

Behaviour & Rewards Policy

Date last reviewed	October 2023
Committee Responsible	Student Behaviour & Safety Committee
Designated member of staff	Daisy Weston
Date of next review:	October 2024

STATEMENT OF INTENT

The school aims to promote positive approaches to difference, fostering respect for people and property. Language or behaviour which is racist, sexist, extremist, homophobic, discriminatory or potentially damaging to any group, will not be tolerated. Our aim is to ensure that all students achieve the highest standards. Our policy is underpinned by an appreciation of how race, class, gender, sexual orientation, size, religion, or the challenges of Special Educational Needs and Disability (SEND), and should not disadvantage or impact on learning. We operate in a climate which celebrates diversity.

We are committed to being schools that operate a 'Restorative Approach' to resolving conflict and improving student behaviour and staff-student relationships. The principles of Restorative Approaches are covered later in this policy.

The Governing Body reserves the right to exclude, up to and including permanently, students who are involved in any incidents of violence, theft, serious damage, anti-social behaviour, smoking, alcohol use or possession, drug use including possession or dealing and offensive weapons.

BEHAVIOUR POLICY

All staff are expected to be part of maintaining good behaviour in the school by being consistent in their implementation of this policy. Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits. The Headteacher has ultimate responsibility for behaviour in the school (including to and from school and on trips and activities) and will make the final decision on matters of behaviour.

AIMS

- Promote good behaviour, self-discipline and respect
- Regulate the conduct of students
- Ensure that students' age, SEND and religious requirements are taken into consideration when deciding on a punishment/consequence and if necessary follow the safeguarding policy
- Prevent bullying
- Ensure that students complete assigned work
- Outline rewards for excellent work and effort
- Celebrate success

STAFF EXPECTATIONS OF STUDENTS

Students should:

- Wear the correct school uniform both in school and when travelling to and from school
- Behave in a responsible way both in school and when travelling, to and from school
- Be conscientious about attending school every day
- Arrive at school punctually and be on time throughout the day
- Prepare for lessons by bringing all necessary equipment and books
- Respect and look after the school's and other students' equipment, etc.
- Work to the best of their ability in lessons
- Submit Homework and assignments on time
- Return both texts and library books promptly
- Take full advantage of the opportunities offered by the school and be willing to contribute to the school community
- Keep to the school's policy on Equal Opportunities
- Keep to the school's Health and Safety regulations and follow the systems
- For health and safety reasons remain on site during school hours, unless they are given permission to leave
- Treat everyone in the school community with good manners, politeness, understanding and respect in registration, lessons, corridors, cafeteria and the school grounds and on trips
- Share responsibility for maintaining a clean and tidy school environment.

REWARDS

We consider it is important that praise and rewards should have a considerable emphasis within the school and students will thus achieve recognition for a positive contribution to school life. Such a contribution includes sound academic work and effort, good behaviour and adherence to school expectations. The attention of our school should not be limited to those whose academic work is outstanding or to those whose behaviour is constantly poor.

It is expected that good standards of behaviour will be encouraged through the constant application of our expectations supported by a balanced combination of rewards and sanctions within a constructive school ethos.

It is important to develop and maintain consistency in the application of the reward system. We are always looking to find more ways of celebrating student success.

The rewards system at Grey Court is based partly around a House System. Students have been placed into four houses: Aztec House, Roman House, Spartan House and Trojan House. Each year there will be a House Competition between these four houses. This system is an inclusive system aimed at rewarding students at individual level while also building a sense of collective aspiration. The House Cup will be awarded to the House that has the most points at the end of the year. Students will also be individually rewarded based on their endeavours. Points are accumulated through department competitions, individual Achievement Points and Sports Day.

Achievement Points

One of the fundamental aims of the House system is to recognise, acknowledge and wherever appropriate reward students' academic achievement or school life participation. The system aims to be accessible to all students regardless of ability. Any member of the Grey Court staff can award Achievement Points. The aim of the system is not to bribe or cajole students. An Achievement Point can reward the completion of a long or short term goal. It can also be used to acknowledge a "one off" achievement.

