



GREAT SANKEY HIGH SCHOOL

Behaviour for Learning and Exclusions Policy

Senior Leader Responsible: Mr P Masher

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Next review date: Dec 2019

Great Sankey High School Mission Statement

The Great Sankey learning community provides excellent teaching and learning with passion and purpose, based on core values, devised with our students. Working in a warm and welcoming, yet purposeful environment, our mission is for everyone to be happy and inspired by their school experience. We empower students to harness their own creativity, to raise their aspirations and to achieve their potential. Working together, they gain confidence and pride to take their place in our community.



Great Sankey High School Values	How this policy addresses these values
Achievement is for all: be inspired by your school experience.	<i>The policy aims to put strategies in place which help develop a positive culture of praise and reward within the school, where students feel empowered and are able to successfully manage their own behaviour, thereby raising levels of engagement and achievement. (Page 5)</i>
Enjoyment for all: be happy and encouraged to participate.	<i>We are committed to creating a safe and secure environment where all students are able to reach their full potential, academically and socially, by feeling safe, happy and confident that an adult will listen and offer support when it's needed. (Page 5)</i>
Well-being: feel safe, be supported and have a champion.	<i>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: (Page 9)</i>
Personalised Learning: receive regular feedback on your progress and next-steps guidance.	<i>Heads of House monitor behaviour using SIMs and will work with students causing concern. Students will then be monitored and supported using pastoral reports/action plans/ mentoring and student contracts if appropriate. (Page 10)</i>
High Standards and Expectations: seek challenging, meaningful and manageable learning.	<i>We expect all students to uphold the highest standards of behaviour and, through our Pastoral support and Personal Development programme, for students to understand the impact of their actions on other people; developing their empathy and other associated traits. (Page 6)</i>
A pride and place in our community: take responsibility and act as role models and good citizens.	<i>As proud members of our school community, our students should; Show consideration for the needs and feelings of others... Show respect for each other as individuals regardless of race, religion, culture, gender or disability.(Page 8)</i>
Life-long learning: have guided future pathways and develop independence and wider employment skills.	<i>The policy also aims to guide our students and develop their social, emotional and behavioural skills; providing opportunities for students to independently improve behaviour, whilst supporting them to learn from their mistakes.(Page 5)</i>
Mutual respect: be polite, tolerant of others and celebrate diversity.	<i>Equally important is that the policy is rooted in mutual respect - where staff speak and act courteously to Students and so educate Students to show similar respect towards staff and each other. (Page 5)</i>
Confidence: develop resilience, self-belief and aspiration.	<i>From our core values, and through our everyday practice, our students are taught to be assertive, resilient, considerate and confident – skills for life which will enable them to take their place as positive members of our local and global community.(Page 9)</i>
Shared vision: have a voice and access to leadership opportunities.	<i>Our students created this document, recognising their responsibilities in lessons to support a positive learning environment where each person has the opportunity to make progress and be successful (Page 6)</i>

BEHAVIOUR FOR LEARNING POLICY

1. AIMS

The policy aims to put strategies in place which help develop a positive culture of praise and reward within the school, where students feel empowered and are able to successfully manage their own behaviour, thereby raising levels of engagement and achievement.

The policy also aims to guide our students and develop their social, emotional and behavioural skills; providing opportunities for students to independently improve behaviour, whilst supporting them to learn from their mistakes.

2. RATIONALE

The rationale behind the policy is based around our core values and works on the basis that behaviour is a choice: Students learn that positive and negative behaviour leads to positive and negative consequences respectively.

Equally important is that the policy is rooted in mutual respect - where staff speak and act courteously to Students and so educate Students to show similar respect towards staff and each other.

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.

The policy aims to instil a sense of 'ownership' and responsibility for behaviour from all: staff, Students and parents; the school aims to communicate and work with parents in order that parents may have a true picture of their child's behaviour and can contribute to their success as much as possible.

It is important that staff understand the importance of using a wide range of preventative and intervention strategies when dealing with behaviour. It is important to remember that Quality First Teaching and Learning go hand in hand with behaviour, and that it is often the well planned, correctly pitched, and engaging lessons which promote positive behaviour; 'Behaviour for Learning'.

We are committed to creating a safe and secure environment where all students are able to reach their full potential, academically and socially, by feeling safe, happy and confident that an adult will listen and offer support when it's needed.

3. EXPECTATIONS OF OUR STUDENTS

3.1 In lessons

We expect all students to uphold the highest standards of behaviour and, through our Pastoral support and Personal Development programme, for students to understand the impact of their actions on other people; developing their empathy and other associated traits.

