harmful sexual behaviour
- Repeated breaches of the school rules and expectations
- Any form of bullying or intimidation (see below)
- Smoking
- Being under the influence of drugs
- Vandalism
- Theft
- Fighting, violent behaviour or causing physical harm to others
- Sexual assault
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Vapes
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

## **7. Searching Screening and Confiscation**

Along with the prohibited items listed above, the school also considers the items listed in appendix 1 as banned from being brought onto the school site by students.

This list is made explicit to students via their planners.

The school will carry out screening (using hand held wands) and searches of students in line with *DFE guidance: Searching, Screening and Confiscation Jan 2018*.

ALL George Mitchell staff can confiscate any prohibited item found as a result of a search. They may also confiscate any item they consider harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

'Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully'.  
*DFE guidance Searching, Screening and Confiscation Jan 2018*.

A student who refuses to co-operate with search, screen or confiscation protocols will be subject to sanctions in line with this policy and may also be removed from the premises and may subsequently be refused entry.

### **Mobile Phones.**

Mobile phones are part of the school banned item list. Students are permitted to carry their phone to school but they **must** be handed into the school for duration of the day. Any student caught with a mobile phone in their possession during the day will have it confiscated.

Mobile phones will only be returned to the parent or carer at a time convenient to the member of staff. If this is repeated then students may have their phone confiscated for a longer period of time. Refusal to hand a mobile phone over to a member of staff when requested will be subject to sanctions in line with this policy.

## **7.1 Power to search students without consent**

The Headteacher and the Senior Leadership Group can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- Vapes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause injury or damage to property.

## **8. Physical restraint and use of Reasonable Force**

In extreme circumstances members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at George Mitchell. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

Staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Reasonable force can also be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so

Incidents of physical restraint must:

- **always be used as a last resort**
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- **NEVER** be used as a punishment

## **9. Roles and responsibilities**

### **9.1 The governing body**

The governing body will approve this behaviour policy and review it in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

### **9.2 The Headteacher**

The Headteacher will approve this policy and the Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **9.3 Staff**

Staff and Senior Leaders are responsible for:

- Implementing the behaviour policy
- Modelling positive behaviour in line with teachers' standards
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents on SIMS

### **9.4 Parents**

Parents are expected to:

- Support their child in adhering to the school's expectations of good behaviour (code of conduct)
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with school staff promptly

## **10. Bullying (Also see GM Child on Child Abuse Policy 2022)**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

- Bullying is not the same as falling out with a friend or friends

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial (ChildLine 2021)	<p>Bullying due to an individual's race, ethnicity or culture.</p> <ul style="list-style-type: none"> <li>• being called racist names or being sent insulting messages or threats</li> <li>• having your belongings damaged or having to see racist graffiti</li> <li>• being left out, treated differently or excluded</li> <li>• people making assumptions about you because of your colour, race or culture</li> <li>• being made to feel like you have to change <u>how you look</u></li> <li>• racist jokes, including jokes about your colour, nationality race or culture.</li> </ul>
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual orientation, reputation or performance, inappropriate touching and homophobic.
Other protected characteristics	Bullying because of someone's religious beliefs, gender, disability, culture
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

George Mitchell takes bullying extremely seriously. We recognise that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. All stakeholders are expected to understand the negative impact bullying can have and be prepared to combat it using all means necessary. To this end, George Mitchell School ensures that it:

- Monitors and reviews our anti-bullying practice on a regular basis.
- Supports staff to promote positive relationships, to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.



- Ensures our students are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

### **10.1 George Mitchell School's Response to Bullying**

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.
- The school will inform other staff members, and parents/ carers, where appropriate.
- Sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's behaviour policy.
- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

#### **10.1a Cyberbullying:**

When dealing with Cyberbullying staff should ensure that they access the Childnet Cyberbullying guidance.

The following steps may be taken when dealing with all incidents of Cyberbullying reported to the school:

- Acting as soon as an incident has been reported or identified.
- Providing appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encouraging the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Taking all available steps where possible to identify the person responsible.
- Working with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may

include: confiscating and searching students' electronic devices, such as mobile phones, in accordance with the law and also the school searching and confiscation policy.

- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensuring that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Informing the police if a criminal offence has been committed.
- Providing information to staff and students regarding steps they can take to protect themselves online.

### **10.1b Sexting:**

- Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, many young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003. see- Safeguarding Policy.

### **10.2 Friends Against Bullying Team (FAB)**

The FAB team mainly consists students who, following training support the staff at George Mitchell to combat bullying. They are chosen for their commitment, maturity and passion for making George Mitchell a better place.

Their duties include:

- Delivering assemblies
- Making presentations to tutor groups
- Peer mediation
- Peer mentoring (victim and perpetrator)
- Providing support and comfort to students in the playground

### **10.3 Supporting Students**

GM firmly believes in the power of restorative justice and uses it to empower victims and educate perpetrators.

Victims of bullying will be supported by:

- Reassuring the student and providing continuous support.
- Offering an immediate opportunity to discuss the experience with an experienced member of staff.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.

- Where necessary, working with the wider commSSAy and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children’s Services, or support through Child and Adolescent Mental Health Services (CAMHS).

Students who have perpetrated the bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to the service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), internal suspension, suspension, or permanent exclusion.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children’s Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

#### **10.4 Preventing Bullying**

All George Mitchell stakeholders will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all. (Pastoral curriculum, Assemblies, Equality and Diversity group, PSHE, Environment).
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create “safe spaces” for vulnerable children and young people. The SSA is staffed at all times of the day and regularly supports students by providing time and expertise.
- Celebrate success and achievements to promote and build a positive school ethos.

#### **10.5 Education**

There are a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: the pastoral curriculum, drop days, displays, assemblies, peer support, the FAB team.

We provide systematic opportunities to develop students’ social and emotional skills, including building their resilience and self-esteem.

#### **10.6 Involvement of students**

George Mitchell School will:

- Ensure that students understand the school's approach and are clear about the part they have to play to prevent bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all students know how to express worries and anxieties about bullying.
- Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to students who have been bullied and to those who are bullying in order to address the problems they have.

### **10.7 Involvement and liaison with parents and carers**

George Mitchell School will:

- Take steps to involve parents and carers in developing policies and procedures to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for students, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

### **10.8 Useful links and supporting organisations**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk) □ Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)

#### **10.8a SEND**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

### **10.8b Cyberbullying**

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-forchild-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-forchild-internet-safety-ukccis)

### **10.8c Race, religion and nationality**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com/](http://www.educateagainsthate.com/)
- Show Racism the Red Card: [www.srrtc.org/educational](http://www.srrtc.org/educational)

### **10.8d LGBTQ+**

- Barnardos LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### **10.8e Sexual harassment and sexual bullying**

- Ending Violence Against Women and Girls (EVAW) [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)

## **9. Expectations of Good Student Behaviour (Code of Conduct)**

Expectations can be seen in the classrooms of all phases.

### **11.1 Primary – PRIDE values (Appendix 2)**

PERSERVERANCE – Enjoy the challenge  
 RESPECT – Be kind, be safe  
 INDEPENDENCE – Think for yourself  
 DIVERSITY – Include everybody  
 EXCELLENCE – Go above and beyond

### **11.2 Secondary – 3 Strikes Chart (Appendix 3)**

Staff and Students at George Mitchell Expect:

- Respect, courtesy and manners
- Effort and commitment
- A safe and orderly environment
- High standards of work
- Co-operation

## **12. Rewards and sanctions**

### **12.1 List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Verbal and non-verbal feedback and praise
- Communication home (face to face, phone call, post card, letter)
- Letters of praise sent home
- Star of the Week assemblies
- Celebration Assemblies
- House Tokens – Gold, Silver & Bronze (Primary) – House Achievement Cup (Primary)
- Rewards Trips
- Formal recognition at ACE Evening (Academic Celebration Evening)
- Jack Petchey Awards
- Progress and Attitude to Learning celebration photo boards around the school.

