

# Great Sankey High School



## **Ready to Learn Behaviour and On TRACK Policy 2020/21**

**SLT Responsible:** Mr I McNulty

**Date created:** March 2021

**Date reviewed:** March 2021

**Next review date:** March 2022

***“We are what we repeatedly do. Excellence, then, is not an act, but a habit.” Aristotle***

## **1. Rationale:**

At Great Sankey High School (GSHS), we are committed to ensuring that our students master the knowledge, understanding and skills to ensure that they achieve great things, fulfil their potential and leave GSHS articulate, resilient, compassionate and culturally aware. We believe that if children understand the purpose of what they are learning and why they are learning it; not only will they be more engaged but they are much more likely to remember what they have learnt and be able to use it again in the future.

We believe that for our students to fulfil their potential and be successful, they must have the opportunity to make the right choices, develop key learning habits and demonstrate self-discipline, underpinned by personal responsibility and accountability; understanding their role in developing a common purpose across our school community and beyond, so that when they leave GSHS they are not only prepared academically, but also inspired to make a proactive, positive and lasting contribution to society and live happy, healthy and fulfilled lives.

Our **‘GSHS Learning Habits’** provide a framework aligned with our three pillars of school values, Community, Learning and Self, and are embedded within our daily practice and routines. From the moment students join GSHS, either during Year 6 Transition or as a mid-year admission, they are taught the importance of, and expected to demonstrate, our five learning habits. We believe every individual has the ability to demonstrate our five learning habits and, in doing so, each student will thrive at our school; giving themselves the best platform to be successful here and in the professional world of work.

All members of our school community are expected to work in an atmosphere of mutual respect; accepting no excuses as we expect all members of our school community to uphold our **GSHS Learning Habits** 100% of the time. Whilst our students may sometimes find this challenging, and some students may require additional support to independently demonstrate these habits consistently, our high standards and expectations will not waiver.

Students who consistently demonstrate our Learning Habits will be recognised, both informally on a daily basis and formally through our calendared Recognition and Celebration events. However, if any of our students do not demonstrate or wilfully defy our Learning Habits, this will not be tolerated and consequences will be implemented as outlined in our Ready to Learn Behaviour Policy.

It is important that all stakeholders, that is, staff, students and parents understand that when a student behaves unacceptably, it is the behaviour that is seen as unacceptable, not the child.

## **2. Aims and Principles:**

To this end, the policy set out measures, which, in accordance with The Education Act 2011, aim to:

- Uphold our high standards and expectation of student conduct and to promote self-discipline in order to maximise each student’s potential to achieve.
- Ensure all students learn and develop our GSHS Learning Habits so that they maximise their potential to be successful in school and life beyond GSHS.
- Develop a culture where our students become articulate, resilient and compassionate; taking personal responsibility and accountability for their own actions.
- Form a pro-active partnership with families and listening to the concerns of them to support their child to consistently and independently demonstrate our GSHS Learning Habits.
- Recognise and celebrate those students who consistently demonstrate our GSHS Learning Habits and contribute positively to our school community via our rewards and celebration events.

Through our House system, we have developed a culture of trust and identity where all students are supported and have access to a member of staff who is there to champion their needs. We encourage all members of Great Sankey High School to create an inclusive and caring learning environment by:

- Promoting desired behaviour and discipline.
- Promoting self-esteem, self-discipline, proper respect for authority and positive relationships based on mutual respect.
- 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.
- Promoting a culture of praise and encouragement in which all students can achieve.
- Supporting students whose behaviour may deteriorate through personal events beyond their control.

### **3. Expectations of our students: On TRACK GSHS Learning Habits:**

Aligned with the three pillars of our school values; Community, Learning & Self, all members of staff are expected to actively promote and model our **GSHS Learning Habits**. Students who consistently demonstrate our **GSHS Learning Habits** are **On TRACK** to be successful, both academically and socially.

<b>Time Management</b>	<b>Ready to Learn</b>	<b>Act on Instruction</b>	<b>Correct Uniform &amp; Equipment</b>	<b>Kind &amp; Respectful</b>
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#### **Learning Habit 1: Time Management**

Students who wish to be successful have outstanding attendance and are on time each morning and to lessons throughout the day to maximise learning time.

Students are to arrive on site by 8.20am each day so that they are ready for AM registration at 8:25am in Personal Development Review (PDR) and the day's learning ahead. Students who arrive late to school are expected to sign in with the Attendance Officer via the Student Entrance at the front of school.

