

## **BEHAVIOUR POLICY**

### **Ethos**

The Governing Body of GHS believes that high expectations and mutual respect are essential in order to guarantee the wellbeing and safety of all pupils and staff and for an achievement culture to thrive. It seeks to ensure that the school:

- Promotes high expectations and high standards of behaviour and discipline
- Promotes a culture of praise, encouragement and reward in which all pupils and students can achieve
- Provides a safe, caring environment where all pupils can thrive, free from disruption, violence, or bullying and any form of harassment
- Promotes self-esteem, self-discipline, proper regard for authority and positive relationships built on mutual respect
- Embraces the values of inclusion, equality and fairness of treatment for all
- Secures consistency of response to both positive and negative behaviour
- Promotes early intervention
- Encourages positive relationships with parents and carers to develop a shared approach and involvement in the implementation of the school's policy and associated procedures
- Fulfils its Equality Act 2010 duties and responsibilities

This policy outlines how we create and maintain good order and relationships through consistency and high expectations of behaviour built on a foundation of mutual respect.

### **Roles and Responsibilities**

- The Governing Body will determine the ethos and review the guiding principles that shape the school's behaviour policy
- Governors will support the school to maintain the high standards of behaviour required by the policy
- The Headteacher in consultation with the governors, staff, parents/carers and pupils will develop, maintain and review the behaviour policy
- The Headteacher and staff will ensure that the policy is implemented in line with other school policies including the Anti-Bullying Policy, Safeguarding & Child Protection Policy, SEND Policy and the Equality and Diversity Policy taking account of any necessary reasonable adjustments
- The Headteacher will ensure that the behaviour policy is clear and communicated to pupils/students and parents/carers
- The Headteacher will have overall responsibility for the implementation and day-to-day management of the policy and procedures
- The Headteacher will implement the school's behaviour policy in respect of any incident inside school, on the way to or from school, in school uniform or any incident outside school (including incidents of online-bullying and/or sharing of nude or semi-nude images) that impacts on the safety or wellbeing of pupils/students in school.
- Staff, including teachers, support staff and volunteers, will ensure that the policy and procedures are followed and applied consistently and fairly and a summary behaviour guide is provided for colleagues to support them applying procedures consistently (Appendix D)

- Staff will use Positive Handling strategies when appropriate to divert, defuse and deescalate situations where pupils/students are displaying challenging behaviour which may escalate or put any member of the school in danger
- Staff may use physical intervention if appropriate and they feel confident to do so.
- Senior Leaders and senior pastoral staff may search a pupil with or without the pupil's consent for any dangerous, illegal or stolen items or items identified within the school rules as prohibited. They may also search for any article which they may reasonably suspect has been or may be used to commit an offence or cause personal injury to themselves or others. Where necessary, this may include the checking of electronic devices where incidents of online-bullying and/or sharing of nude or semi-nude images have been reported.
- Staff can confiscate any prohibited item found as a result of a search. They can also seize any item however found which they consider harmful or detrimental to school discipline (including electronic items).
- Staff will create a high-quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.
- Staff will encourage parents to work in partnership with the school, to assist them in maintaining high standards of behaviour and will actively encourage them to raise with the school any issues causing concern.
- Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school (including on-line communications).
- Pupils /students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. (See Student Planners and Appendix C – Behaviour Expectations and Detentions).
- Pupils/students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all inconsiderate or unacceptable behaviour.
- Concerns of pupils/students will be listened to and addressed appropriately.
- All pupils/students and parents/carers are requested to sign the home school agreement at the beginning of every academic year before lessons commence to demonstrate their acceptance and commitment to supporting the school's rules and policies.

## **Procedures**

- The procedures arising from this policy will be developed by the Headteacher in consultation with the staff.
- The staff will make clear to the pupils/students how acceptable standards of behaviour can be achieved.
- The procedures will be reviewed and monitored by the Headteacher in conjunction with the Deputy Headteacher responsible for Behaviour & Attitudes to ensure they are consistently and fairly applied.
- The procedures will promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.
- The staff will record all incidents of poor behaviour on the SIMS behaviour log.
- Rewards for good work and positive attitudes will be recorded as achievement points on SIMS
- Heads of Year will monitor behaviour and achievement within their year group and initiate support where appropriate.
- Parents/carers will receive emails via SIMS In-touch to notify them of detentions and achievement points

## Code of Conduct

Our code of conduct is central to the school's ethos and its behaviour policy and is presented in all student planners. It was developed in consultation with pupils on the school council, parents/carers on the parent council and staff.

Our motto is: **Achievement for All**

We expect all pupils/students:

- To develop to their full potential
- To value learning and appreciate that it is a life-long process;
- To be caring members of the community who have respect for people of all races, religions and ways of life and for the environment in which they live.

Our code of conduct is based around the words **RESPECT, RESPONSIBILITY and HONESTY. This is referred to as the GHS 3**

### The GHS 3

- **Respect:** treat everyone the way we like to be treated, show good manners, appreciate the uniqueness of others and look after the school environment.
- **Responsibility:** accept consequences of our actions, be dependable and reliable and apologise when wrong.
- **Honesty:** Be honest, tell the whole truth, do not cheat, politely stand up for what's right.

## Our Attitude to Bullying

We do not tolerate bullying of any type: physical, verbal, emotional, social or online. We aim to encourage all pupils to develop the confidence and openness to challenge any type of bullying. We provide clear guidelines for staff, pupils/students and parents/carers which reflect our aim to support the bullied and change the behaviour of the bully. Reference should be made to our Anti-Bullying Policy, Safeguarding & Child Protection Policy and our Equality and Diversity Policy.

