

# Great Sankey High School



## Behaviour Policy

SLT Responsible:	Mr G Evans
Date created:	March 2023
Date reviewed:	September 2023
Next review date:	September 2024

## **Rationale**

This policy sets out the framework of Great Sankey High School's approach to encouraging good behaviour. The policy also expects students and staff to show mutual respect, for the school community to understand and express the importance of education and for students to understand the impact of consequences on their future lives.

Great Sankey High School staff are committed to providing the best possible learning experience for all students and believe that high standards of behaviour are fundamental to students taking full advantage of their learning opportunities and achieving their full potential. This puts the onus on teaching staff to deliver engaging and motivational lessons and to assist students to develop key life skills of politeness, respect for all and self-reliance. The impact of these character traits will benefit the students, their families and have an impact on the wider community. We see parents/carers as important partners in upholding our core values and encouraging positive attitudes to learning.

Great Sankey High School takes great pride in its Pastoral care. Each year group is led by a Pastoral Team comprised of a Head of Key Stage, a teaching Head of Year and teaching Assistant Head of Year as well as a non-teaching Year Officer. Each year group is assigned a Senior Leader who works alongside the team.

A calm, orderly environment is essential if students are to learn effectively. The staff recognise the need to provide students with a set of simple rules and expectations which enable staff and students to make the most effective use of their time. Furthermore, staff improve students' behaviour for learning by ensuring that lesson content consistently motivates students and by ensuring all students have enough opportunities to learn independently and in groups.

Within the climate of inclusion there will be students who need a more personalised approach to their specific behavioural needs. This may well mean that the normal sanctions, stages of referral and rewards are not the most appropriate means of dealing with their behaviour. In such cases, other programmes of intervention and support may well be used in conjunction with external agencies and work-based learning providers. Consultation, communication and collaboration with other agencies are fundamental to promoting good behaviour.

## **Aims**

To establish a set of simple rules and expectations which are clearly understood by all staff, parents/carers and students that...

- encourages students to be ready, respectful and safe
- encourage and promote good behaviour and positive attitudes to learning wherever possible.
- uphold our high standards and expectations of student conduct and to promote self-discipline in order to maximise each student's potential to achieve.
- develop a firm and consistent approach across the school.
- provide clear and consistent sanctions which are understood by students, parents/carers and staff.
- provide supportive structures for students who are displaying negative behavioural characteristics.
- provide flexible curriculum structures and strategies which enable students to cope in the school environment.
- encourages work within a multi-agency approach to meet the needs of all the students.
- effectively involves students through discussion in PDR and other forums about the need for clear rules and expectations, both of staff and students.
- encourage collaboration between the school and parents/carers when issues around behaviour and attitudes to learning are evident
- develops a culture where our students become articulate, resilient and compassionate; taking personal responsibility and accountability for their own actions.
- recognises and reward those students who consistently demonstrate positive behaviour and attitudes to learning and contribute positively to our school community via our rewards and celebration events.

## **Promoting Good Behaviour & A Positive Environment**

Perhaps most important of all is the day to day climate and ethos of the School. The school's vision "Great in Name, Greatest Together" is promoted through:

- A positive climate that promotes reward and praise rather than sanctions

- The support that staff give to students and to each other
- Examples set by staff in displaying good relationships and communication with students
- A heightened sense of community, where students are ambassadors for the school
- Ensuring equality and fairness of treatment for all.
- Promoting early intervention and effective partnerships with families and external agencies.
- Providing a safe environment, free from disruption, violence and bullying.
- Interesting and well-planned lessons that cater for individual needs

We recognise the importance of positive relationships within the school. Progress within lessons is built upon effective relationships that allow teachers to teach and students to learn. To promote effective relationships, we expect that:

We aspire to ensure that students:

- respect the “Whole School Expectations”
- be on time to and attend all lessons
- be courteous to staff and to each other
- take responsibility for their own behaviour
- respect the rights of others
- respond positively when spoken to by a member of staff
- value the school environment, our Behaviour Policy and school routines

We ask that students follow our Whole School Expectations. These are the rules which underpin our expectations for students’ behaviour, attitudes and personal development in the classroom and around the school. These rules are important because they help maintain safety amongst a large group of students while also ensuring they are better prepared for following laws as adults. They also help students adhere to policies and procedures that they will face as an employee once they reach adulthood.

Annex A provides details of the Whole School Expectations.

We aspire to enable out staff to:

- build and maintain excellent relationships with all students, parents and carers
- teach effectively in an environment where students are ready to learn, are respectful to all members of our community and behave in a manner which promotes personal and community safety
- promote and develop empathy in students
- consistently reinforce the “Whole School Expectations” with students
- recognise and actively encourage positive behaviour
- arrive on time to lessons and duties
- deal with behaviour problems within the classroom as a first level of response
- issue appropriate sanctions to attempt to resolve behavioural issues in the classroom or on the school site

We ask staff to not resort to:

- Humiliation
- Shouting
- Over-reacting
- Blanket punishments
- Over- punishment
- Sarcasm

Support for students with behavioural difficulties can be provided by Form Tutors, Subject Leaders, Subject Staff, Pastoral Leaders, Pastoral Support Staff and Senior Leaders. Students may be placed on report for a fixed period of time to monitor more closely a student’s behaviour in lessons and during breaks and lunches. Pastoral Support Plans (PSP) may be an appropriate source of support for a student and will be created in liaison with parents or carers. In some exceptional cases, the school may utilise off site provision to support a student with behavioural issues.