Students who wish to be successful always meet deadlines, with all homework, tasks or assignments completed to a standard reflecting their ability; completing work outside of lessons is very important to consolidate and master learning. It also supports students in developing their organisational skills whilst demonstrating their positive attitude to learning.

#### **Learning Habit 2: Ready to Learn**

Students who wish to be successful always demonstrate a positive attitude to learning, are always on-task in every lesson and behave in a purposeful and respectful manner outside of lessons. Each and every lesson, the teacher has the right to teach and other students have the right to learn without disruption. Sometimes, it may be hard work for students to remain on task but we will remind them that they and others learn best when they are focused on the task in hand.

Students who wish to be successful always contribute positively to lessons, try their best and always produce work to a standard reflecting their ability level. If a student finds the work difficult, then they are to speak to the member of staff who is there to support them to be successful. 100% effort, 100% of the time.

#### **Learning Habit 3: Act on Instruction**

Students who wish to be successful always respond positively and act on instructions from staff. Students who wish to be successful do not answer back, ignore or challenge the member of staff's instruction as they trust that this instruction is to help them to be successful and to meet our expectations.

We believe it is important that our students learn and develop their self-discipline. If a student fails to demonstrate this learning habit and follow a reasonable request from a member of staff, they may then cross our 'red line' resulting in an Internal or Fixed Term Exclusion. If a student feels that the instruction is unfair or unreasonable they must still follow the instruction first time, every time. Later, in their own time, students may approach the member of staff in a mature and respectful manner to discuss the situation. If a student does not feel comfortable

approaching the member of staff to discuss this, they should speak to their Form Tutor or House Team in the first instance.

Students who wish to be successful always act on the feedback provided to classwork or homework by staff and use their DIRT time effectively to improve.

#### **Learning Habit 4: Correct Uniform & Equipment**

Students who wish to be successful always wear the correct uniform and with a sense of pride. In line with our school values, it is important that our students take pride in themselves and in our school community.

In line with our high standards and expectations around uniform and appearance, if a student does not comply with our uniform policy then they will either be given some temporary uniform to wear, sent home to resolve or internally excluded until the situation is rectified. This consistent approach is critical in ensuring that all of our students are treated fairly, as it is unfair if some students uphold our uniform policy and some don't.

Students who wish to be successful are always equipped for the day ahead. Students who are dis-organised or who wilfully do not bring the correct equipment to school on a persistent basis will be challenged and subject to sanctions.

Some students may require additional support to demonstrate this habit independently and we will work with individuals and offer support to families to remove any barriers to learning.

#### **Learning Habit 5: Kind & Respectful**

Students who wish to be successful always demonstrate kind and respectful behaviour to other students, staff and their learning environment.

In line with our school value of mutual respect, we expect all members of our school community to be polite, tolerant of others and celebrate diversity. As such, we will not tolerate verbal or physical abuse to any individual, staff or student, and such behaviour will be subject to sanctions and follow up from our House Team.

If a student displays any form of repeated negative behaviour towards another individual, this will be treated as bullying behaviour and, as we have a zero-tolerance approach to bullying, this would be treated as a serious breach of our Ready to Learn Behaviour Policy, with proportionate sanctions levied.

We have invested in and developed a learning environment which provides our staff and students with a positive place to work and learn. In line with our school value of pride & place in our community, we expect each and every member of our school community to take responsibility and act as role models and good citizens. This is applicable across the whole school site: inside the classroom, in communal areas such as the dining rooms, corridors and toilet areas as well as outside in our social areas.

#### **3.1 Tomorrow's Aspiration supported by Today's Question:**

We empower our students to ***Dare for Greatness*** and have two simple questions for students to reflect on:

1. Tomorrow's Aspiration: *What do you want to achieve?*
2. Today's Question: *Are you **On TRACK**?*

Self-reflection by students:

Throughout each half term, students will complete a self-reflection task covering each of the five GSHS Learning Habits and then an overall ***Tomorrow's Aspiration supported by Today's Question*** reflection piece to determine if they are On TRACK.

As part of this reflection, students will then create personalised targets which they will apply in their lessons to demonstrate the GSHS Learning Habits independently and consistently.

### 3.2 On TRACK monitoring:

Half termly trackers to be completed for each student in each subject to provide an On TRACK summary.