## Sexual violence and sexual harassment between children

In accordance with our Safeguarding and Child Protection Policy, we take any report of sexual violence and sexual harassment seriously. When referring to sexual violence, we are referring to the following offences: rape, assault by penetration, sexual assault. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment can include: sexual comments, sexual jokes or taunting, physical behaviour and online sexual harassment. We aim to encourage all pupils to develop the confidence to challenge and report any incidents of inappropriate or harmful sexual behaviour. We provide clear guidelines and expectations for staff which reflect our aim to support and change the behaviour of the pupils involved. Reference should be made to our Safeguarding & Child Protection Policy.

## School Rules

We expect all pupils/students to:

- Follow the Code of Conduct (**the GHS 3**).
- Adhere to the Anti-Sexting Policy and follow the ICT rules including safe and appropriate use of the internet (see Appendix D – Rules For Responsible ICT Use).
- Maintain high attendance (at least 97%) and be punctual to school and to lessons.
- Bring all the right books, kit and equipment.
- Wear full school uniform/comply with the sixth form dress.
- Keep the school clean and litter free.
- Play an active part in recycling policies around the school.
- Only eat in designated areas such as the dining hall/ Willow Restaurant/ Al Fresco Area/Courtyard/Sixth Form Common Room.
- Pupils should not bring the following items into school:
  - Items of value – for example, expensive watches,
  - Any form of jewellery except small items permitted by the school uniform rules
  - Items of strong sentimental value
  - Large amounts of money

Money brought into school for school trips should always be given immediately to the Finance Office. The school cannot accept responsibility if any such items are lost or stolen. The school actively encourages parents/carers to use the Parent Pay system to avoid the risks associated with large amounts of money being brought into school.

Pupils must not bring the following items into school:

- i-pads and similar electronic devices, including smart wrist watches
- Some items of sports equipment are banned from use around the school apart from in PE lessons, e.g. cricket balls and bats

If these items are brought into school they will be confiscated.

Bringing mobile phones is discouraged but if they are brought into school they must be switched off and stored in the bottom of bags. If a mobile phone or other item of electronic equipment is seen, heard or known to be used they will be confiscated, along with the SIM card, and only returned at the end of the half term. The school cannot accept responsibility if these items are lost or stolen.

Sixth form students may use mobile phones and headphones in the sixth form common room. However, if they are seen or heard outside the common room they will be confiscated and returned after one week or at the end of a half term if closer. Future occurrences will result in confiscation and return at the end of the half term as for the rest of the school.

The following items are banned from school:

- Alcohol and cigarettes/vapes
- Illegal substances
- Dangerous substances – for example: solvents, lighters, lighter fluid, matches, aerosol sprays
- Fireworks and firecrackers
- Illegal items – for example: any form of weapon or knife
- Material which is racist, pornographic, homophobic, political or likely to incite violence or prejudice

Such items will be confiscated and will not be returned. Pupils found in possession of such items are likely to receive sanctions. Serious cases (including **ALL** those involving drugs or weapons) will be reported to the police and may result in permanent exclusion.

### **Praise, Encouragement and Rewards**

Effective rewards systems and the celebration of success are essential to promote an ethos of high standards of behaviour. They have a motivational role in helping pupils/students to realise that good, considerate behaviour, self-awareness and responsibility to self and others is valued. The school operates a number of rewards systems which combine to support and reinforce a positive contribution to GHS.

Rewards for pupils include:

- Praise, both informal and formal, to individuals and groups
- Achievement points on SIMS
- GHS Arts Awards
- GHS Sports Awards
- Assemblies to acknowledge and celebrate achievement
- Glenthorne Celebrates to celebrate nominated pupils for progress or achievement across the school.

Rewards for sixth form students include:

- Sixth Form rewards will be operated in a similar way to the main school using Achievement points
- Proactive points will be awarded for pupils who work independently towards subject-specific goals
- Sports Leaders and Arts Leaders qualifications

### **Sanctions**

Sanctions are needed to respond to unacceptable behaviour. Sanctions are progressive and proportionate depending on the nature of the offence.

Sanctions include:

- Verbal reprimand.
- Detentions of varied lengths logged on SIMS and emailed to parents with 24 hours' notice. Activities during the detention will vary and will be appropriate to the reason the detention was set i.e. eating in the playground or dropping litter will result in collecting litter. Chewing gum will result in clearing chewing gum from tables (equipment and protective gloves will be provided).
- Same day detentions of various lengths following contact with parent/carer.
- On report to Tutor, Assistant Head of Year, Head of Year, Subject Leader, Assistant Headteacher, Deputy Headteacher, Headteacher.
- Loss of break and lunch times for a fixed period of time.
- On call (Parents are contacted. Pupils may be removed from lessons or sent home. When a pupil is sent home following an on-call, this is classed as a suspension for a day or half a day. A re-admission interview with the pupil and parent/carer should take place before the pupil returns to lessons. This usually takes place the following morning before school starts. A minimum of a School detention will be set following an on call. The behaviour may however sometimes result in a further sanction of some kind).

- Compulsory attendance at the Challenge It, Change It programme. This may be used as part of a sanction where the unacceptable behaviour has been racism or other discrimination and/ or bullying.
- 'Community Service' on Saturday.
- Headteacher Saturday detention.
- Removal from lessons for a fixed period of time.
- Suspension for a fixed period of time.
- Final Warning. This is issued when a pupil repeatedly exhibits unacceptable behaviour or for a first major offence. A Final Warning meeting is scheduled with the parent, Headteacher, Deputy Headteacher and Governor representatives (and DSL/SENCO if appropriate). The behaviours and prior/future support is discussed.
- Permanent Exclusion. Movement to permanent exclusion is usually progressive but can be the result of a single event such as occurrence of an unprovoked assault, serious violent, dangerous behaviour or serious vandalism, providing drugs for other pupils, possession of Class A drugs or being in possession of a weapon.