The school may use one or more of the following sanctions in response to unacceptable and serious behaviour (incidents should be recorded on SIMS):

- Verbal reprimand
- Contact with parents: Telephone call, letter, meeting
- Payback (20mins – Break, lunch or after school)
- Removal of break and lunchtime
- Removal from individual lessons or periods
- Detentions (Centralised, School Detentions, SLG detentions)
- Monitoring Reports: Tutor, Learning Leader & Senior Leader.
- Pastoral Support Plan
- Referral to external agencies
- Referral to Waltham Forest Outreach Provision
- Referral to Waltham Forest Fair Access Panel
- Internal suspension, suspension and permanent exclusion. (*See appendix 4 for Suspension & Exclusion policy and Serious Behaviour Incidents Guidelines 5*)

### **12.2 Student support**

Pastoral teams meet regularly across phases to identify students that require extra help and intervention in supporting them managing their behaviour. Support is provided and monitored via initiatives such as:

- Pastoral teams shadowing students and observing them in lessons and around school
- Peer mentors (Currently year 10 students)
- George Mitchell Social Inclusion Team
- Learning mentors
- External mentors
- SLG mentors
- School Safer School Officer

- Positive reinforcement strategies including 'catch me being good reports'
- Use of the Student Support SSA to provide safe and calm working environment
- Time Out cards
- Temporary reduced lesson timetable
- Investigating potential more suitable pathways such as Alternative Provision

George Mitchell also recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

Our Special Educational Needs Coordinators (SENCOs) along with the pastoral team will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### 13. Off-site behaviour

George Mitchell School will use sanctions in accordance with this policy, the Suspension & Exclusion Policy and Serious Behaviour Incidents Guidelines where a student has demonstrated unacceptable or serious unacceptable behaviour outside of school ultimately bringing the name of the school into disrepute. This applies to school activities and trips.

It also applies outside of school hours and at weekends.

### 14. Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

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

### 14. Classroom management

The Teachers Standards underpin our expectations of teachers' classroom management.

#### **7 Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

All George Mitchell teachers and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display behaviour expectations for students to refer to
- Develop a positive relationship with students, which may include:
  - Greeting students in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## **15. Behaviour Protocols**

This behaviour policy is designed to cover all phases of the school. However, protocols and procedures for dealing with behaviour may vary in approach.

Primary – Appendix 2

Secondary – Appendix 3

## **15. Training**

All George Mitchell School teachers and support staff receive guidance and training on managing behaviour on a regular basis as part of their continuing professional development.

As part of induction of all new staff, not only do they receive guidance and training on how to use George Mitchell School's behaviour systems, but also tips, tools and strategies for implementing positive behaviour strategies and dealing with disruption effectively.

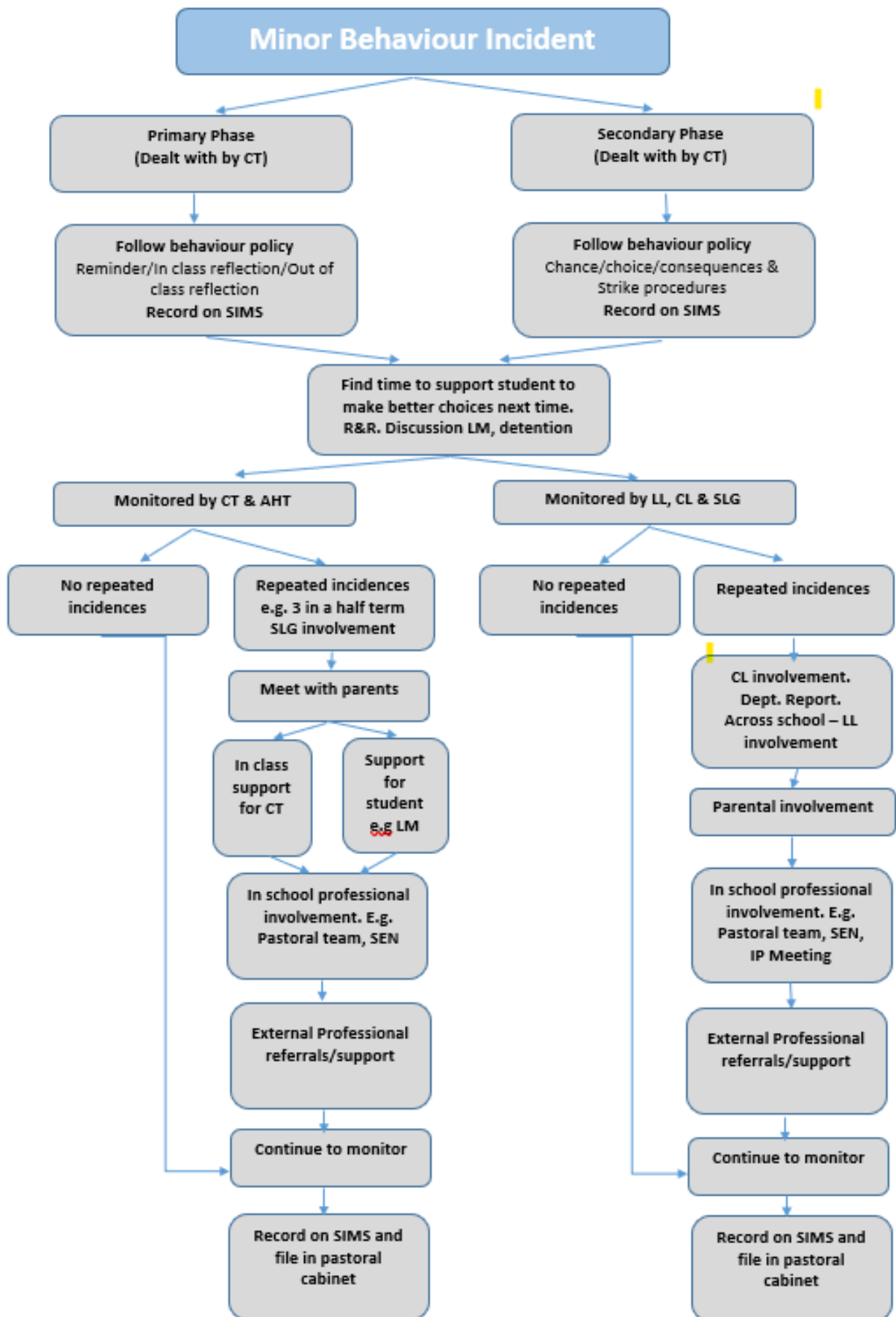


## Appendix 1:

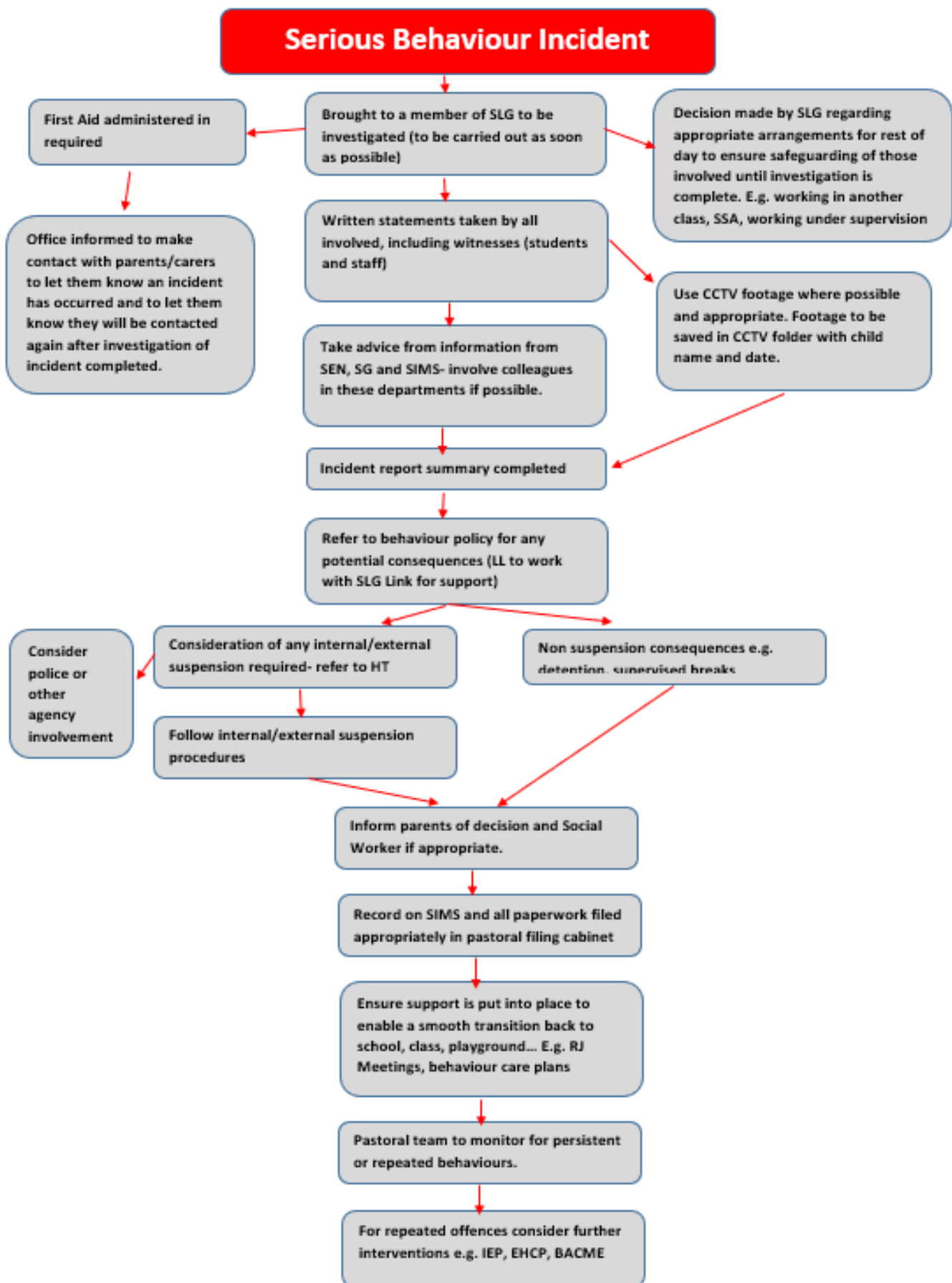
School banned items in addition to those prohibited