The system encourages no more than one Achievement Point per piece of work. The expectation is that students will have to work a little harder to achieve their next Achievement Point. If departments deem the work to be worth more than one Achievement Point, then they are encouraged to acknowledge the excellence through a postcard home or through the Faculty Award at Celebration Assembly (KS4 only). There is no set time period over which effort or achievement needs to be sustained. The aim of this system is not to be so prescriptive as to dictate to staff exactly what they should give an Achievement Point/ award for.

Achievement Points are logged on SIMS or edulink so parents/ carers can see these if they have the Edulink One app.

Any of the following areas of achievement can be recognised by the award of an Achievement Point:

- Consistent improvement in work and academic attainment. This may include:
 - Work in class
 - Tests / assessments
 - Coursework
 - Homework
- Evidence of independent learning
- Sporting and Art achievements
- Meeting a work related target agreed between student and teacher
- Frequent contribution and participation in lessons
- Community awards will be for contribution to the community, outstanding / community centred behaviour in local business / organisations

House System Rewards

- Individual Achievement Points received by individuals will contribute to the whole House score.

- Individual points received by individuals will contribute to their own tally.
- The winning house will most importantly win the House Cup and a special event for that house only.

OTHER REWARD SYSTEMS

Postcards

Achievement points are not the only method of rewards in the school. Faculties and departments can send postcards home for a variety of different reasons. These are logged by teachers on a regular basis and sent by curriculum assistants.

Stars of the Week

Stars of the Week are another way to recognise achievement, regardless of academic ability. Each week a different faculty (on rota) nominates their stars for every year group. This is displayed in the eBulletin and emailed home.

Celebration Assemblies

These assemblies recognise student achievements in various different ways: individual and collective achievement points, attendance scores, lack of behaviour points. In addition, each tutor group nominates individual students for pastoral reasons, and achievement points and attendance are also recognised. KS3 and KS4 assemblies vary slightly to reflect the age of the students.

SANCTIONS AND RESTORATIVE APPROACHES

The aim is to develop a consistent pattern of sanctions which are known, understood and agreed by all members of the school community. Students have a right to expect fair and consistently applied sanctions for poor behaviour which make a clear distinction between serious and minor infringements of the code of conduct. Sanctions can be applied for incidents outside of the school grounds e.g. on the way to and from school; on school trips etc. They may also be applied if a student brings the school into disrepute.

An appropriate sanction is one which is designed to put matters right and encourage better behaviour in future. Thus it is inappropriate to punish whole groups for the misdemeanours of a few or to impose a sanction which is designed to humiliate a student or students.

The school endeavours to involve students in the disciplinary process and apply, wherever possible, restorative approaches as the first step to repairing the harm done to the school or others. Restorative approaches aim to resolve conflict in a calm and positive way prior to sanctions. They involve everyone who has been involved in a conflict or difficult situation together to find a way forward. At this meeting, everyone has the opportunity to talk about what has happened, how they have been affected and what needs to happen next. The meeting is structured so everyone has the opportunity to have their say and to listen to others. The next stage is for everyone to agree what needs to happen to put things right and to stop the same thing happening again.

All members of staff, including the Senior Leadership Team, Pastoral Leaders and Heads of Faculty have been trained fully in restorative approaches.

The present policy contains the types and levels of sanctions available to those responsible for applying the Behaviour Policy.