Sanctions for serious offences usually start with a Head of Year sanction, as indicated at Stage Three of the Sanctions Procedure, depending on the severity of the offence. A second serious offence within 3 months (approximately one term) would usually move to a Stage Four sanction. Further repetition of serious or very serious offences within 3 months of a previous incident would usually move to Stage Five and beyond. Sanctions of varying lengths may be used when appropriate. Pupils who show an improvement in their behaviour and require no further serious sanctions within a 3-month period may move back down the system. Pupils who receive a final warning, however, will remain on Final Warning for the duration of their time at the school. For further details, see Sanctions Procedure (Appendix A).

Suspensions mean that a pupil is externally excluded from school for a fixed period of time. Suspensions may be used to form all or part of a sanction from Stage Four upwards in the Sanction Procedure. During suspensions, work will be set for the pupil to complete. For any period of suspension up to 5 days, work will be collated from subject teachers and sent home by the Head of Year. From the sixth day of a suspension, the school will arrange for the pupils to receive tuition from a local alternative education provider.

Sanctions may be given for behaviour both in and out of school; behaviour outside school is liable to sanctions or exclusion if it has an impact on staff or pupils at the school and/or if such behaviour brings the school into disrepute.

In the case of a student with a disability or SEN, this will be considered when behaviour warrants a sanction, suspension or exclusion. The school will consider whether a pupil's SEND has contributed to the misbehaviour and, if so, whether it is appropriate and lawful to sanction the pupil. Where reasonable, an adjustment to the sanctions procedure may be made, taking into account our equality duties under the Equality Act 2010 and in particular the need to make reasonable adjustments in the individual circumstances of the pupil. If this is the case, this will be recorded on the student's record and communicated to the parent (either exclusion letter or otherwise).

### **Sixth Form Sanctions:**

Sixth form students are expected to act as role models for the rest of the school and conform to the school's code of conduct. Failure to do so is uncommon but will result in many of the same sanctions as above including exclusion. Sixth formers will be disciplined in accordance with the

whole school sanctions policy for serious incidents such as missing lessons or leaving the school site without permission, vaping, smoking, being under the influence of drugs or alcohol in school, sharing of nude or semi-nude images, violence, defiance, disruption or bringing the school into disrepute. In addition there are specific procedures linked to achievement within the sixth form.

Academic catch-ups (ACUs) will be set if a student's behaviour has fallen short of the standard needed to be successful. They are designed to help students to catch up and get back on track. They can be set for missed deadlines, poor effort or attitude in lessons, absence from lessons with no attempt to catch up on the work by the following week, failure to attend a compulsory clinic/study period/assessment. In addition, although we would not expect to have to deal with incidents of poor behaviour in the Sixth Form, ACUs will be used as a sanction for them.

**Stage 1: 3 x ACUs**

Phone call with targets from tutor & loss of sign-out privileges.

**Stage 2: 6 x ACUs**

Letter home from HOY & Subject Leaders with targets.

**Stage 3: 9 x ACUs**

Meeting with HOY, teachers and parents to set targets.

If you do not meet Stage 3 targets, you will be referred to the next stage:

- **Stage 4:** Director of Sixth Form meeting
- **Stage 5:** Headteacher meeting
- Final Warning from the Governors
- Required to leave the Sixth Form

In addition to the support offered as part of the 5 stage procedure, we offer a broad range of subject-specific clinics and academic support sessions. For the full sixth form sanctions procedure, please see appendix B.

**Support for pupils progressing to exclusion**

Pupils who are showing signs of being at risk of permanent exclusion will be given a Pastoral Support Plan. Pastoral Support Plans are written by the Head of Year in consultation with the Assistant Headteacher or Deputy Headteacher, child, and the parent/carer. These may be written at the re-admission meeting following a Stage Four or Five sanction but may be set up earlier if appropriate. Targets will be set to achieve improved behaviour. Parents/carers will be sent a copy of the plan following the meeting. The support programme will initially be revisited after 8 weeks.

For details of support that may be put in place please see Appendix E – Support Available at Glenthorne High School.

Referral to external agencies can require completion of a MASH/CFCS referral form designed for sharing information. This form is usually completed with the parent/carer and shared with the agencies with the parent/carers consent.

Where other interventions are proving unsuccessful, a referral to the Sutton Vulnerable Pupils Panel may be made to gain a period of intervention at the Limes College through their Turnaround support programme. Other alternative provision may also be sought through this route. For pupils who reside outside of the borough of Sutton, the pupil's relevant borough will be contacted to obtain advice and support.

## **Use of reasonable force**

### **Definition**

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable' means using no more force than is needed in the circumstances.

As part of our behaviour management we abide by 'Use of Reasonable Force' guidelines issued by the Department for Education in July 2013. All staff at Glenthorne have a duty of care towards pupils, employees and visitors to the school to ensure their welfare and protection. This means that we can use reasonable force to:

- Prevent pupils committing an offence
- Prevent pupils injuring themselves or others
- Prevent pupils damaging property
- Maintain good order and discipline at the school by, for example:
  - Removing disruptive children from the classroom where they have refused an instruction to do so;
  - Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
  - Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the learning or behaviour of others;
  - Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
  - Restrain a pupil at risk of harming themselves through physical outbursts.

In any situation where a pupil becomes violent and represents a danger to him/herself or to others or risks causing damage to property, our first priority is to resolve in a calm manner. Situations such as these are extremely rare and it is highly unusual at Glenthorne for a situation to escalate to a point where a member of staff has to intervene physically. All staff should be aware of strategies to reduce risk and aid de-escalation.

### **Reducing Risks**

Staff should reduce risk and avoid physical intervention by

- creating a positive classroom environment
- challenging and punishing all unacceptable behaviour as soon as it occurs.
- giving clear directions for pupils to stop.
- reminding pupils/students about rules and likely outcomes.
- using on-call to remove pupils whose behaviour is unacceptable
- using on-call to raise the alarm and seek support
- removing an audience or take vulnerable pupils to a safer place.
- avoid phrases that serve to increase the anger of the individual and use words that should have a calming effect

School guidance is considered alongside the most recent national guidance. It is designed to help staff to ensure that any actions they take are reasonable, proportionate and necessary.