- Any objects (especially sharp objects) which could cause injury, including knives, scissors, screwdrivers, yo-yos etc
- Cap guns
- Pellet guns
- Chains (eg long key chains)
- Chewing gum/bubble gum
- Sweets or unhealthy snacks
- Lighters/matches
- Stink bombs
- Prescription drugs (unless authorised and kept in school office)
- Hard balls (eg cricket balls)
- Aerosols
- Permanent marker pens
- Mobile telephones (unless authorised and kept by Learning Leader)
- Large amounts of money (unless authorised and kept in school office)
- Hoodies
- Bandanas
- Caps
- Any toys or gadgets e.g. toy cars, fidget spinners, lego, action figures soft toys..... (unless instructed by teacher for a special occasion)
- Any cards e.g. Pokemon cards, Football cards.....
- Technology devices e.g. Ipods, Ipads
- Cosmetics/Perfumes e.g. make up, nail polish, lip stick, lip gloss (only medicated lip balm and roll on deodorant for the older children)
- Glues and solvents
- Helium cannisters
- Spice etc

Appendix 2:



Appendix 3:



# George Mitchell School Primary Behaviour Protocols



## **POLICY TO PROMOTE POSITIVE RELATIONSHIPS AND EXCELLENT BEHAVIOUR IN THE PRIMARY PHASE**

We believe that positive relationships are the foundation of any behaviour policy. We also believe that excellent behaviour is far deeper and stronger than quiet compliance: we aim to guide young people towards an adulthood where they continue to be kind, strong, thoughtful and brave enough to stand up for what is right, whatever the circumstance.

### **1. Values and Expectations**

Our Values and Expectations are displayed across the school and frequently referred to in class, assemblies and as part of interactions with both adults and children at our school.

These values and expectations apply to adults and children alike.

**PERSERVERANCE – Enjoy the challenge**  
**RESPECT – Be kind, be safe**  
**INDEPENDENCE – Think for yourself**  
**DIVERSITY – Include everybody**  
**EXCELLENCE – Go above and beyond**

### **2. School Culture**

We are a school where every member of our community puts deliberate effort into recognising, celebrating and improving positive relationships and developing individuals.

We have a restorative approach managed by the adults in each classroom and throughout the school. The aim of this approach is to avoid the instinct to 'win' or to punish, and instead focus on the best possible outcomes for all, with the aim to restore calm and positive relationships. Our systems are predictable, calm, have a level of certainty about them and ensure both children and adults know and understand what is expected.

We value each other at every level. This is evident in all our actions, particularly:

- We treat all adults and children with respect in all circumstances
- We listen to each other
- We use thoughtful, constructive and inclusive language when talking to or about others. Our words are positive and aim to build others up. We do not shout or use negative language about others, including in private, and we remind others of this part of our school culture when necessary.
- We treat children as individuals, showing an interest in their lives and making a daily effort to make every child feel valued
- We greet every child with pleasure and by name
- We encourage deliberate acts of kindness
- We look out for others, going out of our way in particular for visitors, those new to our school and those who are in particular need
- We stand up for what is right, even when it is difficult to do so

### **3. Certainty**

The route to exceptional behaviour comes not from a toolkit of strategies but instead lies in the behaviour of every adult and their ability to create a culture of certainty. Certainty around expectations for behaviour needs to be expected, respected and unquestioned. Staff are expected to 'pick up their own tab' rather than pass students up the hierarchy, and to refer to this policy and its appendices in each situation.

The expectations need to be clear to all adults and children. Children need to be able to explain the expectations when asked and adults need to ensure the expectations and procedures are upheld. When there is a 'grey area', adults should use scripts to delay the conversation until the procedures can be checked and certainty can be offered to the child. (Refer to appendices: Ten Steps of Certainty and Scripts to Buy Time)

#### **4. Celebrating Excellence**

The attention needs to be on those who exhibit excellence and effort towards excellence. We have very high expectations of others and we find frequent opportunities to celebrate excellent behaviour. These include:

- A Recognition Board is displayed in each classroom, which displays each value and expectation. Children's names are written against each value on this board each week if they have displayed excellence in that particular area.
- Children who consistently demonstrate excellence in all 5 values will be granted special privileges which give them status within the school. They will be celebrated publicly and held up as role models for others.
- The Star of the Week Assembly will celebrate those who have made a particular effort towards excellence in the value highlighted that half term
- Families are informed both informally and formally when their child has shown impressive behaviour or impressive effort.

#### **5. No Token Economy**

We do not use points, tokens or earned rewards to encourage good behaviour as we do not believe that these are effective in guiding hearts and minds.

There are some exceptions: we use house points for house competitions and some token rewards may be used for those on care plans; otherwise, we do not encourage the use of points anywhere in the school.

#### **6. Classroom Routines**

Preparation is a cornerstone of excellent classroom behaviour, enabling adults and children to be settled, feel far lower levels of stress, and be sure of what is expected of them.

Interesting, effective lessons reduce both low level disruption and more serious incidents.

Teachers are expected to plan effectively for the needs of the children in their classroom, to prepare suitable and stimulating resources in advance and to consider the particular needs of individuals within the space.

Teachers are expected to engage students in high quality lessons and to focus on learning within them. Attention is reserved for learning and positive behaviours; low level behaviour is dealt with privately and swiftly.

Teachers and support staff have a range of classroom management skills and the school may update and revise its expectations of classroom routines. Please see appendix.