## **Classroom Pathway Protocol**

Students will be awarded positive or negative behaviour points using the Bromcom system. These points will reflect a student's behaviour and attitude to learning in lessons.

### **STAGE 1: Reminder**

This will be a reminder of the expectation, referring to the appropriate expectation that has been breached. The adult will clearly state that this is a reminder.

### **STAGE 2: Warnings**

The student will be formally reminded of the need for appropriate behaviour/engagement, citing the breach of expectation/value. The adult will clearly state that these are warnings.

### **STAGE 3: Classroom Transfer**

This is generally as a result of persistent disruptive behaviour. The teacher will clearly state that after a reminder and warnings, the student has reached the Classroom Transfer stage.

- These are noted on Bromcom.
- The student will be asked to move to a 'transfer classroom' to continue with appropriate subject specific work for the remainder of the period. This is a timetabled classroom, usually within the same subject, in which students are expected to complete the work set.
- Staff are expected to try to address the issue with the student in a restorative meeting as soon as possible.
- If the student fails to attend or refuses to attend this restorative meeting, a detention will be issued.
- Staff are expected to contact parents or carers to discuss issues when required.

Annex B illustrates the Classroom Pathway as well as examples of positive and negative behaviours with possible consequences.

## **Teaching and Learning Support (TLS)**

Senior & Middle leaders will support teaching and learning through the use of TLS. This may, on occasion, include resolving any behavioural issues that occur throughout the school day. It may also include assisting staff who are experiencing an issue with a Classroom Transfer. Staff can use Bromcom to alert TLS staff for this purpose. For more serious incidents, students may be placed in the Internal Suspension Room for the remainder of the day, or may be excluded.

## **Internal Suspension**

Internal Suspension involves the withdrawal of a student from lessons, lunchtimes and break. Parents/carers are informed of this action. Students follow a fixed timetable set by the staff on duty within the Internal Suspension Room. Students may be placed here for serious issues e.g. physical or verbal aggression towards staff/students, Persistent truancy, Persistent classroom removals or persistent disruptive behaviour. It may also be used to help students return to school successfully after a suspension. Annex C shows the Internal Suspension Policy and procedures.

## **Suspensions**

*"Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. Therefore, the government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.*

*For the vast majority of pupils, suspensions<sup>1</sup> and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments."*

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - Guidance for maintained schools, academies, and pupil referral units in England

Students may receive be issued with a Suspension. Usually these are short term, lasting between one to five days. The behaviour of a pupil outside school can be considered grounds for a suspension. A serious breach

or persistent breaches of this policy may warrant a permanent exclusion. The Pastoral staff will liaise between school and home when a student is excluded. They will co-ordinate the package of work required to be completed whilst the student is excluded.

The Department for Education's "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - Guidance for maintained schools, academies, and pupil referral units in England" is available [HERE](#).

### **Governors' Behaviour Committee**

The Governors' Behaviour Committee consists of the Headteacher, Senior Staff and Governors. The committee will meet once a term. Students who are causing persistent behavioural issues are invited to this with their parents/carers to discuss a way forward. Final warnings prior to permanent exclusion are given, when necessary.

### **Internal Alternative Provision**

The school is proud to take an inclusive approach to supporting students and creating a sense of belonging to our community. For some students who find the standards and expectations they may escalate through our behaviour policy and may find themselves at risk of permanent exclusion. Great Sankey High School and its staff will support students in trying to avoid this where possible. The Internal Alternative Provision is one such option. This is based within the engagement centre of the school but functions independently in terms of entrances, and school timings. It is however part of the school in terms of staffing and standards. The internal alternative provision is overseen by an assistant headteacher and the Alternative Provision Lead. Students who attend have gone through a referral process which a panel of Trust members consider their suitability. The referral form can be found in Annex D. Students undertake a reduced and modified curriculum which mirrors that of the main school. Delivery is by an experienced teacher in the core subjects and is also supplemented by ICT skills, the Prince's Trust, work experience and other events such as Live Wire, Warrington Youth Zone and Queensbury. The academic work is supplemented by emotional and behavioural work that is targeted to the individual's needs. Students are given tailored goals and targets to develop a sense of achievement and success. Students may be in the Alternative Provision for a variety of reasons and as such their time within the centre will be personalised to the students. The Alternative Provision is an option for all students from Y7 to Y11.

### **Communication**

Staff are kept informed of the status of all relevant students on a day to day basis through the use of email. In this way students will be dealt with in an effective, efficient manner and there will be an avoidance of duplication of workload for staff.

### **Recognition and Celebration at Great Sankey High School**

We recognise that students thrive on positive praise, encouragement and recognition for their hard work and efforts. We endeavour to empower our students to take pride in their achievements and to be motivated by the intrinsic value of achievement. We are committed to acknowledging those students who consistently demonstrate positive behaviour and attitudes to learning through a range of recognition and celebration events across the academic year.

Our recognition and celebration events include, but are not limited to: Verbal Praise; Bromcom Points, Bromcom Announcement; Praise phone calls; Weekly Headteacher Awards for all year groups; CEO Student of the Term: Attendance Pizza Lunch; Senior Leadership Breakfast; Progress & Attitude to Learning letters; Achiever's Movie; Academic Reports; Celebration Assemblies and School Awards; Achiever's Rewards Trip.