Part of our preventative approach to reducing risk involves looking for early warning signs of bad behaviour and taking steps to prevent behaviours leading towards violence. Staff will be supported to manage such situations safely if they occur.

### **Reasonable and Proportionate**

Any response to extreme behaviour should be reasonable, professional and proportionate. Where staff act in good faith and in the interests of pupils and their actions are reasonable and proportionate, they will receive full support from the school.

### **Responding to Unforeseen Emergencies**

Even the best planning systems cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet. The key principles are that any physical intervention should be:

- in the best interest of the pupils
- reasonable and proportionate
- intended to reduce risk
- the least intrusive and restrictive of those options available which are likely to be effective
- whenever a physical intervention has to be made there should be a verbal warning and if at all possible staff should try to send for additional staff support (use on-call, send a pupil for support)
- when guiding or leading a pupil away from a fight or escalating situation it may be appropriate to hold the arm above the elbow with one hand and the pupil's hand with the other
- Where possible, staff should always attempt to use diversion or diffusion in preference to physical interventions

### **Recording**

Whenever reasonable force is used, the incident must be recorded. The Incident/Concerns book is kept by the PA to the Headteacher. All staff involved in an incident should contribute to the record which should be completed within 24 hours. The Headteacher should be notified at the first available opportunity

### **Positive Behaviour Management**

Effective management of behaviour in the classroom requires a positive approach. Staff are encouraged to:

- Use positive language in response to behaviours
- Praise good behaviours
- Proactively build good relationships
- Establish clear classroom rules and expectations

### **Searching and Confiscation**

The guidance 'Searching, screening and confiscation' (Department for Education, January 2022) gives teaching staff the authorisation and statutory power to search pupils or their possessions, with or without consent, where they have reasonable grounds for suspecting that the pupil may have prohibited items.

Senior Leaders and senior pastoral staff (SLT and Heads of Year) can search any pupil for any item if the pupil agrees. For example, they may ask a pupil to turn out their pockets or ask if they can look in their bag. If a pupil refuses to cooperate with such a search, the member of staff can apply an appropriate sanction, in line with the behaviour policy.

If school staff have reasonable grounds for suspecting the pupil is in possession of a “prohibited item”, the headteacher and members of the SLT can search the pupil without their agreement. Members of staff may request that pupils remove their blazers, empty bags, turn out their pockets and remove their shoes and socks so that these may be searched if this is deemed necessary. The member of staff may not require the pupil being searched to remove clothing other than outer clothing. The member of staff may use a WAND to search pupils if it is deemed appropriate. The teacher conducting the search must be of the same sex as the pupil being searched and there must be another member of staff present as a witness. The only exception to this is if the member of staff reasonably believes there is a risk that serious harm will be caused to a person if the search is not conducted immediately, and it is not reasonably practicable to summon another member of staff.

The list of prohibited items are: knives and weapons, alcohol, illegal drugs, stolen items, tobacco, vapes, fireworks, pornographic images, any article that is likely to be or have been used to commit an offence, cause personal injury or damage to property, and any item that the school rules identify as an item which may be searched for.

School staff can confiscate, retain or dispose of a pupil’s property as a disciplinary penalty. Staff are not liable for any loss or damage to items they have confiscated, provided they acted lawfully. The confiscation should be proportionate and consider any special circumstances relevant to the case.

Where the person conducting the search finds an electronic device the school rules allow pupils to be searched for, or that they reasonably suspect has been or is likely to be used to commit an offence or cause personal injury or damage to property, they may examine the data or files on the device if they think there is good reason to do so. There is no need to have parental consent to search through a young person’s phone if it is reasonably suspected of being used to commit an offence or cause personal injury or damage to property. In determining ‘good reason’ to examine the data, the staff member should reasonably suspect that the data has been or could be used to cause harm, to disrupt teaching or break the school rules.

For incidents involving online-bullying and/or sharing of nude or semi-nude images, a member of staff should confiscate the electronic device until such time that it can be investigated by the Designated Safeguarding Lead(s). Material on a device that is suspected to be evidence relating to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. No member of staff, including the DSL, will view such images.

Although there is no legal requirement to make or keep a record of a search, school staff will record on CPOMS the reason for a search and any material found. The search will also be recorded on SIMS if any sanctions are required in relation to the search.

## **Review**

- The Headteacher in conjunction with the Deputy Headteacher will monitor and review this policy and procedures annually. They will consult with the staff, parent council, the school council and the governors.
- The outcome of the review and changes to policy will be communicated to all those involved and incorporated into an amended Behaviour Policy.

This policy was reviewed in July 2024 and will be revisited in July 2025.

**SANCTIONS PROCEDURE / REFERRAL SYSTEM**

Sanctions and treatment of pupils may vary according to personal circumstances, such as for pupils who are LAC or Young Carers or where a student has a disability or SEN. In line with the Equality Act 2010, individual circumstances will be considered and, where reasonable, adjustments to the sanctions procedure will be made as appropriate for the circumstances.

Behaviour outside school at any level which brings the school into disrepute or impacts on other pupils in the school is liable to sanctions or exclusion.