	<b><i>Always</i> and independently displays the learning habit.</b>	<b><i>Often</i> displays the learning habit and is becoming more independent.</b>	<b><i>Usually</i> display the learning habit, but requires direction / support from the member of staff.</b>	<b><i>Sometimes</i> displays the learning habit, but is an area to focus on for the student to be successful.</b>
Points	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>Time Management</b>	<i>Always</i> on time to lessons. <i>Always</i> meets deadlines with homework and assignments completed to a standard reflecting their ability.	<i>Often</i> on time to the majority of lessons. <i>Often</i> meets deadlines, with the majority of homework and assignments completed to a standard which <i>Often</i> reflects their ability.	Is <i>Usually</i> on time to lessons, but has some issues with punctuality. <i>Usually</i> meets deadlines and / or homework and assignments <i>Usually</i> completed to a standard reflecting their ability.	Is <i>Sometimes</i> on time to lessons. <i>Sometimes</i> meets deadlines and / or homework and assignments <i>Sometimes</i> completed to a standard reflecting their ability.
<b>Ready to Learn</b>	<i>Always</i> demonstrates a positive attitude to learning. <i>Always</i> contributes positively to lessons. <i>Always</i> produces work to a standard reflecting ability level.	<i>Often</i> demonstrates a positive attitude to learning. <i>Can Often</i> contribute positively to lessons. <i>Often</i> produces work to a standard reflecting ability level.	<i>Usually</i> demonstrates a positive attitude to learning with reminders. <i>Usually</i> contributes positively to lessons. <i>Usually</i> produces work to a standard reflecting ability level but inconsistent.	<i>Sometimes</i> demonstrates a positive attitude to learning but can lose focus. <i>Sometimes</i> contributes positively to lessons but not independently. <i>Sometimes</i> produces work to a standard reflecting ability level.
<b>Act on Instruction</b>	<i>Always</i> responds positively to instructions from staff. <i>Always</i> acts on feedback provided to work / homework.	<i>Often</i> responds positively to instructions from staff but not always at the first time of asking. <i>Often</i> acts on feedback provided to work / homework.	<i>Usually</i> responds positively to instructions from staff but can need asking more than once. <i>Usually</i> acts on feedback provided to work / homework but inconsistent.	<i>Sometimes</i> responds positively to instructions from staff, but often needs asking more than once. <i>Sometimes</i> acts on feedback provided to work / homework but inconsistent.
<b>Correct Uniform &amp; Equipment</b>	<i>Always</i> wears correct uniform with a sense of pride. Is <i>Always</i> well equipped for the lesson.	<i>Often</i> wears correct uniform with a sense of pride. Is <i>Often</i> well equipped for the lesson.	<i>Usually</i> wears correct uniform with a sense of pride but a few minor discrepancies. Is <i>Usually</i> well equipped for the lesson.	<i>Sometimes</i> wears correct uniform with a sense of pride, but often concerns. Is <i>Sometimes</i> well equipped for the lesson.
<b>Kind and Respectful</b>	<i>Always</i> demonstrates kind and respectful behaviour to peers, staff and learning environment.	<i>Often</i> demonstrates kind and respectful behaviour to peers, staff and learning environment.	<i>Usually</i> demonstrates kind and respectful behaviour to peers, staff and learning environment, but has to be reminded to uphold this habit.	<i>Sometimes</i> demonstrates kind and respectful behaviour to peers, staff and learning environment, but not consistently enough.

<b>Outstanding</b>	<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Concern</b>
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The combination of grades across the student study programme will determine one of the above effort descriptors.

#### **4. Roles and responsibilities:**

Promoting positive behaviour is the responsibility of all members of the school community and we will hold all individuals, students and staff to account. Specific roles and responsibilities include, but are not limited to:

**Governors and Headteacher:** Operating and reviewing the policy and establishing procedures that encourage positive behaviour, tackle bullying behaviour and promote mutual respect, diversity and equality, as outlined in [Behaviour and discipline in schools Guidance for governing bodies, 2015](#).

**Senior Leadership Team:** Ensuring they are visible around school and known to students across the school, as well as supporting staff in upholding our expectations. Relentlessly modelling and promoting the GSHS Learning Habits we wish to see from others.

**School staff:** Modelling, actively promoting and teaching the GSHS Learning Habits we expect to see from our students. Ensuring that our policies and routines are consistently and fairly applied to all; recognising and praising good behaviour, whilst challenging negative and inappropriate behaviour.