See Appendix 1 for our students' Code of Conduct which was created by our Student Leadership Team as part of our Student Voice programme and is displayed across the school.

Our students created this document, recognising their responsibilities in lessons to support a positive learning environment where each person has the opportunity to make progress and be successful.

Appendix 1: Classroom Code of Conduct

In order to uphold our ' High Standards & Expectations ' value, we expect all students to help support a positive atmosphere where learning can take place. To achieve this you are expected to...
✓ Arrive at the lesson on time and prepared to learn
✓ Come fully equipped for every lesson
✓ Wear your uniform correctly – look smart + work smart!
✓ Co-operate with your teacher & follow instructions first time
✓ Be polite and use good manners
✓ Respect all members of your classroom
✓ Respect the environment you're learning in
✓ Stay on task and engage fully in lessons
✓ Take responsibility for your own learning & work to the best of your ability
✓ Put your hand up if you have a question or need help
✓ Show a positive attitude to learning!

3.2 Around school

- Students should model good behaviour and respect for others at all times. They should talk to others politely without shouting or using inappropriate language.
- They should move around the corridors in a calm and orderly manner using the one –way system.
- They should show care and consideration for others; be kind, help those in need and set a positive example at all times.
- They should respect our school building; no chewing, smoking, 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 adults and sixth formers on duty by doing as they ask

3.3 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.
- Our students should behave appropriately on the way to and from school whether they are on public transport, school buses, walking or cycling.

4. ROLES AND RESPONSIBILITIES

Great Sankey High School, our students and parents all have a role to play in ensuring positive behaviour for learning.

4.1 Great Sankey should ensure:

- Procedures are clearly understood by students.
 - Explanations and outcomes are clear.
 - Progress is monitored and inform parents/carers about their children's achievements as well as any causes for concern regarding behaviour, attitude and effort.
 - School behaviour and discipline procedures are enforced consistently.
 - The curriculum will be appropriately differentiated, stimulating, engaging and motivating.
 - Encourage high expectations in terms of achievement and behaviour.
 - Encourage students to set and organise clear goals for themselves and to reflect on their own progress.
 - Encourage students to work co-operatively with their peers.
 - Provide rewards and incentives to celebrate achievements and encourage positive behaviour for learning (see Great Sankey rewards centre)
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4.2 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 making racist or sexist comments, 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
- Encourage each other to participate in the interests of the school

4.3 Parents/Carers 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
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4.4 Principles of our policy

Great Sankey High School has set out these principles which were drawn up with reference to, and are consistent with, our core values and ethos and the standing of our School within the wider community.

From our core values, and through our everyday practice, our students are taught to be assertive, resilient, considerate and confident – skills for life which will enable them to take their place as positive members of our local and global community.

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.
- Encouraging consistency of response to both positive and negative behaviour.
- Promoting early intervention.
- Providing a safe environment, free from disruption, violence and bullying.
- Encouraging a positive relationship with parents and carers to develop a shared approach; this involves them in the implementation of the school's policy and associated procedures.
- 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.
- Rewarding good behaviour and applying sanctions consistently for inappropriate behaviour.
- Working in partnership and listening to the concerns of students and parents.

5. PROFESSIONAL DEVELOPMENT FOR STAFF

- Heads of Faculty/Departments and Heads of House will be working with the data provided for year groups on academic and attitudinal underachievement to inform staff in their respective areas and provide support where needed.
 - The SLT will be taking an active role in supporting the development of effective behaviour management within and beyond classroom.
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- Child Protection / Safeguarding training will be kept up to date for all staff.
- Training needs for Teaching and Learning Support staff will continue to be identified and addressed through our review procedures and INSET programme

6. PROCEDURES AND SANCTIONS

Great Sankey High School adopts a staged response to behavioural issues.

Behaviour issues are recorded on SIMS which allows early identification of students who are either displaying attitudinal or academic concerns.

The SLT disseminates this information to relevant curriculum leaders who in turn use this to inform their teaching and learning and behaviour support plans.

Heads of House monitor behaviour using SIMs and will work with students causing concern. Students will then be monitored and supported using pastoral reports/action plans/ mentoring and student contracts if appropriate.

House Points are awarded on SIMS for various achievements such as full attendance, effort and involvement in extra-curricular activities. These points are regularly totalled; certificates are awarded for different amounts of House points and then prizes can be obtained from our Rewards Centre.