	Behaviour/Event	Sanction and Support
Stage One	<b>Minor</b> offence: attending school without necessary equipment, missing homework	A first chance will be issued by each subject teacher, recorded in the student planner.
Stage Two	Repetition of a minor offence above or each occurrence of the following: out of uniform without a confirmed reasonable excuse, make-up, wearing uniform inappropriately, swearing, rudeness to other pupils, chewing, failure to complete homework, physical contact, name-calling or minor graffiti.	The behaviour will be recorded on SIMS and a 45-minute / 60-minute detention issued, recorded in the student planner with at least 24 hours' notice to parents.  3 detentions within a half term: Tutor report. 5 detentions within a half term: break and lunch time detentions for 5 days. AHYOY report 10 detentions within a half term: removed from lessons for 1 day and break and lunch time detentions for 5 days. HOY report and readmission meeting. 15 detentions within a half term: removed from lessons for 1 day and break and lunch time detentions for 10 days. HOY report and readmission meeting.
Stage Three	A first <b>serious</b> offence such as dangerous physical contact, offensive behaviour, rudeness to staff, disruption, failure to attend a School Detention, truancy of a lesson or registration, inappropriate social media use, use of sexualised language, inappropriate gesture or behaviour.  Persistent repetition of a <b>minor</b> offence outlined in Stage One and Two.	A Head of Year sanction will be issued which might include one or more of the following: on-call, school detentions, Break & Lunch time detentions, community service, Headteacher detention or removal from lessons. The behaviour will be recorded on SIMS. Parents will be informed by phone call from the Head of Year and/or letter. A readmission meeting will take place. The pupil will be placed on HOY report. SENCO informed if appropriate.  3 on-calls within two terms: break and lunch time detentions for 5 days. HOY report and readmission meeting. 4 on-calls within two terms: removed from lessons for 1 day and break and lunch time detentions for 10 days. HOY report and readmission meeting.
Stage Four	A first <b>very serious</b> offence such as possession of cigarettes/vapes, fighting, putting the safety of others at risk by not following safety procedures, serious disruption or disobedience, defiance, gross rudeness or swearing at staff, theft, possession or distribution of indecent images, bringing the school into disrepute, leaving site without permission, deliberately jeopardising the safety of others, racist/homophobic/transphobic/sexist remarks.  Repetition of a <b>serious</b> offence or persistent repetition of <b>minor</b> offences.	Three-part sanction which might include one or more of the following: on-call, school detentions, Break & Lunch time detentions, community service, Headteacher detention, removal from lessons or suspension. The behaviour will be recorded on SIMS. Parents will be informed by phone call from the Head of Year and a letter. A readmission meeting will take place, attended by Head of Year and Assistant Headteacher. The pupil will be placed on Assistant Headteacher report. SENCO informed if appropriate. Pastoral Support Plan set up.
Stage Five	A first <b>major</b> offence such as use of cigarettes/vapes on the school site, possession of drugs, racist/homophobic/transphobic/sexist abuse directed towards others, sexual harassment, violence, physical bullying, threatening behaviour, vandalism or serious graffiti, theft.  Repetition of a <b>very serious</b> offence or persistent repetition of <b>serious/ minor</b> offences.	Five-part sanction which might include one or more of the following: on-call, school detentions, Break & Lunch time detentions, community service, Headteacher detention, removal from lessons or suspension. The behaviour will be recorded on SIMS. Parents will be informed by phone call from the Head of Year and a letter. A readmission meeting will take place, attended by Head of Year and Deputy Headteacher. The pupil will be placed on Deputy Headteacher report. SENCO informed if appropriate. Pastoral Support Plan reviewed or set up.
Stage Six	Repetition of <b>serious, very serious</b> or a <b>major</b> offence or first offence of using and being under the influence of drugs in school time or on the journey to or from school or sexual harassment or sexual violence.	FINAL WARNING - Governors' Disciplinary Review (may be accompanied by a Stage Five sanction or up to a 10-day fixed period external exclusion)
Stage Seven	Repetition of <b>serious, very serious</b> or <b>major</b> offences or first offence of unprovoked assault, serious violent, dangerous behaviour or vandalism, sexual harassment or sexual violence, providing drugs for other pupils or possession of Class A drugs or a weapon.	PERMANENT EXCLUSION

<b>Sanctions Procedures</b>		
Detentions (Half Term)	3 detentions of any type in half a term	Pupil placed on Tutor report.
	5 detentions of any type in half a term	Lose break & lunch times for a week. Pupil placed on AHOY report.
	10 detentions of any type in half a term	Removal from lessons for 1 day & lose break & lunch times for a week. Re-admission with AHOY/HOY. Pupil placed on HOY report.
	15 detentions of any type in a half term	Removal from lessons for 1 day and lose break and lunch times for 2 weeks. Re-admission with HOY. HOY to monitor report.
On call (Two terms)	On call	Readmission with Subject Leader/HOY & school detention
	3 On calls	Readmission with Subject Leader and HOY & school detention. Lose break and lunch time for 5 days. On report to HOY/AHOY
	4 On calls	Readmission with Subject Leader/HOY and school detention. Removal from lessons for 1 day and lose break and lunch for 10 days
	5 On calls	3 day exclusion
Lateness (Half Term)	First occasion	Warning, recorded in planner
	Second and subsequent occasions	30 minute detention sat at lunchtime on that day
	Fifth occasion	As above, plus meeting with Head of Year

## Sixth Form Sanctions and Rewards Procedure

We have high expectations of the students who attend the Sixth Form, both in terms of academic achievement and in the students' attitude and behaviour whilst in and around the school. It is hoped that all students who have chosen to extend their education with us will conduct themselves appropriately and have a positive work ethic. However, for students who do not meet expectations there are a number of stages in our sanctions procedure that are designed to support them towards success. In addition to the support offered as part of the 5 stage procedure below, we offer a broad range of subject-specific clinics and academic support sessions.