**Students:** Contributing positively to the school community by upholding our GSHS Learning Habits 100% of the time; every lesson, every day.

As proud members of our school community, our students should:

Move around the School in an orderly manner without running, swinging bags, pushing or arguing; Arrive punctually to lessons; Be fully equipped for learning with books, planner and pencil case and any subject specific resources; Wear full uniform with no jewellery; Settle to work quickly and keep on task throughout the lesson; Listen when staff are speaking or other students are contributing to the lesson; Complete homework on time; Have mobile phone switched off and in bag at all times in the school day; Show consideration for the needs and feelings of others; Show respect for each other as individuals regardless of race, religion, culture, gender or disability; Always speak politely and respectfully to others; not name calling or using abusive language; Consider the safety of others and not bring dangerous, threatening objects to school; Resolve conflict without the use of physical violence, treating the property of others with respect; Take care of school buildings and grounds by not causing damage and not creating litter; Respond helpfully if someone is in difficulty; Be honest, and able to admit when they are in the wrong; Act as ambassadors for the school.

**Parents:** Working in partnership with the school to maintain our high standards and expectations, as well as supporting their child to independently uphold the GSHS Learning Habits.

As proud members of our school community, our parents should:

Ensure their children attend school regularly and on time; Ensure their children are fully equipped and ready to learn; Ensure their children wear the correct uniform every day; Encourage students to complete homework and classwork to the best of their ability; Support the school in enforcing discipline procedures; Contact school if they have any concerns about progress or behaviour issues; Contact school if changes to circumstances occur that may impact on student behaviour or achievement

#### **5. Professional Development for Staff:**

Behaviour and behaviour systems training will be provided for all new members of staff and as part of our extensive CPD programme in school across the academic year.

Teaching and Learning Support staff will continue to be identified and addressed through our appraisal and personalised CPD programme.

Heads of Faculty/Departments and Heads of House will be working with the data provided for students and specific groups to inform staff in their respective areas and provide targeted support where needed.

Child Protection / Safeguarding training will be kept up to date for all staff as per KCSIE guidance.

## **6. Recognition and Celebration at GSHS:**

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 our GSHS Learning Habits via a range of recognition and celebration events across the academic year.

Our recognition and celebration events include, but are not limited to: Verbal Praise; Class Charts Announcement; Praise phone calls; Star of the Fortnight; Achiever's Break; Attendance Pizza Lunch; Senior Leadership Lunch; Progress & Attitude to Learning letters; Achiever's Movie; Academic Reports; Celebration Assemblies and Academy Awards; Achiever's Rewards Trip.

### **6.1 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

## **7. Behaviour and Conduct outside of lessons and in our local community:**

Around school:

- Students should model good behaviour and respect for others at all times. They should talk to others in a **Kind & Respectful** manner, without shouting or using inappropriate language.
- They should move around the corridors in a calm and orderly manner following any one-way system.
- They should show care and consideration for others; be **Kind & Respectful**, 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.
- They should show respect for the staff on duty by being **Kind & Respectful and Act on Instruction**.
- Whilst the above is not an exhaustive list of what students can and cannot do during lesson changeover or at break and lunch times. In essence, if a student displays any disruptive / anti-social behaviours or is not upholding our GSHS Learning Habits a member of staff will provide the student with a warning and / or instruction.
- The student is expected to **Act on Instruction** at all times, including outside of lessons, and if they do not comply this is an RTL4 Red Line Incident as detailed in the Ready to Learn guidance provided in 8.1.
- If a student is displaying a Red Line behaviour outside of lessons, this is to be reported to SLT / Duty Team Leaders immediately for follow up action.

In our local community:

- Our students will be regarded by us as representing our school at all times and the highest standards of conduct will be expected as part of our school and local community.
- Ultimately, we expect our students to be **Kind and Respectful** to other members of our local community and, as ambassadors for the school in the community, behave in a positive manner.
- If a student does not act in a **Kind and Respectful** manner in the local community, and we are able to identify them, sanctions will be imposed, in line with [Behaviour and discipline in schools Advice for headteachers and school staff, 2016](#), which states that “*Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable.”*”

#### **8. Procedures and Sanctions:**

To support a culture of positive learning, as outlined in [Creating a Culture: How school leaders can optimise behaviour, 2017](#), we, as staff, will;

- 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 central to ensuring high standards of behaviour.
- Support each other across the whole school and discipline with dignity.