BEHAVIOUR MANAGEMENT IN THE CLASSROOM

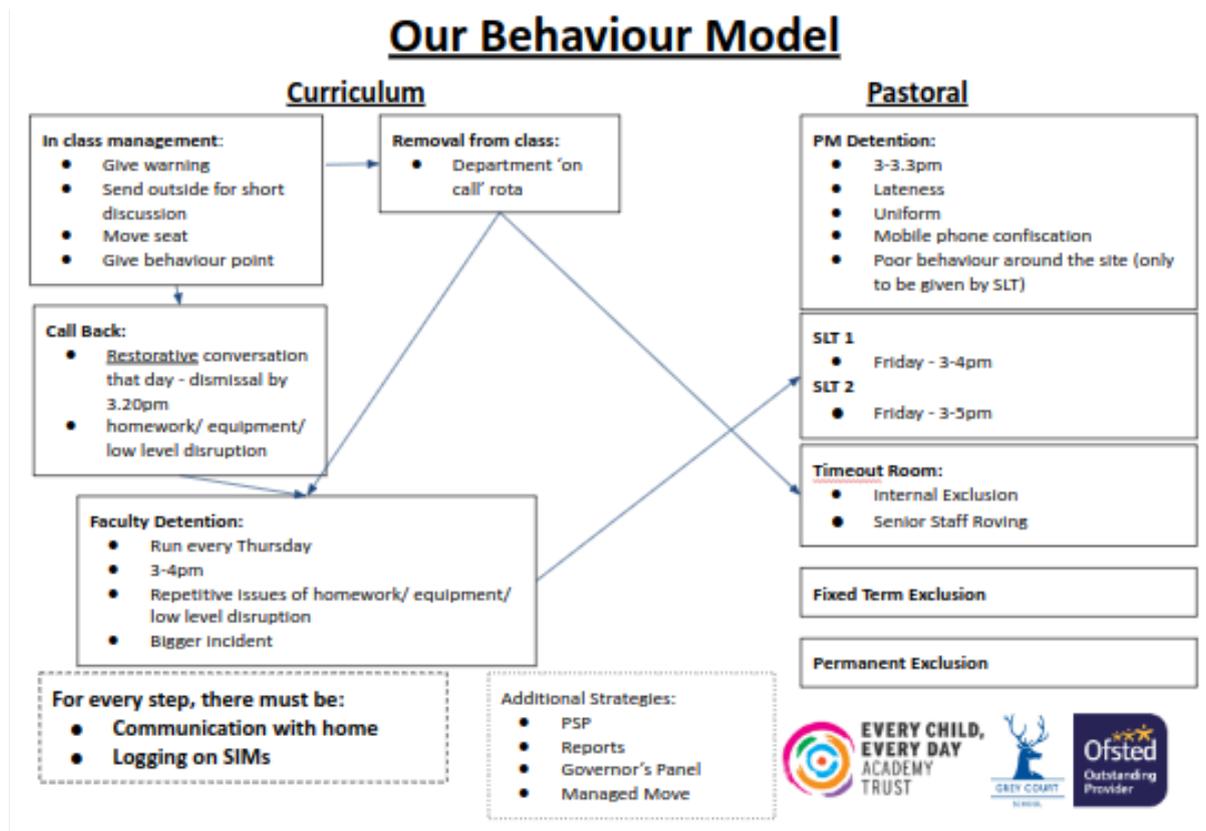
n.b. It is the responsibility of staff to prepare appropriate lessons that are inclusive of all students, including students with SEND. If such students are to be sanctioned staff should consider if the lesson was appropriately differentiated for the needs of that student. SEND students who cause concern should be referred to the SENCO as well as the Pastoral Leaders.

To ensure greater consistency in classroom management staff need to ensure the following procedures for staged consequences within the classroom are followed before a student exits the classroom:

- Tactically ignoring/use of proximity/praise/general rule reminders/check for their understanding of the work/check for any other unmet student needs.
- Specific rule reminders to student with referral to visual prompt (e.g. displayed posters of expectations).
- Verbal warning with consequential choice of name on board (allow take up time) if appropriate.
- Change of seating place to maximise the learning of all students (give time for take up) and/or send outside for five minutes to reflect– a ‘call back’ or detention may be set at this point to allow for a restorative discussion.
- If the student is still causing disruption to the teaching and disturbing the learning of other students then they should be sent to the Head of Faculty or another area on the Faculty rota for the remainder of the lesson. A Faculty detention should be arranged, via email or phone call home to follow up.
- If none of the above resolves the problem a member of the Senior Leadership Team should be sent for (SSRO - Senior Staff Roving) by calling/emailing reception or by sending a reliable student with a message. The member of the Senior Leadership Team will attempt to resolve the incident through a restorative approach dialogue and return student back into class if appropriate. Alternatively the student will be removed and placed into the Timeout Room. A follow up email/ phone call should be made home and a Faculty/SLT detention may be appropriate.

DEALING WITH INCIDENTS IN A LESSON

The class teacher needs to use professional judgement to determine the severity of the situation



CONTROL OF BEHAVIOUR OUTSIDE OF LESSONS

Departments should ensure that their corridors are calm and that staff greet students at the door and dismiss them calmly from lessons. If a member of staff observes poor behaviour outside the lessons then this can be dealt with directly by them and a relevant consequence administered. Otherwise incidents of serious disruption should be referred to the Pastoral Leaders or SLT as appropriate.