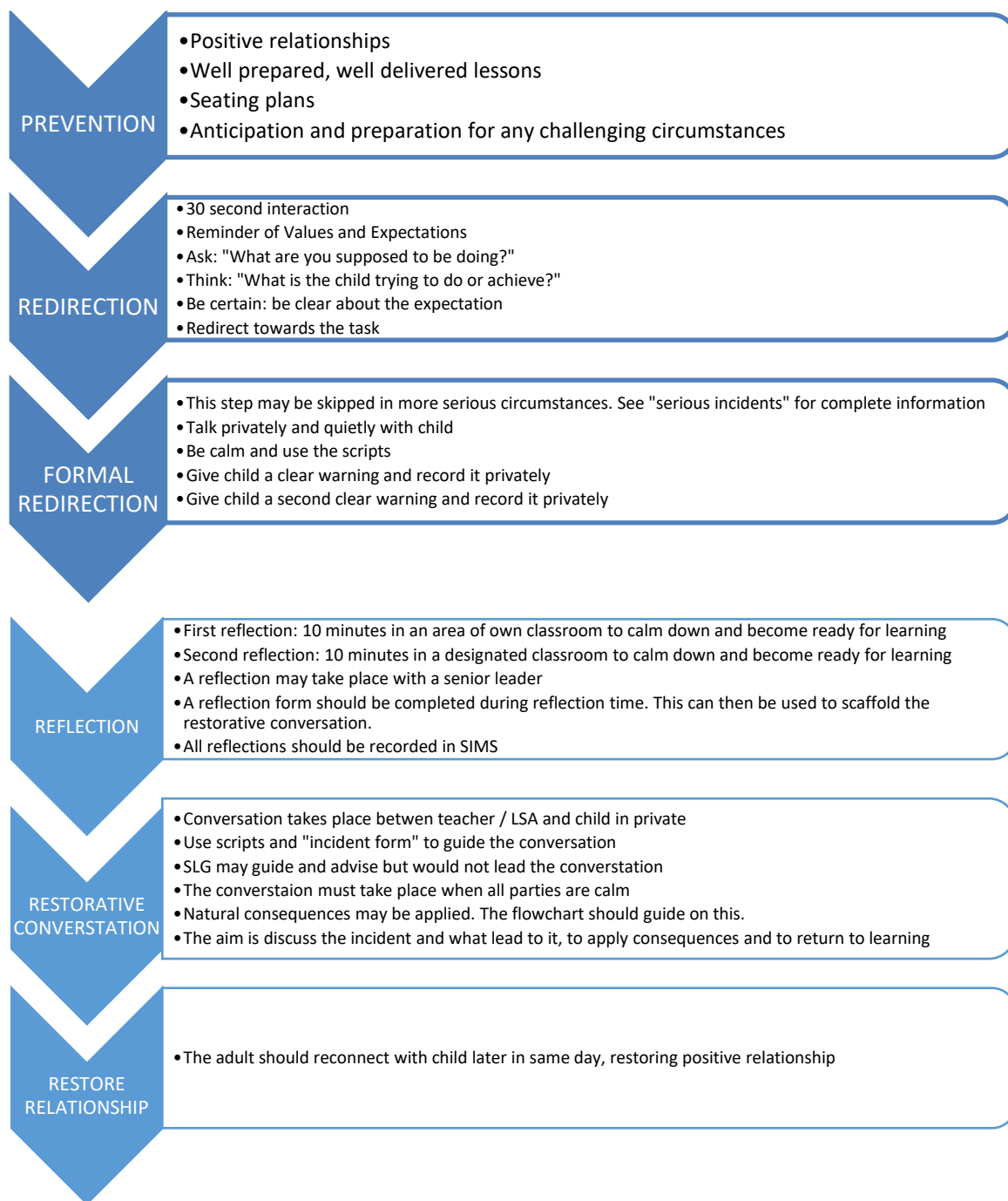
#### **7. Training**

We are committed to constantly refreshing our training and understanding. This is built formally into our CPD regularly at all levels and informally in the way we guide and seek advice from each other as we work.

## 8. Restorative Steps

We have a restorative approach to dealing with negative behaviour which is not in keeping with our school values. Our aim is always to restore the child to the classroom/playground and to restore positive relationships and patterns of behaviour.

Our restorative steps are outlined below.



## 9. Flow Chart for Specific Incidents

Follow up action may be applied as a result of some behaviours. These actions should be natural results of the behaviour and are reflective, with the aim to restore the child to the classroom and to normal excellent practice. No follow up action should be applied in the emotion of the moment, and adults should use scripts and delay conversations until all are calm. Adults should use the flowchart (see page 22) to guide their response.

## 10. Serious Incidents

Serious incidents include:

- aggression towards other children or adults
- bullying
- running away or leaving the area child is expected to remain in
- bringing a weapon into school
- non-compliance which affects the safety of themselves or others

Serious incidents and discriminatory behaviour will be referred straight to a member of SLG who will use the flowchart to inform their next steps. All serious incidents will be logged on SIMS.

## 11. Safer Handling

Adults must prioritise de-escalation and prevention of harm. They should look out for signs that the child has lost control and respond in a manner which reduces risk and enables the child to regain control, for example by adopting a calm, non-threatening stance and using a slow, controlled voice, clear verbal directions spaced 7 seconds apart, using 'change of face', and giving the child space and time.

In rare circumstances, a child may need to be handled or physically guided in order to keep him/herself or someone else safe.

Handling must be extremely rare and will only occur:

- when there is no alternative
- when someone's safety is at direct risk and/or when the child is experiencing extreme loss of control
- using approved safe holds
- for the minimum time possible
- by someone who is Team Teach trained, where at all possible

If a child has been physically guided or otherwise handled, this must be recorded on SIMS and reported to both the SENCO and Head of Primary. The incident will be analysed carefully to identify triggers and how well procedures were followed, with the aim to improve things for all in the future.

## 12. Care Plans

We believe that almost all individuals are capable of making their own choices and having responsibility for their own actions. However, we do recognise that some children with ASD, ADHD, pattern of significant negative behaviour, or other special need may need a tailored plan. Care plans will be created where needed, with input from the child, family, the class teacher, SENCO, and other specialists where appropriate, and will be overseen by the Head of Primary.

These care plans will always:

- consider the individuality of each child
- take sensory, timetabling or other specific needs into account
- aim to identify and reduce triggers
- aim to directly teach children self-management in small, achievable steps
- may use a token economy for brief periods



- have positive relationships at their core

## FLOW CHART FOR DEALING WITH SPECIFIC INCIDENTS

### PREVENTION

- Positive relationships, certainty, strong preparation and calm predictability will go a long, long way to reducing specific incidents and the need for natural consequences.
- All members of staff must make effort to build positive school culture and prevent incidents. This is everyone's responsibility.
- Respect and listen to the child. Be known for being clear and fair.
- Apply the school expectations, procedures and follow up actions consistently, clearly, fairly and with a very high level of predictability
- Think: "what is the best possible outcome for all those involved here?" Make sure your actions work towards this best possible outcome at all times

#### Disruption

- Up to 2 private, clear warnings
- 10 mins reflection time within classroom
- 10 mins reflection time in another classroom
- Any missed work completed in own time
- Restorative conversation with teacher, which includes emphasis on expected behaviour
- Repeated disruption:
  - parents informed
  - child works in another classroom for 1 day
- restorative conversation on return to own room
- Record on SIMS

#### Non compliance (where safety is not at risk)

- Adult must remain calm and in control
- Child reminded of expected behaviour (up to 30 secs)
- Give child clear warning and reminder of consequence
- Give child 'take up time'. Issue a clear choice. Leave and return in 5 minutes.
- Delayed follow up action: when child is ready to listen (later same day), the following delayed actions will apply:
  - Reflection time in another classroom between 1 hour and 1 day
  - If work has not been completed: the child will need to complete the work in his/her own time
- Restorative conversation on return to own room

#### Non compliance (where safety is at risk)

- Adult must be sure not to push a child into crisis. Do not back a child into a corner or confront them where it is not necessary. Remain calm and in control.
- Give the child space where possible
- Remove the people at risk if possible
- Remind child of procedure and consequences. Refer to individual care plan
- If anyone's safety is at immediate risk, or child continues with unsafe behaviour and safety continues to be a significant concern, the child may need to be handled or restrained.
- Refer to "10. Safer Handling" from policy for full guidance
- Child's parents to attend meeting with child, teacher and member of SLG
- Follow up action:
  - Up to 2 days' internal exclusion
  - If incident was severe, and/or if similar incidents have occurred within past 4 weeks, consequence may include external exclusion of between 1-5 days
- Record on SIMS

#### Fighting or threat of violence

- Follow care plan, where relevant
- 10 mins reflection time in another classroom or with SLG
- Restorative conversation with teacher on duty and with child involved, which includes emphasis on expected behaviour
- Parents informed in meeting with teacher on duty and member of SLG
- Follow up action: child will spend next playtime out of the playground
- Serious or repeated violence may result in internal or external exclusion between 1-5 days
- Record on SIMS

#### Violence towards an adult

- Adult must remain calm and in control
- Refer to "non compliance where safety is at risk"
- Refer to care plans
- Violence towards an adult has the following follow up action:
  - internal or external exclusion of up to 5 days
- Restorative conversation with adult involved on return
- Record on SIMS

#### Unkind language towards or about someone else

- Speak to child privately
- Remind child of expected behaviour
- Remind child of consequences of actions
- Follow up action:
  - child will be removed from classroom and/or playground until ready to be kind to those within. This will range from 10 minutes - 1 day.
- If this behaviour is repeated it may be bullying. Refer to "bullying" section of this flowchart