### **Bullying**

All students and staff have the right to feel happy, safe and included. Students and staff have the right to work in an environment without harassment, intimidation or fear. All bullying, of any sort, is therefore unacceptable. Students who experience bullying will be supported. Great Sankey High School recognises the negative impact that bullying can have and consequently adopts a policy where all form of bullying are dealt with as swiftly as possible. The school has an Anti-Bullying Policy and this contains details of how bullying is defined and how it will be dealt with. This policy is available to view on the school website at

<https://www.greatsankey.org/our-school/policies-and-reports>

## **Behaviour Outside of School**

Great Sankey High School students are expected to be role models within the community. Whilst students are wearing the Great Sankey High School uniform they are representing the values of the school. Any behaviour that falls short of our standards will be dealt with using the sanctions described within this policy.

## **Sexual Harassment and Sexual Violence**

Great Sankey High School has a zero-tolerance approach to sexual violence and sexual harassment, it is never acceptable and will not be tolerated.

We are not complacent and recognise that it is possible that sexual harassment, abuse or violence (including online) could be happening in school, even when there are no complaints.

We make every effort to prevent such incidents occurring, including the implementation of a comprehensive 'Relationship and Sex Education Programme' as part of our PSHE programme. As with all bullying incidents, comprehensive records will be maintained and carefully analysed regularly to continually improve our practice.

### **Responding to sexual harassment and sexual violence**

In line with the DfE's Guidance (September 2021) 'Sexual violence and sexual harassment between children in schools and colleges' and the school's Child Protection policy, this section outlines how the school will respond to sexual harassment and sexual violence and the behaviour management strategies that will be used to address the concerns.

All professionals at Great Sankey High School recognise that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. As per Part one of the DfE Guidance (2021) 'Keeping children safe in education', if staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told. Staff should then follow the guidance from the safeguarding training they have received on how to manage a disclosure in line with the school's Child Protection Policy.

1. It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.
2. If possible, disclosures should be managed with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy).
3. Staff will not promise confidentiality at this initial stage as it is very likely a concern will have to be shared further
4. Staff should only share the report with those people who are necessary in order to progress it.
5. Staff will ensure the victim understands what the next steps will be and who the report will be passed to.
6. If the Designated Safeguarding Lead has not been involved in the disclosure, then they must be informed as soon as possible so that they can proceed with the next appropriate action (e.g. contacting the police, social care referral)
7. A record of the conversation must be made in line with the Child Protection procedures in school.

Following the disclosure, the school will coordinate a support plan for the 'victim', ensuring their needs and wishes are paramount.

## **Safeguarding and supporting the alleged perpetrator(s) and children and young people who have displayed harmful sexual behaviour**

Great Sankey High School will work with professionals as required to understand why a child may have abused a peer. The child's age, development stage and nature and frequency of the allegations will all be considered as well as whether the actions were deliberately invented or malicious.

Support and consequences will be considered on a case-by-case basis, including whether they pose a risk of harm to other children. Advice will be taken, as appropriate, from children's social care, specialist sexual violence services and the police.

Where necessary the 'perpetrator' may receive a consequence in line with the Behaviour Policy which could

be:

- A referral to the Internal Suspension Room
- A suspension
- A permanent exclusion

If the decision is to exclude, it will be lawful, reasonable, and fair.

The school acknowledges that school can be a significant protective factor for children who have displayed harmful sexualised behaviour, and continued access to school, with a comprehensive safeguarding management plan in place, is an important factor to consider before final decisions are made.

If the decision is to take disciplinary action, then the school will ensure they are still implementing appropriate support at the same time.

### **Scholars Enrichment Programme:**

To recognise and celebrate the commitment, success and achievements of our students in contributing to a positive school ethos. Our enrichment and extra-curricular activities help all students to study concepts with greater depth, breadth and complexity, whilst also helping students to pursue their own areas of interest and strengths outside the normal parameters of the school day.

The purpose of our enrichment programme is to provide extended learning opportunities for our students, allowing them to develop the skills and characteristics that will provide a solid foundation for all aspects of their lives as future leaders. We never lose focus on academic excellence, but our students benefit educationally, personally and socially from a rich and rounded educational experience.

At GSHS, we recognise the value of an enriched curriculum in the development of the whole child and we are proud of our comprehensive enrichment & extra-curricular offer that aims to promote:

Increased enjoyment & emotional wellbeing

Challenge and development of independent learning for all students

Development of particular skills and themes; Self-confidence, Self-motivation, Team working, Creativity and Wider participation

Innovative ways to bring the Leadership specialism to life

### **Behaviour and Conduct outside of lessons**

Around school students should model good behaviour and respect for others at all times. They should talk to others respectfully. Students should move around the corridors in a calm and orderly manner following any one –way system. They should show care and consideration for others, help those in need and set a positive example at all times. They should respect our school building; no chewing, graffiti or vandalism should be seen on school grounds at any time. They should eat in the designated eating areas, queue for food in a calm and orderly fashion and put all litter in bins. Students should show respect for the staff on duty by responding positively to instructions. If a student displays any disrespectful, anti-social behaviours or is not upholding our expectations a member of staff may provide the student with a warning and / or instruction.

### **Mobile Phones and Electronic Devices**

The use of mobile phones, associated headphones and other electronic devices, including smoking devices such as a vape and any video or voice recording equipment is not permitted on the school site during the school day. We appreciate that parents may provide their child with a mobile phone for safety reasons traveling to / from school, but they should be switched off and stored away as soon as students enter the school site; quite simply they should not be seen or heard once students enter the school grounds, unless directed to do so by a member of staff for teaching and learning purposes. The same is applicable for headphones or airpods.