## 8.1 In class behaviour – Ready to Learn Guidance:

To ensure consistency across lessons, staff are to refer to the following Ready to Learn Guidance Flow Chart (8.1) when responding to behavioural issues within the classroom.



# Ready to Learn Classroom Guidance



### **Outstanding contribution:**

- Students who go above and beyond and / or make an outstanding contribution
- House points should be allocated for their positive contribution via Class Charts rewards.



### **Ready to Learn – every student, every lesson:**

- Students are Ready to Learn and upholding our GSHS Learning Habits.



### **Initial concern – First Warning: Reminder (RTL1)**

- If a student is not Ready to Learn, linked to our GSHS Learning Habits, they are given an opportunity to re-engage with a FIRST WARNING (RTL1).
- Staff offer a *reminder* of our Learning Habits and / or support to remove barrier



### **Repeated / further concerns – Final Warning: Reinforce (RTL2)**

- If a student does not re-engage and is still not Ready to Learn following the reminder, staff are to provide a FINAL WARNING (RTL2).
- Explicit instructions of our Learning Habits to **reinforce our expectations**
- Recorded on Class Charts RTL2 by member of staff for monitoring purposes



### **Continued failure to engage with our expectations – Referral (RTL3)**

- Staff to inform the student that, following opportunities to engage, they are not Ready to Learn and they are to immediately go to the Ready to Learn Centre.
- Recorded on Class Charts RTL3 by member of staff
- Pastoral staff to contact home with brief details to explain student has been referred to the Ready to Learn Centre for this lesson and 2 further periods.
- Member of staff to contact home to engage with parents to explain the concern in detail and hold a restorative conversation with the student.
- This automatically triggers and schedules a 60 min after school Centralised Detention.



### **Red Line Incidents – Removal (RTL4):**

Staff immediately log the concern for the issues listed below on Class Charts as RTL4 Removal. In an emergency situation, seek support from nearby staff, radio channel 10 or phone House Team / Reception.

- 1) Uses racist, homophobic, sexist or other discriminatory language
  - 2) Demonstrates dangerous, aggressive or threatening behaviour including verbal or physical abuse
  - 3) Wilful defiance: The student refuses to follow a reasonable instruction from a member of staff
  - 4) Places others at risk with malicious actions linked to COVID-19 health and safety guidance.
- Student to immediately go to the Ready to Learn Centre
  - Pastoral Team to contact home initially to provide brief details of Red Line Incident
  - Member of staff to meet with student and Pastoral Team for Restorative Conversation
  - Student to serve a minimum one day Internal Exclusion, including 60 minute Centralised Detention, or Fixed Term Exclusion following further investigation. House Team / SLT to update parents on next steps once finalised.



## **8.2 Ready to Learn Centre:**

Where a '*Continued failure to engage with our expectations – Referral (RTL3)*' has been levied, the student has SIX minutes to arrive at the Ready to Learn Centre from their classroom. If the student fails to arrive within this time frame, they will be excluded for the remainder of that day and complete their Ready to Learn Referral the following day in the Ready to Learn Centre.

Upon arrival, the Ready to Learn Co-ordinator will brief the student on our expectations in the Ready to Learn Centre and as a calming activity, the student will be provided with a reading age appropriate book to read and reflection activity.

Following this, students will be expected to follow the Ready to Learn centre curriculum to ensure no learning time is lost. This includes a range of Key Stage specific work / CGP resources for core subjects of English, Maths and Science.

Students who are in the Ready to Learn Centre over break and / or lunch will be supervised and access the dining areas at different times to the main school.

As part of the student's reflection task, a restorative conversation will take place with a member of the House / Learning Support Team or Ready to Learn Co-ordinator and the member of staff who referred the student out of lesson. This restorative conversation is an opportunity to:

- Help the student reflect on their behaviour and what they could / should have done differently
- Discuss any underlying issues or concerns where the student may need additional support
- Move the student on from the behaviour incident positively and reinforce our expectations and their aspirations

## **8.3 Disruptive behaviour in the Ready to Learn Centre:**

Students are expected to work in silence in the Ready to Learn Centre and complete the work provided to a suitable standard. If the work is not completed to a suitable standard matching the student's ability level, their length of time in the Ready to Learn centre may be increased.