Intervention	Concern	Action
<b>Subject Clinic/ Intervention</b>	<b>Underachievement</b> e.g. <ul style="list-style-type: none"> <li>underachievement in an assessment</li> <li>need more support to access the work</li> </ul>	<b>Referred to subject clinic:</b> <ul style="list-style-type: none"> <li>after school session</li> <li>during study periods</li> <li>'<b>KS5 Underachievement Intervention recorded on Sims.</b></li> </ul>
<b>First Chance (1 per year per teacher)</b>	<b>Initial concern</b> e.g. <ul style="list-style-type: none"> <li>missed deadline</li> <li>punctuality to school/ lesson (1 chance per half term)</li> <li>absence from lesson and not caught up within 1 week</li> <li>failure to attend compulsory clinic, study period or assessment</li> </ul>	<b>Discussion between subject teacher and student.</b> <ul style="list-style-type: none"> <li>Targets and support agreed</li> <li>First chance recorded in planner</li> <li>Late recorded on gate by duty staff or teacher if student is late to a lesson, and entered onto SIMS by CBY/ study supervisor/ teacher</li> </ul>
<b>Academic Catch-Up (ACU)</b>	<b>Repeated concern</b> e.g. <ul style="list-style-type: none"> <li>missed deadline</li> <li>poor effort or attitude in lesson</li> <li>second and subsequent lates to school/ lesson per half term</li> <li>absence from lesson and not caught up within 1 week</li> <li>failure to attend compulsory clinic, study period or assessment</li> <li>failure to meet specific targets agreed at first chance stage</li> <li>incident of poor behaviour or truanting</li> <li>non-submission of flipped learning</li> </ul>	<b>1 hour Academic Catch-Up (ACU)</b> <ul style="list-style-type: none"> <li>Set and supervised by subject teacher</li> <li>After-school</li> <li>Recorded in student planner</li> <li>ACUs for lates are sat with the Sixth Form Study Supervisor after school in the study room</li> <li>'<b>KS5 Academic Catch-Up' recorded on Sims.</b></li> <li>Student to be sent away from lesson to complete flipped learning and set an ACU</li> </ul>
<b>Every subsequent concern results in a 1hr ACU to be set and supervised by the subject teacher/ study supervisor.</b>		
<b>Failure to attend an ACU results in an additional 1hr ACU. Both ACUs must be completed.</b>		
<b>An accumulation of ACUs will result in progression through the stages of the sanctions procedure:</b>		
Stage	Concern	Action
<b>Stage 1</b>	<ul style="list-style-type: none"> <li><b>3 x ACU</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Phone call home by tutor</b></li> <li>Issues and targets discussed with parent</li> </ul>
<b>Stage 2</b>	<ul style="list-style-type: none"> <li><b>6 x ACU</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Letter home by HOY</b></li> <li>Concern, targets and support specified in letter</li> <li>Targets reviewed by HOY after 4 weeks</li> <li>Put into extended hours (3 times a week until 5pm)</li> </ul>
<b>Stage 3</b>	<ul style="list-style-type: none"> <li><b>9 x ACU</b></li> <li><b>Below 90% attendance<sup>1</sup></b></li> <li>failure to meet agreed targets</li> </ul>	<ul style="list-style-type: none"> <li><b>Meeting with AHoy/HOY</b>, student, subject teachers &amp; parent/carer.</li> <li>Targets and support agreed and reviewed after 2 weeks.</li> <li>Put into extended hours (3 times a week until 5pm)</li> </ul>
<b>Stage 4</b>	<b>Very serious concern:</b> <ul style="list-style-type: none"> <li>failure to meet agreed targets</li> <li>very serious misconduct<sup>2</sup></li> </ul>	<ul style="list-style-type: none"> <li><b>Meeting with Director of Sixth Form</b>, student, subject teacher(s) and parent/carer.</li> <li>Targets agreed and reviewed after 2 weeks. If student fails targets, Stage 5 meeting is held.</li> <li>An incident leading to a 3 part exclusion* will place students on Stage 4</li> </ul>
<b>Stage 5</b>	<b>Major concern:</b> <ul style="list-style-type: none"> <li>failure to meet agreed targets from previous stage</li> <li>gross misconduct<sup>3</sup></li> </ul>	<ul style="list-style-type: none"> <li><b>Meeting with Headteacher</b>, student, subject teacher(s) and parent/carer.</li> <li>Targets and support agreed and reviewed after 2 weeks. If student fails targets, referral to Final Warning with Governors.</li> <li>An incident leading to a 5 part exclusion* will place students on Stage 5</li> </ul>
<b>Final Warning</b>	<b>Major concern:</b> <ul style="list-style-type: none"> <li>failure to meet agreed targets from previous stage</li> <li>Repeated very serious misconduct or gross misconduct</li> </ul>	<b>Referral to Final Warning with Governors</b> <ul style="list-style-type: none"> <li>Meeting with Governors, student, subject teacher(s) and parent/carer.</li> <li>Targets and support agreed and reviewed after 2 weeks.</li> <li>Failure to meet targets results in <b>permanent exclusion.</b></li> </ul>

Use of mobile phones: Sixth Form students may use mobile phones and headphones appropriately in the Sixth Form common room, A34 or the new study room in QE2. However, if they are seen or heard outside the common room/ A34 they will be confiscated and returned after one week or at the end of a half term if closer. Future occurrences will result in confiscation and return at the end of the half term as for the rest of the school. Inappropriate use of mobile phones may also result in confiscation.

**<sup>1</sup>Attendance** is looked at on an individual basis and takes into consideration any extenuating/medical circumstances. Attendance is monitored on a weekly basis and students who fail to meet 93% attendance will have their sign-out privileges revoked. Sign-out privileges are reinstated once attendance improves above 93%.

**<sup>2</sup>Very Serious Misconduct:** a first-time very serious offence such as rudeness or defiance towards staff; offensive behaviour towards peers; refusal to hand over mobile phone; plagiarism, any behaviour in or outside of school, including online, that brings the school into disrepute; inappropriate social media use, use of sexualised language, inappropriate gesture or behaviour

**<sup>3</sup>Gross Misconduct:** a repeated very serious offence (see above); gross rudeness towards staff or peers; fighting; any illegal behaviour, in or outside of school, including theft, use or possession of illegal substances; racial or sexual harassment, online sexual abuse, sexual violence (including sexualised language),

**\*Exclusions** can be served in isolation within school, as an external exclusion, as community service on a Saturday or as supervised study after school. 5 hours is equal to 1 day of exclusion. Permanent exclusion may occur at any time for a single serious incident without recourse to the early stages of the student sanctions procedure. Individual circumstances will be considered at all stages.