If a student does not uphold this expectation, then staff will ask the student to hand over the device for confiscation. Students are expected to co-operate. If a student chooses to not cooperate, they put themselves at risk of a sanction. The confiscated device will be logged into the Year Office for safe keeping until the end of the school day with the following triggers:

1<sup>st</sup> offence – the student can collect at the end of the school day.

2<sup>nd</sup> offence onwards – parents / carers only are to collect at the end of the school day.

We do not accept responsibility for mobile phones or mobile technology through either loss or theft. Students should also note that the viewing or sharing of offensive materials, or verbally abusing, bullying or inciting aggression towards members of the GSHS community via mobile technology is liable to result in a school

sanction and/or police intervention.

### **Searching and confiscation**

Detailed guidance for schools can be found in [Searching, screening and confiscation at school](#).

Key points from the guidance are;

#### **Searching**

- School staff can search a pupil for any item if the pupil agrees.
- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- Nicotine products such as vapes, nicotine pouches and snus
- Tobacco, lighters and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff 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 pupil).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

#### **Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

### **Use of reasonable force**

As outlined in the [Use of reasonable force Advice for headteachers, staff and governing bodies, 2013](#), Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for the items listed above such as knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. This will be the minimum force necessary to comply with reasonable request.

### **Exclusions Policy**

See our separate Exclusions Policy for further information, which is aligned with the [Exclusion from maintained schools, academies and pupil referral units in England, 2017](#),

### **Use of CCTV**

CCTV is deployed across the school site for the purposes of Safeguarding and Health & Safety. CCTV may be reviewed by trained staff to: provide evidence, establish clarity on an incident or to consider allegations made before the application of a sanction. Where requested by the Police, CCTV may be shared to help support a criminal investigation or reported incident.

### **Malicious allegations made against staff members**

Whilst Great Sankey High School actively upholds the rights of all students and staff to enjoy a safe environment where the views of all are respected, we also acknowledge that false or malicious allegations against staff members by students can have significant negative impacts on careers and lives. The school treats such matters extremely seriously.

Following investigation, where a student is found to have made a malicious or false allegation against a member of staff the Headteacher has the authority to issue a high-level sanction up to and including a Permanent Exclusion.

The student will be required to acknowledge the seriousness of their actions and engage in restorative justice with the member of staff who they made the accusation against. Only when both the sanction and the



restorative justice has been successfully completed to the satisfaction of the Headteacher will the student be considered for return to lessons.

### **Restorative Practice**

Great Sankey High School aims to be a restorative school which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Following any Suspension, the student and parents/carers will meet with a member of the Pastoral Year Team with a colleague, usually the SLT link for the year to conduct a return to school meeting and discuss strategies to move forward, alongside any specific reintegration plan.

### **Our Responsibilities**

Everyone in the school is expected to

- Act in a respectful and supportive way towards one another.
- Adhere to and to promote the objectives of this policy.

Staff are expected to

- Arrive before the class and on time
- Be prepared for the lesson
- Ensure visible consistency based on calm adult behaviour, emotional control, and high teacher expectation
- Foster positive learning behaviours, not just behaviour management.
- Provide opportunities to improve behaviour – allow students to learn from mistakes and develop self-regulation.
- Set high standards and expectations – this alongside quality first teaching is central to ensuring high standards of behaviour.
- Support each other across the whole school and discipline with dignity.

Students are expected to

- Adhere to the Whole School Expectations
- Adhere to our high standards of behaviour
- Report all incidents of bullying.
- Report suspected incidents that victims may be afraid to report.
- Support each other and to seek help to ensure that everyone feels safe and nobody feels excluded or afraid in school.

Parents/carers can help by

- Supporting the policy and procedures.
- Encouraging their children to be positive members of the school community.
- Discussing with their child's teacher any concerns that their child may be experiencing bullying or involved in some other way.
- Helping to establish an anti-bullying culture outside of the school.

### **Discrimination**

Great Sankey High School is strongly opposed to any form of discrimination, either through comment or conduct. The staff expect that parents/carers and students think it right to adopt a similar attitude and provide support for the school and its anti-discrimination stance. Great Sankey High School is an inclusive learning environment that provides a quality educational experience for all. Any discrimination will be dealt with by the Senior Leadership Team.

# Great Sankey High School



## Behaviour Policy

### ANNEX A



# Classroom Expectations



## READY

- I will arrive to Form and lessons on time
- I will not wear my coat in lesson
- I will place my bag under the desk and set up my equipment so I am ready to learn
- Pens and pencils on desk
- Exercise book out and open ready for my Do Now task
- I will put the date and title for my class work every lesson - All dates & titles will be underlined with a ruler
- I will wear my uniform correctly



## RESPECTFUL

- I will remain silent while the register is taken
- I will show excellent manners and address staff respectfully
- I will take pride in my work and make sure there is no graffiti or unnecessary drawings in my books
- I will do my best to meet the expectations of my teacher in lessons & in my homework
- I will keep my mobile phone & headphones out of sight and silent



## SAFE

- I will help to keep the classroom tidy and safe
- I will behave the way I am expected to knowing my choices will have positive or negative consequences
- At the end of the lesson, I will stand and wait behind my desk before being dismissed by the teacher



# Around School Expectations



## READY

- I will remain in lessons
- I will wear my uniform correctly
- I will not wear a hoodie or other layers between my shirt and blazer
- I will remove my coat when asked by staff in the building
- I understand I can only refill my water bottle before or after school and at break & lunch
- If I need to leave the lesson, I will have a pass to present when asked
- Between lessons and at the end of break & lunch, I will make my way to my lesson as quickly as possible