# Secondary Behaviour Management

Bullying	Unsafe play	Leaving expected area
<ul style="list-style-type: none"> <li>• If a child is repeatedly unkind towards another, this may be classed as bullying</li> <li>• Follow up action:               <ul style="list-style-type: none"> <li>- parents informed</li> <li>- child will be removed from company of others (internal exclusion) between 1 session-1 day, including breaktimes</li> </ul> </li> <li>• If bullying continues, internal exclusion may be extended to up to 5 days. External exclusion will be considered in serious cases.</li> <li>• Child's year group will be asked to complete weekly anonymous survey identifying any ongoing issues and also identifying those who are standing up for what is right</li> <li>• Child and class will take part in additional sessions to learn about bullying, reporting issues, and what excellent behaviour looks like in these situations</li> <li>• Restorative conversation with affected child/ren, mediated by teacher, on return to classroom</li> <li>• Record on SIMS</li> </ul>	<ul style="list-style-type: none"> <li>• Remind child of expected behaviour</li> <li>• Follow up action: <i>If child repeats unsafe play, they will be asked to have 10 minutes reflection time</i></li> <li>• Restorative conversation on return to playground (may happen at next break time)</li> </ul>	<ul style="list-style-type: none"> <li>• Running away or leaving the expected area is a serious incident as it compromises safety</li> <li>• Refer to care plan. Some children need a 'hiding spot' to calm down in when overwhelmed. This should be identified and agreed in advance.</li> <li>• Notify SLG. Locate the child and identify whether safety is at immediate risk</li> <li>• Do not 'back child into corner' unless safety is at risk. Refer to non complicity sections of this flowchart</li> <li>• Follow up actions apply once child is calm. Children need to keep to the behaviour expectations of their classroom or the playground. <i>Leaving the room will result in 1 session reflecting in another classroom. Any missed work will need to be completed.</i></li> <li>• A restorative conversation with teacher should follow on return to classroom/playground</li> <li>• Record on SIMS</li> </ul>

## BE CALM; BE CLEAR AND CERTAIN; BE KIND

- In all interactions, adults must strive to be calm, to be clear and certain, and above all to be kind. The priority must be the best possible outcome for the children involved.

## RESTORE

- The aim of these actions is never to punish, but to allow a 'cooling off' period and time for reflection, in order for those concerned to return to the business of learning and the practice of ongoing, excellent behaviour.

# George Mitchell School Secondary Behaviour Protocols



Our line management system at George Mitchell enables every member staff of to feel supported when dealing with behaviour issues. When a teacher feels that they have exhausted all strategies in an effort to modify a student's behaviour and improvements are not being made, then they should enlist the support of their immediate line manager. (See below)

Secondary Guidance for managing day to day Behaviour and Disruption to Learning			
5 ↑	<p><b>If still no improvement:</b> SLG (IM Lead) will make decisions, in consultation with CL and/or LL</p> <ul style="list-style-type: none"> <li>to seek support through mentoring</li> <li>to exclude internally or externally</li> <li>to follow further steps on the Behaviour Ladder</li> <li>to put bespoke improvement plan in place</li> <li>to instigate Academic Behaviour Board</li> </ul>		
4 ↑	<p><b>If still no improvement:</b> <b>Senior Leadership Group involvement</b> If there is persistent disruptive behaviour, Learning Leader or CL may refer student to SLG line manager. This may result in:</p> <ul style="list-style-type: none"> <li>Incident recorded and filed in student file</li> <li>Restorative work with member of SLG</li> <li>report to SLG</li> <li>SLG detention</li> <li>possible referral to Ian Marshall Behaviour Lead – decisions with regard to internal or external exclusion</li> </ul>		
3 ↑	<p><b>If still no improvement Curriculum and Pastoral teams work together:</b></p> <ul style="list-style-type: none"> <li>CL may request LL support to see if there is a pattern across subjects</li> <li>LL may put on TAME Report</li> <li>CL or LL may request SLG Line Management support</li> <li>CL or LL may meet with parents</li> <li>Strategies to attempt de-escalation and restorative conversation to mend relationship and re-engage student in learning</li> </ul>		
2 ↑	<table border="0"> <tr> <td> <p><b>Curriculum Leader involvement</b> If there is still no improvement referral to Curriculum Leader:</p> <ul style="list-style-type: none"> <li>Subject Report</li> <li>Withdrawal from lesson to work with CL</li> <li>Curriculum Leader may involve Inclusion team as a further strategy</li> <li>Contact home</li> <li>Detention with CL</li> <li>Possible ML detention</li> </ul> </td> <td> <p><b>Learning Leader involvement</b> If there is still no improvement referral to Learning Leader:</p> <ul style="list-style-type: none"> <li>Tutor time report</li> <li>Withdrawal from tutor time to work with LL</li> <li>Learning Leader may involve Inclusion team as a further strategy</li> <li>Contact home</li> <li>Detention with LL</li> <li>Possible ML detention</li> </ul> </td> </tr> </table>	<p><b>Curriculum Leader involvement</b> If there is still no improvement referral to Curriculum Leader:</p> <ul style="list-style-type: none"> <li>Subject Report</li> <li>Withdrawal from lesson to work with CL</li> <li>Curriculum Leader may involve Inclusion team as a further strategy</li> <li>Contact home</li> <li>Detention with CL</li> <li>Possible ML detention</li> </ul>	<p><b>Learning Leader involvement</b> If there is still no improvement referral to Learning Leader:</p> <ul style="list-style-type: none"> <li>Tutor time report</li> <li>Withdrawal from tutor time to work with LL</li> <li>Learning Leader may involve Inclusion team as a further strategy</li> <li>Contact home</li> <li>Detention with LL</li> <li>Possible ML detention</li> </ul>
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Students will be sanctioned for poor behaviour in line with the George Mitchell Behaviour policy. Students' behaviours (both positive and negative) should be recorded on SIMS by staff and monitored by the pastoral teams in particular tutors and Learning Leaders. Students whose behaviours escalate and become a wider cause for concern (high tariff students) will be discussed at year group **Inclusion Panel meetings**. Support and strategies will be engaged in accordance with the behaviour policy.

### Start of the Day (Setting the Tone)

The George Mitchell school day on occasions starts with students being greeted by tutors, learning leaders and support staff whilst lining up in 'Learning Lines'. These Learning Lines set the tone for the day and prepare students for their working day.

Tutors and Learning Leaders use this time to ensure that uniform expectations are being adhered to by all students. Once Learning Leaders are satisfied with the conduct and presentation of tutor groups, they are invited into the school building to begin their day.

## **Punctuality**

Latecomers to school must sign in at the main school office. A twenty minute afterschool detention will be issued if there is not an acceptable explanation provided.

Failure to attend this lunchtime detention results in a one hour School detention on a Friday after school. If this detention is not attended then students are placed into the next SLG detention (up to two hours).

Students are expected to be on time to all lessons. Students who are late to a lesson following break, lunch or a lesson changeover can expect to receive 'payback'. Repeat late comers can expect a more formal sanction in line with the behaviour policy.

## **Uniform**

Our uniform expectations are clearly published to existing and all new students of George Mitchell. (Student Planners). Students that do not live up to these expectations may face a number of sanctions including:

- Students being required to go home in order to change into appropriate attire
- Payback
- Removal of break and lunchtime privileges
- Detention
- Students that repeatedly fail to adhere to our uniform standards may be subject to an internal suspension

Where possible the school will lend students items of uniform.

Obviously pastoral teams are sympathetic to students and families that may be suffering hardships meaning standards of uniform for a period of time may fall short of expectation. These cases will be dealt with on an individual basis

## **Break and lunchtimes**

High standards of behaviour are expected at break time and lunch time. All break times have staff members on duty at areas where children are permitted to be.

## **Dining Hall.**

Students will be expected to conduct themselves in an orderly and civilised manner. We expect students:

- To queue in an orderly fashion as and when they are invited into to the hall. Pushing in or queue jumping is not acceptable.
- Be polite when receiving their food and drink treating canteen staff with respect.
- Sit and eat food as though in a formal dining setting
- Communicate at a level that is acceptable (not shouting)
- Clear away their rubbish and left over food when finished

Students that repeatedly break our dining hall expectations, alongside our normal behaviour sanctions, may have the following sanctions applied:

- Students will be moved to the back of the queue
- Students will only be allowed into the dining hall once everyone has received their lunch/snacks

- Students will not be allowed to buy snacks from the canteen and will have to provide their own
- Students will not be allowed to use the dining hall to eat their lunch and will be required to eat in isolation
- Students will not be served a lunch and will be required to provide their own (does not apply to Free School Meals children)

### **Transition Between Lessons**

Students are expected to go directly to their next lessons to ensure they maximise their learning. For Health and safety reasons, it is imperative that transitions between lessons around the school are quiet, sensible and orderly. All students are expected to walk on the left in single file and any communication should be quiet and calm.