If a student does not meet our expectations in the Ready to Learn Centre and causes a disruption, they will be provided with the following opportunities to make a positive choice and rectify their behaviour before a Fixed Term Exclusion is levied:

1. **First Warning:** Reminder of our expectations provided by Ready to Learn Co-ordinator / supervising staff
2. **Second Warning:** House Team / SLT reinforce our expectations and next steps for non-compliance
3. **Final Warning:** House Team / SLT to contact parents with the student to explain the negative behaviours and that the student will be issued with a Fixed Term Exclusion if there is another concern.
4. If none of the above are successful, the student is issued with a Fixed Term Exclusion and will complete their Ready to Learn Day on their return before being allowed back into mainstream lessons.

## **8.4 Intervention Programmes and escalation of sanctions for persistent poor behaviour:**

If a student receives three Fixed Term Exclusions or six Referrals to the Ready to Learn Centre in any one term, where a student has demonstrated a '*Continued failure to engage with our expectations*' and persistent poor behaviour, the student will receive a two day Fixed Term Exclusion. Alongside this, parents / carers will be invited into school to discuss concerns and it will be outlined that the student will be required to attend a **Stage 1 Intervention Programme** with the Learning Support Team following the two day Fixed Term Exclusion.

The Stage 1 Intervention Programme will allow the Learning Support Team to complete a number of assessments and screening tests over a number of days which will inform the students Pastoral Monitoring Report prior to reintegration back into mainstream lessons.

If a student receives a further three Fixed Term Exclusions or six Referrals to the Ready to Learn Centre, within a term the student will receive a further period of Fixed Term Exclusion for continuous persistent poor behaviour. Alongside this, parents / carers will be asked to attend a meeting to discuss the **Stage 2 Intervention Programme** where more focused, bespoke screening checks will take place over a two-week period with the Learning Support Team to ensure accurate identification of the student's needs and a Personal Support Plan (PSP) will be created.

Following completion of the **Stage 2 Intervention Programme**, recommendations will be made and shared with parents. This may include:

- Updated PSP strategies and reintegration back into mainstream classes
- EHCP referral / Educational Psychologist

Further, repeat Fixed Term Exclusions or Referrals to the Ready to learn Centre, which demonstrate a persistent poor behaviour from the student will then be escalated to **Stage 3 Intervention Programme**. The student and family will attend a meeting with the Governor's Disciplinary Committee and Headteacher, where it will be made clear that further persistent poor behaviour could result in a Permanent Exclusion. In addition, next steps will be considered such as:

- Managed Transfer to another school
- Placement at Alternative Provision

If persistent poor behaviour continues, the Headteacher will then consider a Permanent Exclusion.

### **8.5 Detentions:**

Detentions form part of our school's sanction system for negative behaviour and parental consent is not required for detentions to take place. Some detentions are conducted during school hours, but there will be occasions when students are required to attend a detention after school, such as when an RTL3 Referral to the Ready to Learn Centre has occurred.

In this case, in most circumstances, parents/carers will be notified 24 hours before the detention. In response to serious or persistent issues, a same day detention, however, may be levied and communicated to parents.

GSHS will consider whether the detention is reasonable on the grounds that it does not compromise the safety of the student or any caring responsibilities they may have outside school, or whether suitable travel arrangements can be made, not whether or not it is convenient for the parent/carer.

### **9.1 Uniform Expectations and Appearance:**

As part of our On TRACK GSHS Learning Habits, all students are expected to wear and have, **Correct Uniform and Equipment**, which is detailed in our Uniform Guidance document on our school website.

Students who do not comply with the high standards and expectations outlined, or persistent offenders, run the risk of sanctions ranging from detentions, working out of circulation and up to a Fixed Term Exclusion for persistent offenders or students who do not **Act on Instruction**.

### **9.2 Mobile Phones and Electronic Devices:**

Mobile phones, associated headphones or other electronic devices, including any video or voice recording equipment are not permitted on the school site. 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; to research information for example, under staff instruction and monitoring.

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 and **Act on Instruction** – failure to do so is a Red Line incident which will result in a Fixed Term Exclusion.

The confiscated device will be logged into the House 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.

The tariff will reset each term and persistent offenders are at risk of further sanctions such as Internal or Fixed Term Exclusion.

## **10. Prohibited items and Searching & Confiscation for prohibited items guidance:**

Searching a student - A senior member of staff such as SLT or a Head of House may search students, in line with [Searching, screening and confiscation Advice for headteachers, school staff and governing bodies, 2018](#), for any item which is banned by school rules. The senior member of staff conducting the search should be the same sex as the student. There should always be a witness (also a staff member).