\* After data drops throughout the year, underachievement based on report data is used to determine whether additional students need to be placed in extended hours. Students with an average effort, homework, systems and attitude score of less than 'Good', will be placed into extended hours.

Adjustments to the Sixth Form Sanctions and Rewards Procedure will be made on an individual basis taking into account our equality duties under the Equality Act 2010 and in particular the need to make reasonable adjustments in the individual circumstances of the student.

## Praise, Encouragement and Rewards

Effective rewards systems and the celebration of success are essential to promote an ethos of high standards of behaviour. They have a motivational role in helping students to realise that good, considerate behaviour, self-awareness and responsibility to self and others is valued. The school operates a number of rewards systems which combine to support and reinforce a positive contribution to GHS.

Rewards for students include:

- Praise, both informal and formal, to individuals and groups
- Achievement points / stamps awarded within the planner, which will lead to HoY rewards in assemblies
- Proactive points will be awarded for students who work independently towards subject-specific goals
- Sign ins and outs will be awarded based on a combination of high attendance, excellent data from reports and minimal ACUs/ no stage referrals. These privileges can be revoked at the discretion of HoY/ Director of Sixth Form
- Students are given their UCAS predicted grades at ARD in Year 13, based on their performance in their End of Year 12 mocks, and forecasted performance in Year 13. These should act as a motivator for hard work and effort throughout Y12.
- GHS Arts Awards
- GHS Sports Awards
- Attendance Awards
- Assemblies to acknowledge and celebrate achievement
- An Awards Evening to celebrate nominated pupils for progress or achievement across the school

### Behaviour Expectations Detentions

- Please ensure all detentions are entered on SIMS and that attendance at the detention is confirmed by signing it off on SIMS.
- If pupils fail to attend detentions check that they were in school. If they were, a further detention should be set in line with the detention escalation flow diagram (Appendix E)
- **ALL STAFF MUST BE AWARE** that pupils who fail to attend a tutor detention will be required to attend a Head of Year detention. Likewise, if a pupil fails to attend a detention set by their subject teacher this will be escalated so they must attend a detention set by the Subject Leader. Pupils failing to attend a detention set by their Head of Year or Subject Leader will be placed in a School Detention.

### Break and Lunch Time Detentions

- Pupils who get 5 or more detentions within a half term go into break and lunch time detentions for 5 breaks and 5 lunch times. Further accumulations of 5 detentions result in another 5 break and lunch times plus removal from lessons for 1 day.
- Pupils may also be put into break and lunch time detentions by SLT or HOY for varying lengths of time for incidents at break/lunch time or for other infringements of rules.
- Pupils who fail to attend or misbehave in break and lunch times will be given an additional school detention and have to complete the break or lunch they missed or re-do the one they misbehaved in.
- Pupils are responsible for recognising when they have reached 5 detentions and are expected to attend the next available break or lunch. Tutors/teachers taking afternoon registration should also be checking registers to check if pupils have detentions after school. If a pupil has a detention, the tutor should escort them to that detention
- Staff must keep a record of all detentions set to ensure all pupils arrive and complete the detention.

### Lateness

Pupils are late in the morning if they arrive in the form room after the second bell at 8.30am or if they ever arrive late to a lesson later in the day.

Sanctions are as follows:

- First late in half a term warning recorded in the pupil's planner
- Second and any subsequent late in half a term a 30 minute detention sat at lunchtime on that day
- Pupils who arrive to school later than 45 minutes make up all time lost even on the first occasion. This will be organised by the Head of Year
- Pupils who are late 5 times in a half term will have a meeting arranged with parents by the Head of Year to discuss barriers to punctuality and any potential support the school can offer.

### Sixth form lateness sanctions:

- 1st late – first chance
- 2nd late - 45 minute ACU with AHOY
- 3rd late - 45 minute ACU with AHOY
- 4th late – 45 minutes ACU and late report with Sixth Form administrator + Stage 3 Referral

### Eating or drinking not including chewing anywhere around school other than the hall

- 45 minute litter detention or added to whole school detention.
- Water may be drunk in lessons except where it is dangerous to themselves or equipment i.e. Science and IT. The water must be in a clear reusable bottle. No flavoured drinks.



## Chewing

- 45 minute school detention or detention scraping chewing gum off tables. These can be organised in your teaching room at your convenience or ask a colleague. Scrapers, carrier bags and plastic gloves can be obtained from site staff.

## Equipment

Tutors operate a one-chance rule. All pupils should have the following equipment as shown in the student planners:

- 2 Black Pens
- 2 Red Pens
- 2 HB Pencils
- Colouring Pencils
- Ruler
- Eraser
- Pencil Sharpener
- Angle Measurer / Protractor
- Compass
- Scientific Calculator
- A Clear Pencil Case
- Reading Book
- Library Card
- Glue stick
- Reusable water bottle

## Homework

All subject staff operate a one-chance rule for homework. This **one-chance is for the whole year not each half term**. Pupils must bring the homework to the teacher the following day or a 45 minute detention should be issued on the first occasion.

- Second or subsequent occasions will result in a 45 minute detention either with the member of staff or in subject detentions.

## Planners

Planners are for recording homework and messages to and from home and recording important dates related to school. Planners are for organising work and communication with parent/carers and nothing else. There must be no graffiti of any kind. At the beginning of the year, pupils will:

- Write their **full name and tutor group** on the first page.
- Write their targets from ARD into their planner. (Year 7 will do this in November)
- Stick or write their timetables and homework timetables into their planners.
- Fill in the subjects on the homework timetable on each day for the entire school year.
- Pupils who lose their detention page will be put into break and lunch for 1 week.
- **Planners will be checked by tutors each week and SIMS will be checked at the end of each day for detentions**

Pupils will be escorted to all detentions and homework clubs.