BEHAVIOUR OFF SITE

Objectives:

- To maintain good order on transport, educational visits or other placements such as work experience or college courses.
- To secure behaviour, which does not threaten the health and safety of students, staff or members of the public.
- To provide reassurance to members of the public about school care and control over students and thus protect the reputation of the school.
- To provide protection to individual staff from harmful conduct by students of the school when off the school site.

When students are off-site and not under the lawful control or charge of a school staff member, the school must act reasonably both in relation to expectations of student behaviour and in relation to any measures determined for regulating behaviour of the students. Sanctions can be applied, as appropriate, if there are breaches in our expectations and/or the school is brought into disrepute.

SANCTIONS

The school can sanction a student for any misbehaviour when the student is -

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform or
- in some other way is identifiable as a Grey Court School student

Any misbehaviour at any time, whether or not the conditions above apply, that –

- could have repercussions for the orderly running of the school
- poses a threat to another student, member of the public or
- could adversely affect the reputation of the school

Sanctions are set within a graduated framework through consultation with the Head of Department/Faculty, Pastoral Leaders and Senior Leadership Team. At each stage students are encouraged to reflect on their actions and resolve the issue in order to prevent further negative consequences. Our behaviour policy is underpinned by choice and consequence approach; positive choices present positive consequences, negative choices present negative consequences.

There will occasionally be times when students will bypass the initial stages. A student who acts in a dangerous or threatening manner or who consistently disrupts or undermines a member of staff would immediately be removed by a senior member of staff. A restorative meeting between the student and teacher will take place before the student is returned to the class.

The restorative questions and process should be referred to at all times to find a resolution which will enable all students in the classroom to continue with their learning without disruption. Should there be a need to remove a student from a classroom then the faculty support system should be used in the first instance. However, Senior Leadership will remove a disruptive student from the classroom should that be necessary. Students who are taken from lessons are expected to work quietly in our Time Out Room. Students spend a limited and minimum amount of time in the Time Out Room before potentially being referred to the Re-Start Centre or (in the majority of cases) returning to mainstream lessons, having resolved the difficulty following this period of respite. We provide a clear structure for all students within the behaviour policy and at each stage students will reflect on their choices and consequences in order to resolve any difficulties in calm but appropriate way.

Students can only be placed in the Re-Start Centre/ Timeout by the Senior Leader responsible for the year group and in consultation with the Senior Leader i/c Inclusion or the SSRO. On entry they are expected to reflect on the circumstances that led to their exclusion from class. Students in the Time Out Room follow a slightly altered school day with different break and lunch times.

Formal exclusions may be used for a fixed term depending on the behaviour issue. Where this is applied a restorative meeting between student, parent and those affected is arranged (a reintegration meeting).

n.b. Any procedure following an incident of poor behaviour needs to be appropriate to the needs of the student e.g. taking on board if the student has any SEND.

Detentions

Students may be detained at the end of school for 60 minutes without prior warning – though if in excess of 30 minutes we would normally attempt to contact parents as a matter of courtesy. Break or lunch time detentions are allowed providing they have adequate time to get something to eat/drink and go to the toilet. Often this is in order to allow for a restorative discussion with the teacher. There should be no whole class detentions.

PM Detention

A central pastoral PM detention is held daily, run by members of the Pastoral team from 3-3.30pm. Parents are not informed of the detention and if students are given this sanction, they should sit it the same day. In exceptional circumstances students can complete the detention the following day, but with permission of the Pastoral team. Failure to attend PM detentions will be followed up with the Head of Year and may result in SLT detentions. Students are placed into PM detention for:

- Lateness to school
- Uniform infringements (including jewellery)
- Low level poor conduct around the school site

Faculty Detentions

Faculty detentions are held weekly and are organised by the Head of the Faculty. Should a student

miss their Faculty detention then the matter will be referred to their SLT line manager for follow up.

Senior Leadership Detentions

There are two types of SLT detentions and they are both held on a Friday afternoon. SLT is 1 hour (3-4pm) and ESLT is 2 hours (3-5pm). Parents are contacted in advance to inform them of the detention. SLT detentions are given for a variety of behaviour issues, and should only be given by the Pastoral team or SLT.