Students on the corridors and stairs that are:

- a) Not being safe and orderly
- b) Shouting and making loud noises
- c) Not going directly to their next lesson

will receive a 30-minute Centralised Detention on the same night. (See detentions below)

### **Staff Approach to Behaviour Management**

All staff are expected to have a positive approach to behaviour management. They are expected to:

- Teach children the social skills they need to be successful
- Emphasise positive rather than negative statements
- Employ 'the language of choice'

In order to prevent lesson disruption, the following basic protocols and procedures should be employed:

- Teachers should greet students at the door and expect them to enter the classroom in silence.
- Students are to remove equipment needed for the lesson and place items on the desk.
- Students should wait behind their desks until greeted and invited to sit down and engage in their learning by starting their 'Do Now' activity.
- Teachers will design seating plans designed to improve engagement and attainment. This will not only set the tone for a positive lesson but will demonstrate to the students that the ownership of the classroom belongs to the teacher.
- Teachers should not always teach from the front of the classroom but should pre-empt potential poor behaviour and use their positioning to combat it.
- Where possible teachers should use the language of choice to influence students to make correct and well informed decisions and enable learning to continue.
- When confronted with poor behaviour teachers must ensure that it is the behaviour they are critical of, not the child.
- Teachers should focus on primary behaviours and not secondary behaviours. Students may use secondary behaviour tactics to deflect from the initial negative behaviour. These can be verbal and non-verbal.
- Where possible teachers will always attempt to **repair and reconnect** relationships with students following incidents of negativity.
- The following classroom routines are regularly shared with students and are expected to be adhered in all lessons.

## GMS 5 - Classroom Routines

- Meet and greet at the door with positive messages
- Equipment & planner on the desk
- Engage with 'Do now' activity
- 'Pens Down, Eyes on Me... 3,2,1'
- Positive dismissal. Uniform checked - Row by row – Calmly into corridor



### Dealing with Disruptive behaviour

It is important that there is a consistent approach to dealing with disruption within the classroom. This not only helps some students who find it hard to understand why they may have been singled out for a particular sanction but it also supports staff knowing that the same guidelines and boundaries are in place across the school.

Our **Three Strike Rule** is publicly displayed around the school. The use of consistent language supports its implementation.

The system makes the following explicitly clear to students using posters in classrooms and inside the student planner.

- The school's expectation of what is good and responsible behaviour,
- The types of behaviour which are not acceptable and will subsequently lead to a three tier warning system
- The potential outcome/sanctions for not modifying behaviour whilst warnings/strikes are being administered
- Behaviours that will not be tolerated and will be sanctioned immediately without warning or strike.

The Three Strike System uses the '**Chance, Choice, Consequence**' principle. For example: The teacher may say to a student that is talking inappropriately, 'You need to stop talking now or I will have to award a Strike 1. I trust you will make the right choice'.

It is now up to the student to make the right choice and stop talking.

If the student continues to talk then the teacher will award Strike 1 and a consequence will follow.



# Behaviour for Learning

## Your Rights

Every student has the **right** to an education and the **right** to learn in a safe environment.

## Your Responsibilities

We expect

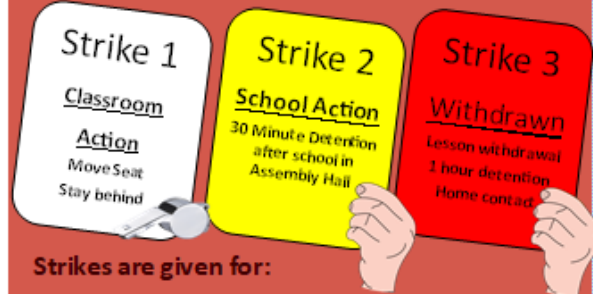
- Respect, courtesy and manners
- Effort and commitment
- A safe and orderly environment
- High standards of work
- Positive co-operation

## Your Success

- Positive mind
- Positive results
- Positive life

## Three Strikes and You're Out

Strikes are given as follows:



Strikes are given for:

- Persistent disruption
- Chewing gum or eating
- Not following instructions immediately
- Unacceptable behaviour
- Rudeness

Some behaviours will lead to immediate withdrawal  
Fighting, play fighting, verbal abuse, threatening behaviour, throwing things.

PERSEVERANCE | RESPECT | INDEPENDENCE | DIVERSITY | EXCELLENCE

**Strike 1** – Teacher will issue classroom intervention. This may include: student moving seat, remaining behind after the lesson, coming back at the end of the day to discuss concerns (payback).

**Strike 2** – When a student’s unacceptable behaviour does not improve then the teacher will issue Strike 2. Strike 2 means that the student is automatically placed into ‘centralised detention’ on the same night. Centralised detentions are 30 minutes in length and are supervised by the leadership of the school. (See detentions below)

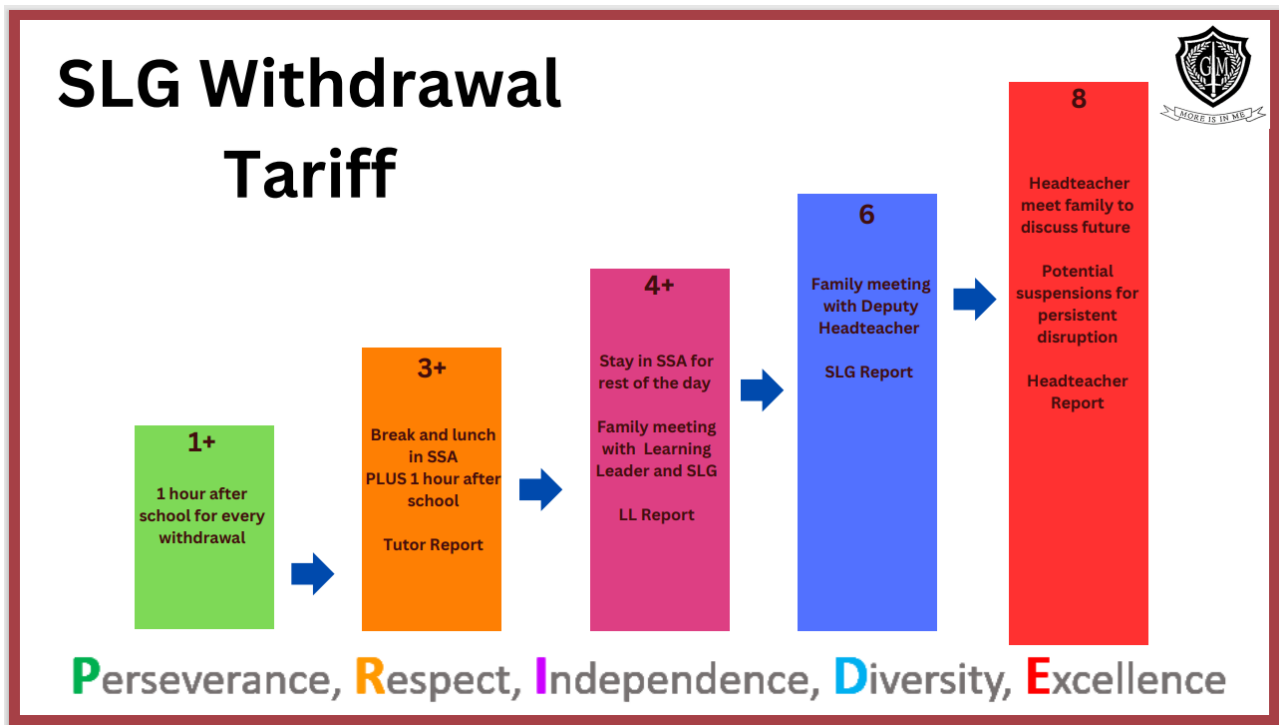
**Strike 3 – SLG Withdrawal** - When a student reaches Strike 3 then in order for other students to be able to continue in the lesson without disruption then the student is removed from the class by a member of SLG.

The student is isolated for the rest of the lesson and is placed into School Detention (One Hour) on the same night. (Parents will be informed by phone and text)

## SLG Withdrawal Tariff

Students that are subject to SLG withdrawal more than once in a year will be subject to the following SLG Withdrawal Tariff procedures.





## Detentions

Detentions like most behaviour management tools are best used as a hierarchical approach. It is not the severity of a sanction that has the most effect but the certainty that it will be carried out effectively.

### Teacher Payback

Students can be expected to receive Payback during break, lunch and after school for up to 20minutes. Payback does not require parents being notified in advance. This is usually so the teacher can discuss the negative behaviours away from the rest of the class. Teacher Payback may be given as a result of the student receiving Strike 1.

### **‘Centralised Detentions’ will be 30 minutes in duration.**

Centralised detentions are issued to students that exhibit disruptive/unacceptable behaviour in lessons (Strike 2). The school will not inform parents of this detention in advance; however, the school will place a detention stamp in the student’s planner to inform parents that the detention has taken place.