## Uniform

Pupils must wear the correct uniform at all times.

- Pupils who are not in the correct shoes will have to wear black plimsolls. Shoes – Formal, flat, black, leather

- Skirts must be at the knee and NOT rolled up. Any pupils in violation of this will immediately be issued with a **45 minute detention**. Jumpers must not be tucked into skirts or knotted at the back. Long sleeves may not be rolled up.
- During winter uniform, blazers must be worn when outside. Pupils may ask to remove blazers in classrooms.
- Make up must not be worn. A 45 minute detention will be issued and the pupil will be required to remove the make-up.
- All KS3 and KS4 pupils must wear their house badge on their blazer lapel.
- Reasonable adjustments to the uniform requirements to comply with our Equality Act duties to take account of religious or disability needs will be made on application to the headteacher.

### **Entering lessons**

- All pupils must line up quietly in single file outside the classroom until asked to enter by the teacher.
- Pupils should enter in silence and sit according to the member of staff's seating plan. The teacher decides where pupils sit and is advised to seat pupils alphabetically or alphabetically boy-girl for the whole year. The teacher decides if someone is to move.
- Pupils should immediately get out any books and equipment ready to start the lesson.
- Staff will control the end of the lesson and ensure that pupils leave in an orderly fashion.
- Staff will stand at their classroom doors between lessons to ensure sensible behaviour on the corridor and to ensure their classes are lining up correctly and are taken into lessons at the earliest opportunity to relieve congestion.

### **On-call**

As a school we have **zero tolerance** of disruption. Every case is different. It may be that a warning will resolve the situation. If not a detention may be appropriate. If, following a sanction, disruption continues, or a serious incident occurs which requires immediate support, then the on-call procedure will be followed. We prefer staff to use the on-call system rather than continuing with a situation which adversely affects the learning of other pupils and undermines the teacher. When a pupil is 'on-called' they will be removed from the lesson by a senior member of staff, parents/carers will be contacted and the pupil may be sent home. If the pupil is sent home, this will be recorded as a suspension. The following day the pupil and their parent/carer will be requested to attend a readmission meeting to address the issue.

### **Pupils on report**

- Following the sanctions procedures, pupils may be placed on report to their Tutor, Subject Leader, Assistant Head of Year, Head of Year or member of the Senior Leadership Team.
- Within reports lessons are graded Red, Amber, Green, the pupil will need to achieve two weeks of 'Greens' to move down the reporting scale
- To achieve a 'Green' five criteria must be met: arrive punctually, all homework completed, all equipment brought to the lesson, good effort and good behaviour are shown in the lesson
- Any 'Ambers' received on report will mean the issuing of a detention from the staff member they are on report to.

### **Homework Club**

- Pupils who get three detentions for homework will be put into homework club for a minimum period of two weeks.

- Pupils who get a further homework detention that term stay in homework club for at least 6 weeks.
- Pupils who have 3 or more INs for homework on their report go into homework club for at least 6 weeks.
- Any student who has a detention scheduled that clashes with homework club must attend homework club and then sit the detention afterwards the same day. On Tuesdays and Fridays the AHOY (or whoever is staffing homework club) will escort the students with detentions to school/late detention in J16. On Monday, Wednesday and Thursday effectively all homework clubs will collapse into one room at 4.15pm where all those who have detentions will stay until their detention has been served. This will be staffed on rotation on AHOY, HOY and SLT. Again, AHOY (or whoever is running homework club) will escort the students to this room to serve their detentions.

**Glenthorne High School – Rules for Responsible ICT Use**

Computer Rules

- I will handle all of the computer equipment carefully and responsibly.
- I will report any damage of equipment to the teacher.
- I will not use any portable storage devices in the school equipment without express permission of the teacher.
- I will not connect any hardware to the school equipment, without the express permission of the teacher.

Internet Rules

- I will only use the Internet when supervised by a teacher or adult.
- I will not enter any chat rooms.
- I will not send anyone my picture without permission from my teacher/parent/carer.
- I will not create, be in possession of or distribute, any photos, videos or messages with inappropriate and/or indecent content. If any such material is sent or shown to me I will report this to a teacher immediately.
- I will not give my password to anyone else and I will always log off when I have finished using the computer.
- I will never respond to unpleasant, suggestive or bullying e-mails and I will report any of these to my teacher.
- I will not look for bad language or distasteful images while I am online and I will report any such images I find to my teacher.
- I realise that my teacher and the Internet Service Provider will check the sites I have visited.
- I understand that I can only access sites and material relevant to my school work unless otherwise told by my teacher.
- I understand that the contents of my e-mail messages will be monitored by the Network Manager.
- I may not download software from the Internet (including screen savers, games, video clips, audio clips and exe. Files).
- I will not use e-mail to send or encourage material which is pornographic, illegal, offensive or annoying or invades another person's privacy.

### Support available for pupils at Glenthorne High School

- Homework Club
- House Buddies
- A staff mentor
- External mentor (e.g. MAPS)
- Referral to School Counsellor for one to one sessions
- Referral to School Counsellor for Challenge It, Change It
- Referral to local provision for issues such as Drugs Awareness (Switch/Cranstoun) or Sexual Awareness (Check It Out)
- Referral to School Nurse
- Referral to Educational Psychologist
- Referral for ELSA support
- Referral to Pastors for Listening Support
- Referral to CAMHS
- Referral to CFCS – providing a variety of services to support parents/carers and pupils
- Referral to the Virtual School for Looked After Children
- Referral to STARS / Smart Centre for pupils unable to access mainstream education
- Referral to Vulnerable Pupils Panel
- Turnaround project placement at The Limes College
- Integrated Youth Support (IYS) 1:1 mentoring
- “Take a break” lunchtime club led by the School Counsellor