Report System

In common with most schools, we use both a Daily and Weekly Report to monitor students' behaviour/work/uniform etc. It also provides an opportunity for dialogue between adults and students. Students causing particular concern can be placed on report. There are two different routes for reports - Faculty or Pastoral. Students should not be on report, at any given level, for longer than three weeks. If necessary, reports can be escalated up or down.

Types of reports:

- (green) Tutor
- (amber) Pastoral Leader
- (red) Senior Leadership Team
- (blue) Progress in Learning
- Faculty/subject report
- Attendance report
- HW report
- Uniform report
- Positive report

n.b. If a student has SEN then the SEN department should be informed and involved wherever appropriate.

The Time Out Room

The purpose of the Time Out Room is to ensure that students reflect on their behaviour. It is not to counsel a student about their behaviour.

The Time Out room has two basic functions:

- As a place for students to go if they are sent there by a member of SLT as part of a 'Senior Leadership Response' request from a teacher (SSRO).
- As a place for internal exclusion from the rest of the school as a final sanction before external exclusion may be used by the Headteacher.

The Time Out Room can also be used as an interim placement if a student is being extremely disruptive and un-cooperative. Only Headteacher, Deputy Headteachers or the member of SLT in charge of the Time-Out Coordinator can place a student in the Time out Room for more than one day. Students can be placed on a temporary basis if required by a Senior Leadership Response.

The Re-Start Centre

The purpose of the Re-Start Centre is to support students to reintegrate back into full time education; provide a respite for students; provide support for students with emotional needs.

Pastoral Support Plan

Where students are struggling with behaviour and other reporting strategies and interventions have failed, a student can be placed onto a Pastoral Support Plan (PSP). This is a 12 week programme, whereby the Pastoral Lead will meet with the student and parents every 2-3 weeks, setting targets and reviewing previous targets.

Managed Moves

Managed Moves are a trial period to try and start a student in a fresh school. The Headteachers in both schools will initially agree to this and follow the Achieving for Children protocol for making such transfers. The aim is to avoid having to exclude students from the host school and/or to offer them a fresh start in a new environment.

Exclusions

Suspensions or permanent exclusion will take place if there is a major incident or a consistent failure to comply with the school's Code of Conduct/Behaviour Expectations as set out in this document. No exclusion may ever be made without the Headteacher's approval. On deciding that exclusion is the appropriate action, the Headteacher will take the following action:

Step 1

Inform the student of the decision.

Inform the parents/carers by phone on the day of the incident.

Write to the parents/carers informing them of the reason for the exclusion and of the representations they may make about the exclusion if they wish. For any permanent exclusion or fixed period exclusion of more than five days, the Headteacher must also inform Achieving for Children (AfC) and the school's governing body. For fixed term exclusions exceeding five days the student will be required to attend and receive education at another provision.

Ensure that the student is sent home at the earliest opportunity on the day of the incident following contact with the parent/carer.

Ensure that a copy of the exclusion letter is emailed to relevant staff.

Step 2

The Pastoral Leaders ensure work is available for the student to do at home.

Step 3

A reintegration meeting takes place and notes are kept and then placed on the students file (for FTE only).

Step 4

A restorative meeting is held between the students or teachers involved, in order to ensure a positive reintegration (For FTE only).

Physical Intervention and Searching of Students

The law has changed over recent years and may well change again. The most current legislation and guidance from the Department for Education (DfE) will be applied. The detail included in DfE documents will be regarded as the guidelines for Grey Court School, key aspects of which are detailed below. The DfE guidelines – ‘The use of force to control or restrain pupils’ (July 2013) states ‘reasonable force’ can be used when a student is:

- Committing a criminal offence
- Causing injury to themselves or others
- Damaging property
- Prejudicing good order and discipline

This is in accordance with ‘Keeping Children Safe in Education 2023’.

The school has the statutory authority to search students for prohibited items or for any item the school suspects might be used to commit a crime, or to cause injury to themselves or others, or damage property. Prohibited items may include (but is not exhaustive of):

- Drugs, alcohol, e-cigarettes, smoking paraphernalia
- Weapons
- Stolen items
- Dangerous items such as fireworks
- Articles involving pornography

Only authorised staff have the authority to conduct a search of a pupil. The pupil must agree to the search, if they refuse, parents and the police may be contacted. Searches should involve two staff members, the staff member conducting the search should be the same sex as the student being searched. Exemptions by law do apply to this, such as if there is immediate danger, a matter of urgency or if serious harm could be caused without the search. Searches will take place in a safe space away from other students. Searches can include outer clothing, pockets, possessions and lockers. If searches are escalated by the police, the PACE CODE C must be followed.