### **‘School Detentions’ will be one Hour in Duration.**

School detentions are issued to students that:

- a) Receive an SLG Withdrawal on that day.
- b) Do not attend either their 30-minute centralised detention or their 20-minute late detention.

If the School Detention is on the same night then the school will inform the parent by phone and text.

If the School Detention is for a future date then the student will receive written notification either in their planner or by letter. Once the student has received written notification of a detention, it is the responsibility of the student not the school to ensure that the parent has been informed.

### **‘SLG Detentions’ will be two hours in duration.**

SLG detentions are issued to students that:

- a) Fail to attend School Detention.
- b) Have acted in serious breach of the school’s behaviour policy.

If the SLG Detention is on the same night then the school will inform the parent by phone and text.

If the SLG Detention is for a future date then the student will receive written notification either in their planner or by letter. Once the student has received written notification of a detention, it is the responsibility of the student not the school to ensure that the parent has been informed.

### **Persistent Unacceptable Behaviour**

Behaviour data will be monitored on a regular basis. Students that accrue negative behaviour points will be subject to monitoring and monitoring using our 'report card' system.

Student will be placed on 'report' for 2 weeks at a time, with the level of monitoring escalating if improvements are not made.

Level 1 Behaviour Points – Form tutor report

Level 2 Behaviour Points – Learning Leader Report

Level 3 Behaviour Points – SLG Report

## Appendix 6

# George Mitchell School Suspension & Exclusions Policy

(This policy should be read in conjunction with the policies for Behaviour, Safeguarding & Teaching and Learning)

### Definitions

#### **Excluded from break and lunch times**

Student spends break and lunch times for a determinant period of time supervised by a pastoral leader separated from the main student cohort

#### **Excluded from lesson(s)**

Student is removed from individual lessons or curriculum areas for a determinant period of time working under the supervision of the Student Support Area (SSA) staff

#### **Internal Suspension**

Student is removed from all lessons and school activities for a determinant period of time but remains in school working under the supervision of the Student Support Area (SSA) staff

#### **Suspension**

Student is suspended from school and all school activities for a determinant period of time

#### **Permanent exclusion**

Student removed from the school on a permanent basis

### Rationale

- All students attending George Mitchell School (GMS) have the right to a quality education without disruption or negativity;
- All students have a right to be safe and be protected from bullying or anti-social behaviour;
- All staff working at GMS have the right to work in an environment free from menace or abuse;
- All parents/carers have the right to know that their children will be protected from harm;
- The local community have the right to live peacefully with GMS at its hub.

For offences at odds with the above, the Headteacher and Senior Leadership Group (SLG), reserve the right to exclude students from aspects of their education.

### Aims and Objectives

- To provide clarity to all stakeholders as to the procedures and protocols surrounding all aspects of suspension & exclusion;
- To support the SLG in making decisions as to the need and severity of a suspension or exclusion, thereby achieving consistency in the application of the Suspension & Exclusions Policy;
- Alongside the Behaviour, Attendance and Punctuality and Teaching and Learning Policies improving behaviour within lessons, around the school and in the local community;

*Triggers for all types of suspension & exclusion are identified in the Serious Incidents Behaviour Guidelines (Appendix 5)*

The decision to suspend (permanent or fixed term - external) can only be taken by the Headteacher or, in their absence, the Deputy Headteacher acting in that role. All other suspension (internal) can only be authorised by a member of the SLG.

When establishing the facts, in relation to a suspension or exclusion decision, the Headteacher and members of SLG must apply the civil standard of proof, i.e. 'on the balance of probability' it is more likely than not a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.

Although an incremental approach to the severity of punishments will be in the mind of those making the decisions around suspensions & exclusions, each individual case will be treated on its evidence; following an incremental scale of punishment might not always be appropriate.

The decision as to whether a suspension or exclusion is appropriate will take a number of factors into consideration:

- The nature and severity of the incident;
- Student's previous behaviour record;
- Vulnerability of the student;
- Background information provided by pastoral and inclusion teams;
- Statements from student, witnesses and staff;
- Suspension tariff.

### **Suspended from break and lunch times**

#### **Suspended from break and lunch times may be used following:**

- One-off incident of anti-social behaviour, fighting not deemed serious enough to warrant internal suspension or suspension from school.
- Series of minor misdemeanours committed during break or lunch time;
- Truancy from school or part of the school day;

#### **Procedures for lunch and break time suspension;**

- Member of SLG (or Pastoral Leader) ensures that sufficient evidence leading to break and lunch time suspension is placed on SIMS;
- An appropriate, suitable, supervised place will be identified for the student to spend their break and lunch times separated from the main student cohort.

### **Excluded from lesson(s)**

Overall management and decisions regarding suspension from lessons is the responsibility of a member of SLG only.

Suspension from lesson(s) may be used following:

- A one-off incident allowing breathing space for student, teacher and/or class;
- A period of disruption to lessons, after a range of interventions have been evidenced involving the class teacher, Curriculum Leader and SLG Line Manager;

#### **Procedures for lesson Suspension**

- Member of SLG (or Curriculum Leader) ensures that sufficient evidence leading to internal suspension is placed on SIMS.
- Letter will be sent home to parent/carer.
- Work will be provided by the class teacher for completion in the Student Support SSA (SSA).
- Student records and SIMS will be updated by a member of the SSA ('withdrawn from curriculum area').

### **Following a suspension from a lesson(s)**

- A meeting will be held between SLG, the Curriculum Leader, the class teacher and the student. Following this meeting the student will go back into lessons;
- There may be occasions when a parent/carer is also invited to this meeting if there have been several issues within a curriculum area or parental intervention is required;
- A record of the meeting will be recorded by the member of SLG (or Curriculum Leader) and filed as an intervention on the school's Management Information System – SIMS.

A number of interventions will be considered to support the student with their reintegration:

- Weekly behaviour report to a member of SLG or the Pastoral team;
- Mentoring;
- Peer mediation or support;
- Time out from a curriculum area or lessons;
- Mediation meeting with staff;

## **Internal Suspension**

Overall management and decisions regarding internal suspension is the responsibility of a member of SLG only.

Internal suspension at George Mitchell means full-time attendance in the Student Support Area (SSA). The SLG and staff working within the SSA believe in enabling students to work and be supported in a nurturing environment. Whilst serving an internal suspension, students receive individualised support and mentoring designed to help them modify their behaviour.

NB: Internal suspension is not an appropriate sanction for truancy.

### **Procedures for Internal Suspension**

- Member of SLG informs the SSA in order for work to be arranged via curriculum/subject areas;
- Member of SLG (or pastoral leader) ensures that sufficient evidence regarding internal suspension is placed on SIMS;
- SSA Manager will update SIMS with actions;
- Member of SLG explains to the student the reasons for and the duration of the internal suspension and expectations;
- A letter detailing the terms and length of the internal suspension will be posted home and placed on the student's file by the Headteacher's PA.
- Student remains under the supervision of the SSA for all lessons and break times;
- The SSA Curriculum will be appropriate to the year group, and wherever possible, the work being undertaken in class;
- Isolation should only be used for disruptive behaviour in the SSA (removed from main body of the SSA to independent work space);
- Students will have break and lunch times supervised by SSA staff;
- Member of SLG will be responsible for monitoring behaviour of internally excluded student.

### **Following an Internal Suspension**

- A meeting will be held between the member of SLG (or pastoral leader) and the student will, following this meeting, then go back into lessons;
- There may be occasions when a parent/carer is also invited to this meeting if there have been several internal suspensions or it is felt that parental intervention is required;
- A record of the meeting will be recorded by the member of SLG (or pastoral leader) and filed as an intervention on the school's Management Information System – SIMS.

A number of interventions will be considered to support the student with their reintegration:

- Weekly behaviour report to a member of SLG or the Pastoral team;
- Mentoring;
- Peer mediation or support;
- Time out from a curriculum area or lessons;
- Mediation meeting with staff.

## **Suspensions**

Before deciding whether to issue a suspension, the Headteacher will ensure that:

- Appropriate investigations have been carried out;
- All evidence available to support the allegations has been collated;
- The student has been allowed to give their version of events via a written statement;
- Advice is taken from the Pastoral and Inclusion teams as to any background information relevant to the suspension decision.

The length of the suspension will depend on previous history and the severity of the incident.

Although an incremental approach to the severity of a suspension will be considered, each case/incident will be judged on the evidence, therefore an incremental approach may not always be appropriate.

NB: A suspension is not an appropriate sanction for truancy.