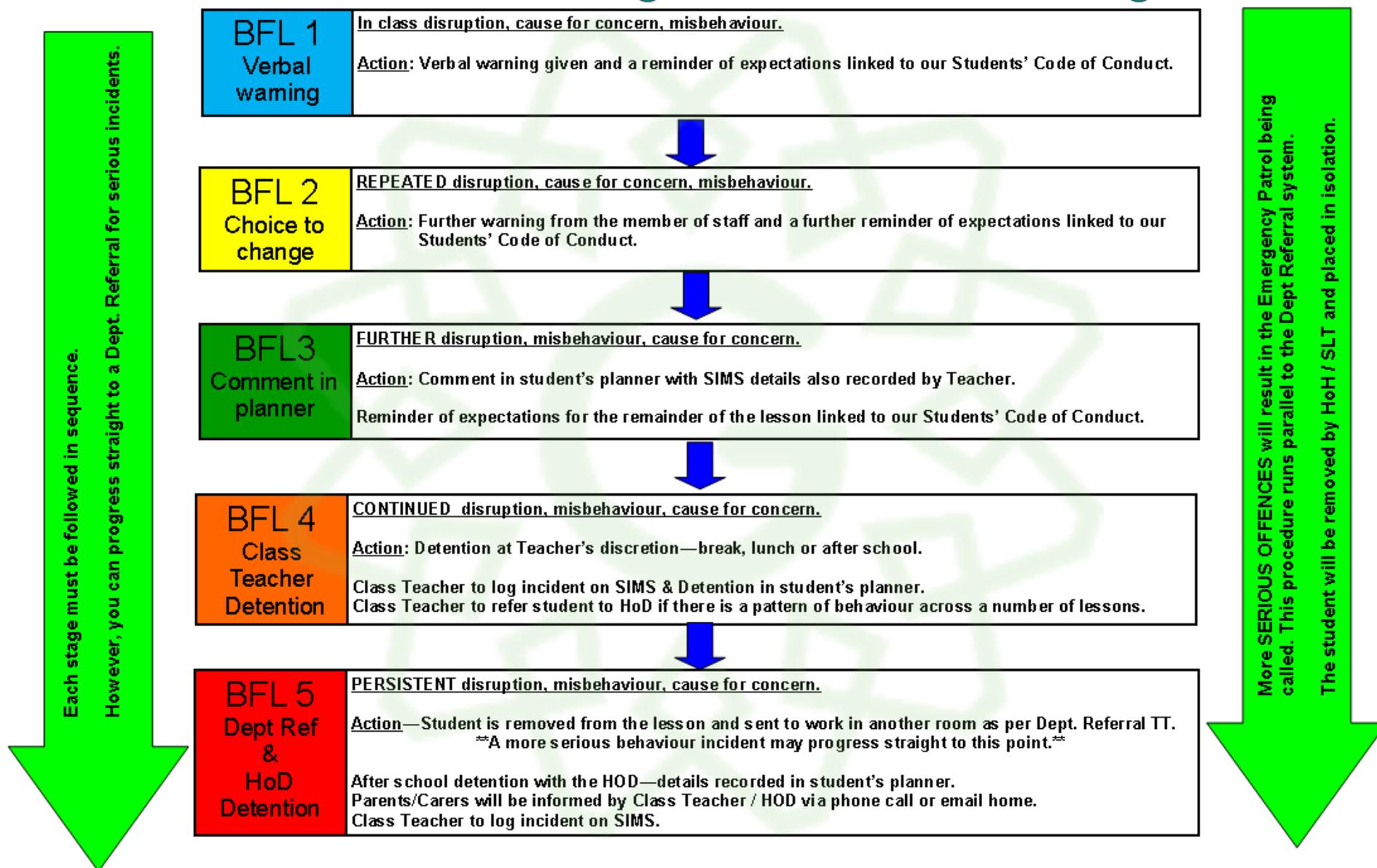
These points can also be deducted for various things such as detention, disruptive behaviour, lack of effort and non-completion of homework. (See Rewards Centre information)

To ensure consistency across lessons, staff are to refer to the following *Behaviour For Learning Flow Chart (Appendix 2)* when responding to behavioural issues within the classroom.

To support this, 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.
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Behaviour For Learning - Classroom Management



7. DEPARTMENT REFERRAL

- a) A Student should be sent to HOD / teacher on referral timetable in the first instance if he/she is causing persistent disruption which prevents the learning of others.
- b) A Student should only be removed if the student crosses our 'red line' and / or if it is a serious incident.
- c) The Student should be sent by the class teacher with a pass to the teacher on the referral timetable and the teacher should be notified via email where possible.
- d) Should the removed Student fail to arrive / teacher doesn't receive the pass back in 10 minutes they should contact Head of House on Patrol via the House Office / Radio Channel 10.
- e) Should a member of staff locate the Student, the Student will be escorted to the member of staff / classroom on the referral timetable. An additional sanction will be imposed for failing to follow instructions following discussion between Head of House / Head of Department / teacher.