Any follow up care as a result of a search will be done in accordance with Keeping Children Safe in Education 2022. Parents will be informed of any searches that take place for prohibited items. This is all in accordance with ‘Searching, Screening and Confiscation’, DfE July 2022.

ROLES AND RESPONSIBILITIES

Headteacher

The Headteacher is responsible for implementing this policy and the expectations outlined in it. He/she is responsible for regularly reviewing the application of discipline within the school and to ensure regularly that practice follows the principles of the policy. He/she is responsible with the governors for ensuring that this policy is reviewed on an annual basis.

The Governors

The governors are responsible as “critical friends” of the school for monitoring the application of this policy by the Headteacher and his/her staff. On an annual basis they will review the policy and agree with the Headteacher any changes that might be agreed as necessary. They will ensure that they receive regular reports and data concerning discipline within the school, the effect of student behaviour on attainment, sanctions imposed, etc. and will consider these at their full Governing Body meetings and at their committee meetings.

The governors have a statutory role to play in the application of the exclusion procedures and will ensure at all times that they review dispassionately the actions of the school, always bearing in mind the overriding interest of the students and the school community as a whole.

The governors will ensure that they witness the working of the school first hand and will always reinforce with staff, students, parents and carers the messages conveyed by the Code of Conduct. The governors will also have a panel of governors to review certain cases if the need should arise. This has the power to convene meetings with parents and to hear a management case from the school regarding students.

Remit of Governor’s Disciplinary Panel

In the case of students who have been displaying anti-social behaviour or cases of frequent infringements of the code of conduct outlined in this behaviour policy, the school may consider inviting parents and students to a formal disciplinary panel. In this meeting the school will present to a board, made up of governors and a senior leader(s) from the school, the nature of the difficulties presented by the student alongside the support which the school has already actioned. Parents and students will be provided with an opportunity to express their response to the situation in this formal context.

The panel may question further all who are present to establish a clear understanding of the situation and the nature of the behaviour. Finally the panel will discuss each case after they have heard from the school representative, parents/carers and the student involved and then will set recommendations regarding next steps; these recommendations will be put in writing and be presented to parents/carers of the student who is causing the school serious concern.

With regard to sanctions, the governing body has no power to exclude a student nor can it make the Headteacher’s original exclusion more severe by extending the period of a fixed-term exclusion. The governors’ role is essentially one of reviewing the Headteacher’s exclusion decisions as the need arises. The governors must, however, be informed of any permanent exclusion and of any fixed-term exclusion subsequently converted to a permanent exclusion and of any exclusion that would result in the student missing an examination. In cases of:

- permanent exclusions;
- fixed term exclusions converted to permanent exclusions;
- fixed-term exclusions totalling more than 15 school days in any one term;

- fixed-term exclusions totalling more than 5 school days in any one term where the parent expresses a wish to make representations to the Governing Body;
- exclusions that would result in the student missing an examination

The Governing Body (or a panel from its membership of no fewer than three governors) must meet to:

- consider the circumstances in which the student was excluded;
- consider any representations about the exclusion made by the parent and the LA;
- consider whether the student should be reinstated immediately, reinstated by a particular date or not reinstated.
- It should be noted that we will sometimes try to avoid fixed term or permanent exclusions by using internal exclusions in our Time Out Room and/or the 'Fair Access Panel' Achieving for Children system of alternative education for students e.g. 'managed move'.

Parents/Carers

The school is well aware that the primary role in a student's upbringing lies with their parents/carers. The school wishes to build a positive and supporting relationship with the parents of our students, through mutual understanding, trust and cooperation. To promote this objective we will:

- inform parents about our behaviour policy;
- answer any questions parents may have about their child's behaviour and discuss any problems with them;
- take seriously any issue which parents raise with teachers or governors about this policy, or about behaviour in the academy;
- inform parents about procedures and policies within the school so that the parents can support the key messages being given to students at the academy;
- keeping parents/carers fully informed of the circumstances of any incident involving their child and of any action arising from such an incident.

MONITORING AND REVIEWING

The Headteacher and the Governing Body will review this policy every year.