## **Procedures for Suspension**

- The parent/carer is notified by telephone;
- If the parent/carer sanctions student to be sent home immediately, this will constitute Day 1 of the suspension
- If the student cannot be sent home immediately, they will remain in school until the end of the day and the following day will constitute Day 1 of the suspension;
- A letter detailing the terms and length of the suspension will be sent home with the student, posted home and placed on the student's file by the headteacher's PA. The letter will contain details of the parent/carer's right to appeal, a 'return from suspension' meeting time with a member of SLG and instructions that the student must not be in the immediate vicinity of the school for the duration of the suspension;
- A copy of the letter is sent to the Local Authority;
- The student will be sent home with work appropriate to their ability and for the length of the suspension;
- The Headteacher's PA will update SIMS to show action taken – suspension.

## **Following a Suspension**

- A 'return from suspension' meeting must be held between a member of SLG, parent(s)/carer(s) and the student before they are able to return to lessons;
- Until a successful 'return from suspension' meeting is held, the student will remain under the supervision of the SSU staff for both lessons and break times;
- A record of the meeting will be recorded by the member of SLG and filed as an intervention on the school's Management Information System – SIMS.

A number of interventions will be considered to support the student with their reintegration:

- Weekly behaviour report to a member of SLG or the Pastoral team;
- Mentoring;
- Peer mediation or support;
- Time out from a curriculum area or lessons;
- Mediation meeting with staff.

## **Permanent Exclusion**

The decision to exclude a student permanently is a serious one and will never be taken lightly. In so doing, the Headteacher recognises that a permanent exclusion may have a serious impact on a student's life chances.

Permanent exclusion may be used at any time following:

- Actions that could have repercussions for the orderly running of the school;
- Actions that pose a threat to another student or member of staff or member of the public, or serious actual or threatened violence against another student, member of staff or member of the public;
- Actions that could adversely affect the reputation of the school
- Sexual abuse or assault
- Supplying drugs
- Carrying an offensive weapon

The behaviour of students outside of school can be considered grounds for exclusion. The school's Behaviour, Punctuality and Attendance Policy sets out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises. The Headteacher could exclude a student for any misbehaviour while the student is:

- Taking part in any school-organised or school-related activity;
- Travelling to/from school; or
- Wearing the school uniform or in some other way is identifiable as a student at the school.

**The school will consider police involvement for any of the above offences.**

Before deciding whether to exclude a student permanently the Headteacher will ensure that:

- Appropriate investigations have been carried out;
- All evidence available to support the allegations has been collated;
- The student has been allowed to give their version of events via a written statement;
- Advice is taken from the Pastoral and Inclusion teams as to any background information relevant to the exclusion decision.

## **Procedures for Permanent Exclusion**

- The school will inform parents/carers immediately by telephone;
- A letter in which the terms of the exclusion and their right to appeal will also be sent.
- The Chair of Governors and the Local Authority will be notified straightaway.



# Serious Behaviour Incidents Guidelines

## Factors to be considered when deciding on the nature and duration of a suspension/exclusion:

- Severity of incident
- Any provocation
- Age/experience of student
- Immediate impact on other students
- Longer term impact on behaviour within the school
- Impact on staff
- Previous conduct history of students
- Other mitigating or aggravating factors
- Particular circumstances pertaining to the student
- Student's response, including honesty, contrition, responsibility for action
- Combinations of offences are likely to lead to suspension longer than for a single offence
- Previous history of different sorts of offences may still lead to longer suspension than for a first
- Offence

In making decisions as to the nature and severity of punishments for serious behaviour incidents, the Headteacher and Senior Team will refer to the following guidelines.

It must be noted however that the Headteacher has the authority and the duty to decide on punishments and the severity of punishments based on the evidence provided.



<b>Nature of Behaviour</b>	<b>First Offence</b>	<b>Repeated Offence</b>
<b>DISRUPTION</b>		
Refusal to follow uniform code	SSA/removal of free time	SSA/removal of free time
Consistent refusal to work acceptably in class	SSA	1 DS 1 <sup>st</sup> suspension 2 DS 2 <sup>nd</sup> suspension + DS each offence
Consistent disruption of others learning	SSA	1 DS 1 <sup>st</sup> suspension 2 DS 2 <sup>nd</sup> suspension + DS each offence
Persistent disruption to the smooth running of the school, including unwarranted demands on staff time	SSA to 2DS	1DS to 5DS + DS each offence Could lead to Permanent
Refusal to follow instructions or to cooperate with a member of staff If in state of violent rage putting safety of others in danger.	SSA to 1DS  1DS to 3DS	1DS + DS each offence  3DS to 5DS Could lead to permanent
Possession of a phone in school	Phone removed and returned to parent at teachers' convenience.	Phone removed and returned to parent at teachers' convenience. SSA – 1 DS
Lesson truancy	Department Detention 1-2 hrs	Department Detention 2-5 hrs Suspension from break and lunchtime 1-5 days
School truancy	SSA ( <b>Only vulnerable cases</b> ) Suspension from break and lunchtime 1-5 days	SSA ( <b>Only vulnerable cases</b> ) Suspension from break and lunchtime 3-10 days
<b>BULLYING</b>		
Single incident of low level bullying	SSA to 1DS	1DS to 5DS
Persistent serious bullying	2 DS to 5DS	Min 3DS; could lead to P
Racist, homophobic, cultural, religious, disability, gender abuse (protected characteristics)	SSA to 1DS	1DS to 5DS
Inappropriate sexual behaviour (comments)	SSA to 1DS	1DS to 5DS
Online bullying using social media or virtual group platform	SSA to 2DS	2DS to 5DS

<b>SUBSTANCES</b>		
Suspected under the influence of alcohol or drugs	SSA to 5DS	5DS to 15DS Could lead to permanent
Possessing or Dealing in illegal drugs	5DS to 15DS; Could lead to Permanent	P
Possession of alcohol	5DS to 15DS Could lead to permanent	P
Possession of vape	SSA to 1DS	2DS to 5DS
<b>ENVIRONMENT and POSSESSIONS</b>		
Graffiti	SSA to 2DS (Depending on nature of graffiti)	2DS to 5DS + DS each offence
Vandalism/Deliberate Damage	SSA to 3DS	5DS to 15DS
Theft	SSA to 3DS if admitted and returned undamaged 1DS to 5DS if damaged/unreturned P if exceptional	3DS to 5DS  3DS to 5 DS
Robbing another student of possessions using intimidation or violence	2DS to 5DS	5DS to 15DS Could lead to permanent
<b>ABUSE</b>		
Serious verbal assault against another student	SSA to 1DS	1DS to 2DS + DS each offence
Any serious abuse including reference to any of the protected characteristics	SSA to 2DS	2DS to 5DS
Using a phone in school to record, photograph or video any member of the school community without permission.	Phone removed and returned to parent at teachers' convenience. SSA – 2DS	Phone removed and returned to parent at teachers' convenience 2DS to 5DS
Harmful sexual behaviour: Harmful sexualised language, Inappropriate touching, Demanding sexual activity or sexual images, Sending or receiving inappropriate images.	SSA to 2DS Could lead to permanent	2DS to 5DS
Offensive or insulting language directed at staff	SSA to 2DS	2DS to 5DS
Threatening staff with violence	1DS to 3DS	3 DS to 5DS

If minor. In heat of moment and apologised immediately. If serious and with continued intent.	5DS to 10DS	10DS to 15DS; Could lead to permanent
<b>VIOLENCE</b>		
Threatening behaviour causing anyone real fear of violence	SSA to 1DS	1DS to 2DS + DS each offence
Physical assault committed under the guise of 'banter' or 'jokes' that emotionally or physically hurt another student.	SSA to 2DS	2DS to 5DS
Minor fight in the heat of the moment.	SSA to 1DS	1DS to 3DS + DS each offence
More serious violence towards other student or students (Assault)	2DS to 5DS In extreme cases could lead to permanent	5DS to 10DS Could lead to permanent
Group attack/assault on other student	3DS to 5DS	5DS to 15DS Could lead to permanent
Violence towards staff	Likely to be permanent. 5DS to 15DS for minor incidents or if mitigating circumstances are accepted	P
Sexual assault	SSA to 5DS In extreme cases could lead to permanent	3DS to 15DS Could lead to P
Possession of weapon	Permanent	
<b>OUTSIDE SCHOOL</b>		
Bringing the name of the school into disrepute  Including 'any form' of bullying, abuse, violence or criminal activity	SSA to 15DS Could lead to permanent	SSA to 15DS Could lead to permanent