## RESPECTFUL

- If a staff member asks to speak to me, I understand I am expected to stop and listen
- I will take pride in my school environment
- I will do my best to meet the expectations of staff around the school building
- I will keep my mobile phone & headphones out of sight and silent



## SAFE

- I will walk calmly and quietly around school following one-way systems and on the left where this is not possible
- Only one pupil is permitted per toilet cubicle
- I will not eat food on the corridors
- I will sit down at lunchtime to eat my lunch and put my litter in a bin
- I will help to keep the corridors and other areas tidy and safe
- I will behave the way I am expected knowing my choices will have positive or negative consequences

GROWTH



RESPECT



EXCELLENCE



ASPIRATION



TEAMWORK



# Uniform Expectations

All students should wear the following uniform correctly at all times, to, from and in the school. Students may ask permission to remove their blazer when in class.

White school shirt with top button fastened and shirt tucked in. Year tie clipped on.



School tie with year colour

School blazer with crest

Optional school jumper

White school shirt with top button fastened and shirt tucked in. Year tie clipped on.

Black or tartan pleated skirt, unrolled and knee length.

Plain black polishable shoes (no markings, no trainers). Black tights or socks.

Black school tailored trousers (no jeans, joggers, skinny or tapered trousers).

Plain black polishable shoes (no markings, no trainers). Black socks.

**Top Button Fastened**

**Shirt Tucked In**

**Black Jumper Optional**

**School Tie**

**Tailored Black Trousers or Skirt**

**Plain Black Leather Shoes**

**GROWTH**



**RESPECT**



**EXCELLENCE**



**ASPIRATION**



**TEAMWORK**



# Great Sankey High School



## Behaviour Policy

### ANNEX B



# Foundations

## GSHS School Expectations and Standards

### Reminder

- Reminder of GSHS Expectations
- Teacher to state clearly that this is a verbal reminder

### Warnings

- Student formally reminded of appropriate behaviour
- Teacher clearly states that these are warnings before consequences, such as a Classroom Transfer or a detention, are actioned if there is no improvement in behaviour

### Classroom Transfer

- Teacher to clearly state this is a classroom transfer and note on system
- Student directed to another room to continue with work
- A teacher detention is issued
- Staff on TLS notified to support classroom transfer if necessary

### Detention

- If you do not attend your teacher detention you will be given a 30 minute school detention
- If you fail to attend your 30 minute detention a 60 minute detention will be imposed
- Failure to attend will result in an Internal Suspension Room referral

### Internal Suspension Room Wave 1

Students are placed on a Wave 1 for a number of reasons which may include:

- Repeated defiance
- Verbal abuse
- Persistent truancy
- Persistent classroom removals

ISR to be determined by Senior Staff

### Internal Suspension Room Wave 2

Students are issued a Wave 2 referral as an alternative to external suspension. It could be for the following reasons:

- Threatening behaviour towards staff
- Fighting
- Serious incident
- Return from an external suspension
- Return from a failed managed move
- Student may be placed on report for 2 weeks

### External Suspension

- Reintegration meeting between Year team and SLT link with parent/carer & student
- A restorative meeting will be required
- Student placed on report for 2 weeks

### Governors' Behaviour Panel

For cumulative behaviour or serious incidents with intention to avoid Permanent Exclusion

### Permanent Exclusion

Governor panel within 15 days to review Headteacher's decision



# Classroom Conduct



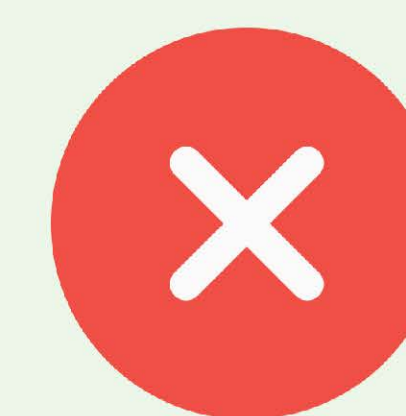
**Outstanding positive behaviour and exceptional attitudes to learning.**  
**Your teacher will reward you with positive points.**

- ✓ Taking on additional responsibilities during lesson
- ✓ Complete 'Extension Tasks'
- ✓ Carry out a piece of independent learning
- ✓ Working outside of comfort zone
- ✓ Consistently exceeding expectations
- ✓ Showing resilience during tasks
- ✓ 'Go the extra mile'
- ✓ Meeting all whole school expectations
- ✓ Actively engaging in lessons
- ✓ Being Ready, Respectful and Safe at all times
- ✓ Enter the room in the correct manner and sit where placed
- ✓ Complete classwork to the best of your ability
- ✓ Arrive on time
- ✓ Presentation of work to be neat and tidy
- ✓ Actively participate in group work



**Improvement required: Behaviour and/or attitude is unsatisfactory.**  
**Your teacher will give you negative points & you risk detention.**

- Arriving late to lesson
- Not completing homework
- Not meeting our expectations
- Not enough work completed
- Work not completed to expected level
- Passive learner
- Poor behaviour for learning
- Not ready to learn, disrespectful or unsafe
- Disrupting the learning of others
- Chewing gum/mobile phone
- Inappropriate language
- Defiance



**Serious cause for concern: Behaviour is disrupting the learning of others and may result in Classroom Transfer, Isolation or Suspension.**

- Serious behaviour incident
- Health & safety issue
- Threatening behaviour/language to pupil or staff
- Refusal to follow instructions
- Continual use of inappropriate language
- Repeated defiance
- Failure to complete Classroom Transfer