All Departments must have an up to date referral timetable which clearly indicates which staff are available and where they will be located.

8. MAJOR INCIDENTS – Emergency Patrol

It is important that emergency patrol is only to be used in the event of a major incident or serious breach of school rules.

For example:

- Abusive, aggressive or dangerous behaviour.
- Walking out of lesson
- Persistent disregard for school rules and expectations
- Racist or homophobic language
- Evidence / concerns of substance use

Staff should send a Student to a House Office and give specific details of the request for SLT/Head of House assistance.

HoH / SLT will attend to the request as soon as she/he is available.

9. 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 such as internal exclusion or a fixed term 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.

10. SEARCHING FOR AND CONFISCATION OF ITEMS

Searching a student - A senior member of staff may search students, in line with the latest DfE Advice for head teachers, school staff and governing bodies on Searching, screening and confiscation, 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).

Any mobile phones, MP3, iPod or other electrical devices brought into school by students must be switched off on arrival at school in the morning and only switched back on after school. These items should not be seen or heard and should in no way distract from Teaching & Learning. Students may only use such items, to research information for example, under staff instruction and monitoring.

If these rules are not adhered to, students will have their mobile phone or any other electrical item **confiscated** and stored securely in the House Office for collection from a Head of House / member of the Pastoral Team at 2.25pm on the same day. If a student persists in not following this policy, parents will be asked to collect the item at the end of the day.

Students should not access any social media sites such as Twitter, or Facebook during school hours. If there is evidence of this happening in school, it will be taken very seriously and actions will be taken to ensure it does not happen again.

The following items are prohibited must not be brought into school and will be **confiscated** if used or worn by a student.

- Any jewellery other than a watch
- Aerosols such as deodorants and hairspray
- Permanent markers
- Cigarettes, E-Cigarettes, lighters or matches
- Laser pens

11. EXCLUSIONS POLICY FROM SCHOOL (INTERNAL, FIXED TERM AND PERMANENT)

11.1 Fixed term Exclusion

Exclusion is at the discretion of the Headteacher only and is used for persistent breaches of the school rules and / or a serious one off issue.

Parents are contacted on the day of the Headteacher's decision to exclude by telephone and this is then also followed up by letter to formally outline the details of the exclusion.

GSHS seeks to minimise the use of fixed term exclusions that remove a young person from education for a day or more. Therefore, we also use a system of **School Isolation (Internal Exclusion)** which sees a student placed in our isolation room for however many days that the Pastoral Team / SLT decides is appropriate.

This sanction is supervised by staff which manages the work and behaviour of any student who is issued with a school isolation.

11.2 School Isolations or fixed term exclusions will be considered for:

- Extreme violence
- Unambiguous threats against staff
- Foul and abusive language unambiguously aimed at staff
- Persistent and flagrant refusal to follow 'lower-level' disciplinary sanctions, such as isolation, community detentions and internal exclusion
- Other extremely serious breaches of school's code of conduct
- Persistent poor behaviour that interferes with the learning of other students
- Threatening the welfare and safety of other students and staff – this includes actions outside of school, which the school believes have created that threat

11.3 Permanent exclusion

GSHS seeks to avoid the use of Permanent Exclusion in all circumstances, and will endeavour to find alternative solutions to enable a young person to continue with their education away from GSHS wherever it is possible to do so. However, we retain the right, as set out in law, to use Permanent Exclusion where it is not possible to avoid this.

Permanent exclusion may be considered for the following offences;

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Supplying an illegal substance
- Supplying a drug that is designed to alter behaviour
- Carrying an offensive weapon
- Persistent and defiant misbehaviour
- Persistent and serious bullying (which would include bullying related to any protected characteristics)
- Repeated possession and / or use of an illegal drug on school premises

The school will normally inform the police if a clear criminal offence has taken place.

Key criteria must be met for the school to seriously consider a permanent exclusion.

- The behaviour must be persistent
- The behaviour must threaten the safety, welfare, discipline or well-being of the school community
- All other measures have failed
OR
- A single severe incident threatens the safety and welfare of members of school

11.4 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 SLT to conduct a return to school meeting and discuss strategies to move forward, alongside any specific reintegration plan.