Power to search without consent for “prohibited items” include:

- knives, including craft knives, pen knives, razors
- guns of any kind, including replicas and BB guns
- alcohol, illegal substances and ‘legal highs’
- stolen items
- tobacco and cigarette papers including e-cigarettes, fire lighting equipment or inflammable liquids
- fireworks or explosives of any kind
- offensive material such as pornographic, racist or violent images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules that has been identified in the rules as an item which may be searched for.

Weapons and knives, illegal drugs/‘legal highs’ and extreme or child pornography must always be handed over to the police, otherwise it is for the school to decide if and when to return a confiscated item.

We will contact the parents to help support a search if a student refuses to co-operate and further failure to comply with the search will result in further sanctions at the discretion of the Headteacher.

Students suspected of bringing in any other banned item, such as those listed below may be searched (only with the student’s consent), by a member of staff.

Other banned items

- Any form of liquid based correction fluid. Note: students may use correction tape and correction tape devices
- Laser pens or LED torches
- Fidget Spinners or any concentration aid not provided or authorised by the school
- Chewing gum, high caffeine / energy drinks
- Any aerosol (other than essential medication) Note: pupils should use non-aerosol deodorants
- Cameras: the school reserves the right to confiscate cameras or mobile phones and to delete any unauthorised pictures or video recordings of students or staff.

The school reserves the right to seize, confiscate or destroy any of the banned items, or any item that the school deems to be unsuitable and dangerous. Sanctions may be applied to any student found in possession of any banned item or any item that the school deems to be unsuitable and dangerous. Pupils may be excluded in extreme cases, or when pupils have received previous warnings about banned items.

## **11. 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.

## **12. Exclusions Policy:**

For a serious breach of our behaviour policy, including, but not limited to, physical abuse, verbal abuse, bullying behaviour and refusal to follow reasonable instructions from a member of staff, the Headteacher will consider if an exclusion, either Fixed Term or Permanent is appropriate.

When exclusions are considered, the standard that will be applied in forming judgements as to whether an event did or did not happen will be that of “the balance of probabilities” (that is, whether something is more likely than not to have occurred).

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](#),

## **13. Serious incident protocol:**

When an incident involving potential misbehaviour occurs, staff in school will seek to investigate the incident to establish the facts before making a decision on possible sanctions. This may involve, for example, speaking to staff and/or students and/or reviewing CCTV footage. On occasions, written statements will be taken. In investigating incidents, staff will always seek to be fair to all parties.

The standard that will be applied in forming judgements as to whether an event did or did not happen will be that of “the balance of probabilities” (that is, whether something is more likely than not to have occurred). The amount of time expended on an investigation will generally be proportionate to the severity of the incident. In most cases, a brief summary of the incident and any sanctions issued will be recorded. Detailed records of investigations will generally only be produced if the incident is especially serious.

When a serious incident has occurred at GSHS, a full investigation will be undertaken. This will involve taking statements from students and staff where needed. Parents will always be informed when we are dealing with a serious incident. At times, we may need to isolate a student during an investigation. When we have completed our investigation parents will be contacted / asked to attend to discuss the incident and possible ways of resolving the situation.

## **14. 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.

## **15. Malicious allegations made against staff members:**

Whilst GSHS 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. GSHS 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.

## **16. Restorative Practice:**

GSHS 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 Fixed Term Exclusion, the student and parents will meet with a member of the House Team, Learning Support or SLT to conduct a return to school meeting and discuss strategies to move forward, alongside any specific reintegration plan.

**17. Links to other policies (which can be found on our school website):**

Child Protection and Safeguarding Policy

Anti-bullying Policy

Exclusions Policy

SEND Policy

Equality & Diversity Guidelines

Uniform Guidance

**18: Sources of information:**

[Exclusion from maintained schools, academies and pupil referral units in England, 2017](#), DfE

[Behaviour and discipline in schools Advice for headteachers and school staff, 2016](#), DfE

[Behaviour and discipline in schools Guidance for governing bodies, 2015](#), DfE

[Creating a Culture: How school leaders can optimise behaviour, 2017](#), Tom Bennett

[Use of reasonable force Advice for headteachers, staff and governing bodies, 2013](#), DfE

[Searching, screening and confiscation Advice for headteachers, school staff and governing bodies, 2018](#), DfE

[Education Act 2011](#)