# Great Sankey High School



## Behaviour Policy

### ANNEX C

# Internal Suspension Information and Procedures

## Overview of Internal Suspension:

1. Internal suspensions are at the discretion of the school and do not qualify as legal or formal suspensions. The statutory DfE guidance on Suspensions and Permanent Exclusions does not apply to internal suspensions, because they do not impact on a student's education by removing them from school premises.
2. Internal suspension serves as a serious sanction directly below a Suspension but above minor sanctions such as a period of time spent in Classroom Transfers or detentions. Internal Suspension is used to prevent students from engaging with the school community but without this impacting on their academic learning.
3. Internal suspensions are imposed for serious and/or persistent breaches of the school's behaviour policy. Patterns of behaviour will also be considered. Although the decision to internally suspend a student will depend on the individual circumstances, examples of breaches of conduct that may result in internal suspension are:
  - a) Threatening behaviour towards staff
  - b) Fighting
  - c) Serious incident
  - d) Return from an external suspension
  - e) Return from a failed managed move
4. There is no statutory maximum period for Internal Suspension. Internal suspension is a lesser sanction than a Suspension. In most cases a period of internal suspension may last between 1 to 5 days.
5. Internally suspended students are supervised at all times. At the heart of our policy is the aim to modify students' behaviour in order to enable them to make the maximum progress in school. An Internal Suspension will enable students to continue learning, prevent a reoccurrence of the offending behaviour and to ensure reintegration when the period of external suspension is over.
6. After an Internal Suspension we will work with students to carry out restorative work. This strategy is dependent on the cooperation of all parties involved in an incident/situation and will usually be used where one person has done something to upset or harm another. It can be helpful for the student to redress the harm they have done and hopefully learn from the mistake. It can also provide closure for those who have been harmed. If restorative work is not possible or applicable, reflective work will be undertaken.
7. Parents/carers will be informed of the Internal Suspension (Wave 2), the duration and reasons for this in a formal letter. A copy will be sent home electronically at the time of informing parents and held on the student's record. It will be part of any information shared when transferring schools/college. Parents will be contacted by a member of the Year Team on the day that a decision to internally suspend is made. Following an Internal Suspension (Wave 2) parents/carers will be given the opportunity to discuss

the reasons for the internal suspension with a member of the relevant Year team. If there are repeated incidents subsequent sanctions may be taken more seriously and/or parents will be invited into school for further discussions.

### **Routine for students on Internal Suspension**

The Internal Suspension Room (ISR) is based in the EC (Engagement Centre). The EC is located on the main corridor and will be accessed via a fobbed door, or an external door only. Only staff members have a fob which enables access in and out of the area,

In the event of a fire the fobbed door would automatically be released, or students would egress via the emergency fire door. In the event of this situation arising the students would be able to leave the area without relying on a member of staff to assist with their safe egress. Students would evacuate the building, following the correct evacuation procedure and make their way to the designated refuge spot.

- Students on Internal Suspension (Wave 2) should report to the EC entrance by **8.40am**. In some cases, a designated member of staff will organize a start time and bring the student to the EC.
- Upon arrival at the ISR a designated member of staff will explain the protocols of the ISR to the student and remind them about why they have been internally suspended.
- Students will be asked to hand over their mobile phone, which will be securely stored until the end of the ISR's school day.
- Students will be asked to take their work and equipment out of their bag and secure their bag in the designated area. The lockers will be closed and the key will be overseen by staff. If students wish to retrieve anything further from their locker they will need to seek permission from the duty member of staff
- Students on Internal Suspension (Wave 2) will not be entitled to go to their morning break or lunch and will need to **bring food and drink in if they wish to eat at the designated break time**. If students wish to choose from the school menu, they will be given a **choice of food for lunch** which will be consumed in the Internal Suspension area. Alternatively, students can bring their own packed lunch to be consumed in the ISR.
- Students on internal suspension will be provided with a clear timetable which is reflective of the school day(s) they are missing. Work will be provided and completed. This will be returned to their teachers at the end of the school day.
- Students who have failed their Internal Suspension (Wave 2) or parents/students refuse to engage in the Internal Suspension may face the further sanction of external suspension. Students must achieve the targets that are set every period they are in the ISR
- Students in the ISR will follow timetable which is outlined in Appendix 3

### **The role of the Inclusion Suspension Lead and duty staff**

Ready

Respectful

Safe

The Inclusion Suspension Lead will be responsible for organizing the alternative school day and work for any student in the ISR.

- They will ensure that the timetable has been personalised for the students
- That staff have provided suitable work and that this is collected and passed back
- They assign a suitable member of staff to complete the restorative/reflection activity
- They will ensure the procedures and processes are enforced consistently
- They will ensure that the students are booked in and follow the arrival procedures
- They will place lunch orders for the students by collecting their request (from the selective menu) at the time of arrival
- They will ensure the students is escorted if they are required to leave the ISR
- They will monitor and record the students' attitude and behaviours throughout their time in the ISR
- They will log attendance in the ISR by emailing [attendance@greatsankey.org](mailto:attendance@greatsankey.org)
- They will log behaviour using Bromcom so that a clear overview of the day can be monitored by the year team
- They will ensure the restorative work is uploaded and filed away for future reference
- They will inform the senior pastoral leaders of any concerns in a timely way to discuss and plan for next steps
- The SLT duty staff for break and lunch will monitor success and progress and contact the year team if it looks like a student may be failing to intervene and support

## Appendix 1 – Parent/Carer Letter

Date: XXXXXX,

Dear Parent/Carer

### Re: Notification of the Internal Suspension

I write to inform you of the decision that your child will be internally suspended for failing to uphold the school's high standards and behaviour expectations. I am sure that you appreciate that this is a serious sanction, this is only exceeded by external suspension, or permanent suspension.

The reason for this internal suspension is because:

XXXX

The internal suspension will take place on: XXXXXX for a period of XX day(s). If successfully completed, they will return to their mainstream classes.

Your child will be expected to follow an alternative day, which will take place in the Internal Suspension Room. Students should **arrive at the Engagement Centre** entrance (previously known as the medical entrance) **at 8.40am promptly**. They should bring their pencil case, calculator, refreshments for break, and, if they wish, a packed lunch. For those students who wish to have a school lunch a menu will be offered to them when they arrive and they can pre-order their lunch which will then be collected and delivered to them later in the day. Throughout the day work will be provided that is reflective of what is taking place within the classroom to minimize the content that they are missing. There will also be opportunities for reflective and restorative work throughout the day. This work will look at regulating their behaviour, advising them on choices, and ensuring that they are taking responsibility and have accountability for the actions and choices that have led them to the internal suspension. The school day in ISR will end at 2.50pm, provided that they have not been issued with a school detention that day.

Students who are internally suspended will be expected to meet the Internal Suspension Room rules and expectations. **If they are not successful during this time in ISR school may decide to issue an external suspension.**

An internal suspension will not show on the school DfE census but will be placed on your child's school record. If the behaviours continue you will be invited in to discuss this further. Should you wish to discuss your child's internal suspension and their behaviour please let us know by emailing your child's year team on **intake20@greatsankey.org**.

Kind regards

## **Appendix 2: Student Expectations and Rules of the Internal Suspension Room**

### **On Arrival**

- You will arrive promptly at the Engagement Centre entrance at 8.40am, unless told otherwise
- You will not enter the school site by another entrance, or before this time.
- You will bring your own snack and drink for breaktime.
- You may choose to bring your own lunch,
- If you wish to have something from the school menu, you will decide based upon the choices given when you are booked into the Internal Suspension Room in the morning.
- You will surrender your phone to the designated member of staff.
- You will place your bag, coat and belongings into the locker that has been allocated to you for the day.
- You will take only your pencil case and calculator into the ISR, unless advised otherwise
- You will not enter the room until the member of staff has explained their expectations and you have complied to the above
- You will sit where the member of staff requests

### **In the ISR**

- You will be provided with a personalised timetable that is reflective of the school day you are missing
- You will be provided with clear targets that you must achieve for the length of your time in ISR
- You will complete the work that has been set to the best of your ability
- You will take pride in the work you complete
- You will work in silence throughout the day
- If you have a question, you will raise your hand and wait for the designated member of staff to approach you to discuss further
- At all times you will be respectful and polite
- You will remain seated at all times
- You will not be permitted to have break or lunch at any other time other than those stated on your timetable
- During break and lunch you will remain seated in the ISR.
- Students will only be permitted to use the toilets one at a time and will be escorted by a member of staff. The toilets will be those located within the Engagement Centre.
- You will not be permitted to leave the ISR unescorted by a member of staff
- You will not interact with any other student in the ISR
- Your attitude and amount of work completed within the ISR will determine if you have successfully completed your sanction.
- Failure to meet the standards and expectations of the ISR may result in an external suspension.

### **At the end of the day**

**Ready**

**Respectful**

**Safe**

- You will not be permitted to leave before 2.50pm unless a Senior Leader has approved this, or it has been specifically pre-arranged
- You will hand all work to the designated member of staff who will organize for this to be returned to your class teacher.
- You will tidy up your designated area and assist in ensuring the Internal Suspension Room is tidy and organised
- When instructed you will stand behind your desk, with your chair tucked in
- The designated member of staff will dismiss all students individually. You will remain behind your desk until you are called for.
- You will walk silently and respectfully to the lockers and collect your belongings
- If you have a scheduled school detention you will be escorted to your year group attend this before you leave school site
- You will leave the Engagement Centre quietly and respectfully and make your way off school site promptly.

### Appendix 3: Example of a Student Timetable Form

Name of student:		Form:	Date:		
<b>Targets</b> 1 – To complete your work to the best of your ability 2 – To remain in your seat 3 – To be polite and respectful at all times			Toilet passes please record here:		
Reason for referral to ISR:					
Time	Event	Activity details	Comment from Staff		
8.40 am	Arrival and Booking	Registered Procedures and expectations Mobile Phone Lockers Lunch order Review my day's overview			
	Reflective Exercise	Complete the reflective exercise that best reflects the reason you are in the ISR	Completed and attached? Y/N		
8.45 am	Period 1	<b>Subject:</b>  <b>Work to be completed:</b>	1	2	3
			Y/N	Y/N	Y/N
			Comment		
9.45-10.05	break	<b>Comment:</b>			
10.05am	Period 2	<b>Subject:</b>  <b>Work to be completed:</b>	1	2	3
			Y/N	Y/N	Y/N
			Comment		
11.10 am	Period 3				
			Y/N	Y/N	Y/N
			Comment		
12.10 pm	Lunch	Comment:			
12.40 pm	Period 4	<b>Subject:</b>	1	2	3
			Y/N	Y/N	Y/N

Ready

Respectful

Safe



		<b>Work to be completed:</b>	Comment		
1.45 pm	Period 5	<b>Subject:</b>  <b>Work to be completed:</b>	1	2	3
			Y/N	Y/N	Y/N
			Comment		
2.40 pm	End of the day reflection	ISR staff to ensure any year group or whole school messages have been shared To review your conduct in the ISR to assess if you have been successful Any restorative conversations with staff to take place	Comment – did the student successfully pass ISR?		
2.50 pm	Dismissed	Hand your completed work to staff Ensure that your desk and area is clear and clean Stand behind your desk with your chair tucked in When called by a member of staff walk to the door and collect your bag and mobile phone Leave the EC quietly and respectfully	Do they have an after school detention?		

#### Appendix 4: An example of a reflection sheet

Name	Form	Date:
Why have you been referred to the Internal Suspension Room today? What choices/actions did you make that led you here?		
Why do you think you made that choice? Why do you think you behaved this way?		
Who did your behavior affect? What other problems did your behavior cause?		
What could you have done to avoid those choices?		

Ready

Respectful

Safe

What will you do to show good character and respect for the school's expectations from now on? How are you going to behave in the future?

Is there any support you would like from school to help you make the correct choices? If so, please state the ways members of staff can help you

Ready

Respectful

Safe

# Great Sankey High School



## Behaviour Policy

### ANNEX D



# Referral Panel

## Referral to Alternative Provision

School: Great Sankey High School

Student Name:

UPN:

Year Group:

Referring Person:

# Omega Referral Panel

## Referral to Alternative Provision

<b>Section 1</b>	<b>Student Details</b>
<b>Section 2</b>	<b>Statement of Case</b> <ul style="list-style-type: none"> <li>• Student Background</li> <li>• Rational for Referral to Alternative Provision</li> <li>• Proposed Alternative Provision</li> </ul>
<b>Section 3</b>	<b>Student History</b> <ul style="list-style-type: none"> <li>• Evidence to support referral</li> </ul>
<b>Section 4</b>	<b>Graduated Response</b> <ul style="list-style-type: none"> <li>• Strategies employed to engage in mainstream provision</li> </ul>
<b>Section 5</b>	<b>Academic History</b> <ul style="list-style-type: none"> <li>• Copies of student progress/DC reports</li> </ul>
<b>Section 6</b>	<b>Stakeholder Views</b> <ul style="list-style-type: none"> <li>• Student's views on referral to Alternative Provision</li> <li>• Parents' views on referral to Alternative Provision</li> </ul>
<b>Section 7</b>	<b>Panel Decision</b> <ul style="list-style-type: none"> <li>• Notes of Panel Meeting</li> <li>• Panel decision</li> <li>• Recommendations to GSHS</li> </ul>

## Section 1: Student Details

### *Referral to Alternative Provision*

Student Name:			
UPN:			
DOB:			
Does the student have an EHCP?	NO	If NO, will assessment be appropriate?	No
Does the student have any additional needs/medical needs?			NO
Please give details:			
Has the student been in receipt of Free School Meals within the last 6 years?			NO
Does the student have a Social Worker or a Family Support Worker?			NO
Are any other agencies engaged with the student/family?			NO
Please give details:			
Has the student been referred to Alternative Provision previously?			No
Please give details:			

## Section 2: Statement of Case

### *Rationale for referral to Alternative Provision*

#### Overview

*Provide a brief introduction to the student, their context and a synopsis of events leading to the decision to refer for Alternative Provision.*

#### Student Background:

Subject	Student Target	Spring %	Spring average % for subject	Spring OTF

Lesson attendance code	%	Number of lessons
/ - Present		
C – authorised eg meetings		
L – Late to lesson		
N – No reason provided for absence		
O – Unauthorised absence		
Q – Internal Exclusion (isolation)		

E – suspended from school		
I - illness		
V – Educational Visits eg Think Fast		
Y – Unable to attend due to exceptional circumstances		

#### Rationale for decision to refer to Alternative Provision

*Explain why a referral to Alternative Provision is appropriate/necessary and how this is in the best interests of the student.*

#### Which provider is most appropriate for this student, and why?

--



## Section 3: Student History

*Evidence to support referral*

### Year 7 2019/20

Evidence	Number / %	Comments/Additional Information
Attendance		
Fixed Term Exclusions		
Referrals to RTL		
Formal Sanctions		

### Year 8 2020/21

Evidence	Number / %	Comments/Additional Information
Attendance		
Fixed Term Exclusions		
Referrals to RTL		
Formal Sanctions		

### Year 9

Evidence	Number / %	Comments/Additional Information
Attendance		
Suspensions		
Referrals to RTL		
Formal Sanctions		

### Year 10

Evidence	Number / %	Comments/Additional Information
Attendance		
Suspensions		
Referrals to ISR		
Formal Sanctions		

## Section 4: Graduated Response

*Strategies employed to improve mainstream provision*

Intervention	Wave (1-3)	Dates	Review of Impact	Success 1-4

Replace with school Intervention Logs if required

## Section 5: Academic History

*Evidence to support referral*

Individual Provision/ Behaviour plan

Outcome	What can the child do now?	Short Term Targets	Strategies, Resources and Activities (What, how, when, who) Provision
		•	
		•	•
		•	•

**Section 6: Stakeholder Views**

*Student / Parent views on referral to Alternative Provision*

**Student Views**

**Parent Views**

## Section 7: Panel Decision

### *Referral to Alternative Provision*

Student Name:

UPN:

DOB:

Panel Members:

GSHS Representation:

Notes of meeting:

Panel Decision and rationale:

Support

Defer

Decline

Recommendations and actions for GSHS

Notes taken by:

