



Grays Convent

HIGH SCHOOL

Behaviour for Learning Policy

This Policy was adopted by the Governing Body in Summer 2024

This Policy will be Summer 2025 (or when government guidance changes)

Mission Statement

At Grays Convent we recognise the value of each individual as a gift from God to the world. We are a Catholic school founded by the La Sainte Union Sisters and our ethos is one of unity, prayer, worship, service and work. We strive to follow the example of the Sacred Hearts of Jesus and Mary by enabling learning to take place in a caring and accepting community. We are blessed by Jesus the Good Shepherd, try to follow him in everything that we do, and in doing so make the most of our God given talents. We are one with God.

General

This policy puts into effect the governing body statement.

Links with other policies and school documents:

The Policy should be read alongside the following:

- the school improvement plan
- the suspensions and permanent exclusions policy
- the anti-bullying policy
- the drugs procedure and drugs education policy
- the complainants policy and procedure
- the Teaching and Learning policy
- the SEND policy
- Behaviour systems
- the uniform list (planner)
- acceptable use of ICT policy (and planner summary)
- rules for eating and drinking (planner)
- use of mobile phones and electronic equipment (planner)

Objectives

To create a positive learning environment in which students and staff work together to flourish in safety and dignity and follow a behaviour curriculum and ensure that the core values of Grays Convent High School are upheld:

Aims

In order to achieve our objectives, we aim to:

- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including child-on-child sexual violence and harassment, behavior incidents online, mobile phone use and suspected criminal behaviour demonstrate respect for ourselves, each other and the whole school community
- focus on learning
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management maintain a safe and orderly environment that promotes learning
- Consider what extra support can be offered to groups of pupils who are at higher risk of suspension or pupils who are particularly vulnerable to the impacts of suspensions
- Encourage good behaviour and respect for others
- promote a sense of community
- celebrate and reward good behaviour for learning and success
- reflect our Catholic ethos by following Jesus' example of care, forgiveness, and respect for all.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Behaviour and discipline in schools: guidance for governing bodies](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to learning and / or others
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying or harassment
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent) Sexual harassment, meaning unwanted conduct of a sexual nature, such as Sexual comments; Sexual jokes or taunting; Physical behaviour like interfering with clothes; Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Vapes
 - Fireworks
 - Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

The foundations of the school's Behaviour for Learning Policy are threefold:

Respect

- We will encourage students to develop a healthy self-respect through high expectations and through rewarding success
- We will encourage students to show respect for all other members of the school community
- We will continue to foster a sense of supportive togetherness

Rights

- Students have a right to learn without having their learning disrupted
- Teachers have a right to teach without having their lessons disrupted
- Students have a right to have their opinions heard at the appropriate time, provided that this does not impinge upon the first two rights above
- Teachers have a right to have their instructions followed, as it is they who are responsible for ensuring that all students have access to learning at all times

Responsibilities

- With these rights comes the responsibility of all members of the school community to act in the best interests of staff and students alike:
- All members of the school community have roles and responsibilities within the school's behaviour and discipline policy.

The Governing Body

- is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).
- will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.

The Headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support where necessary.

The Headteacher will ensure that the data from the behaviour log is reviewed on a regular basis, to make sure that no groups of pupils are being disproportionately impacted by this policy.

The Headteacher has set out measures to:

- promote self-discipline and proper regard for authority among students;
- encourage good behaviour and respect for others, and to prevent all forms of bullying or harassment among students;

- secure that the standard of behaviour is acceptable;
- ensure that work assigned is completed and
- otherwise regulate the conduct of students.

The Senior Leadership Team

The Assistant Head teacher for Behaviour will

- take the strategic lead on Behaviour
- ensure that the core elements of the Behaviour for Learning are communicated to and shared with students, staff, parents and carers.
- monitor the policy to make sure it is applied consistently using the management information system reviewed annually
- ensure that behaviour is outstanding in all aspects of school and community life.
- visibly and consistently support all staff in managing pupil behaviour through following this behaviour policy and agreed routines,

Teachers will

- Develop a calm, positive structured and safe environment for pupils
- Carry out their duties in a professional manner
- Always seek to improve their teaching
- Prepare engaging and challenging lessons
- Establish clear boundaries of acceptable pupil behaviour
- Implement effective behaviour strategies to encourage learning
- Implement the behaviour policy consistently Model positive behaviour Be involved in all restorative behaviour stages
- Encourage reconciliation
- Provide a personalised approach to the specific behavioural needs of particular pupils, including SEND, LAC and those identified as having Adverse childhood experiences (ACEs)
- Model high standards of behaviour and speech
- Recognise and reward achievement, progress and success
- Follow school procedures on discipline, rewards and sanctions
- Record behaviour incidents consistently on sims
- Act to stop poor behaviour and promote good behaviour and self-discipline wherever they may see it
- Alert their line manager to persistent problems
- Participate in meetings arranged by Heads of Department/Heads of Year/Senior Leaders to seek strategies for dealing with persistent problems
- Provide detailed feedback to support with behaviour interventions to support pupils

All staff will

- Be responsible for managing behaviour around the school and intervening as and when appropriate and / or seeking support to do so.

Students will

Follow the school Code of Conduct and are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times

- Accept sanctions when given and follow instructions at all times
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or engaging in online activities
- focus on learning at all times
- learn ways in which they can become valuable members of society, where they show care, consideration and altruism towards their fellow human beings

The School will

- support teachers in carrying out their responsibilities
- support staff in using restorative approaches.
- support members of staff with regards to behaviour management
- Implement specific support systems to improve behaviour as required

Parents and carers will

- take responsibility for supporting and reinforcing the positive behaviour of their child both inside and outside the school.
- work in partnership with the school to promote and contribute to the further development of the behaviour policy through consultation.
- support good behaviour and positive habits in their children through the school's 'Home-School Agreement', and at parent meetings.
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher promptly

Behaviour in lessons

All students should strive to be outstanding learners through the following:

Prepare for learning

- Bring the right equipment
- Settle down to tasks quickly

Engage in the learning

- Follow all instructions
- Contribute towards the learning experience
- Respect other people's contribution to the learning experience
- Always strive to achieve to the best of their ability

Conclude the learning

- Pack away when given the instruction to do so
- Wait quietly for permission to leave
- Tuck chairs in and leave the work place tidy

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This includes child-on-child harassment.

Bullying is, therefore:

- Deliberately hurtful physically or emotionally
- Repeated, often over a period of time
- Difficult to defend against

Often aimed at certain groups, for example because of race, religion, gender or sexual orientation

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Updated measures to prevent Bullying (especially Cyberbullying)

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying' which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day with a potentially bigger audience and more involved as people can forward content at a click.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images or files on electronic devices including mobile phones.

Where bullying outside school is reported to school staff, it will be investigated and acted on *"to such an extent as is reasonable"*, in accordance with the school's anti-bullying policy; this includes cases of cyberbullying.

Please refer to the Anti-Bullying policy for further information & guidance regarding Bullying.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Internal suspension
- Suspension
- Permanent exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information

Child-on-child harassment

It is important to recognise that abuse isn't always perpetrated by adults; children can abuse other children and it can happen both inside and outside of educational settings and online.

This is referred to as 'child-on-child abuse' and can include:

- bullying, including cyberbullying, prejudice-based and discriminatory bullying
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; this may include an online element which facilitates, threatens and/or encourages physical abuse
- sexual violence, such as rape, assault by penetration and sexual assault; this may include an online element which facilitates, threatens and/or encourages sexual violence
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as sexting or youth produced sexual imagery)
- 'Upskirting' which involves taking a picture under someone's clothing without them knowing; this is usually with the intention of viewing their genitals or buttocks for sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence and anyone of any gender, can be a victim
- Initiation / hazing type violence and rituals.

All staff have received training on how to recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports in line with their child protection policy.

When a report or disclosure is made the school will

- Undertake a needs risk assessment
- Determine how to manage and / or escalate the report.
- Decide which of the 4 following scenarios apply:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

- Record and review our responses regularly.

Staff are aware that technology is a significant component in many safeguarding and wellbeing issues, and that students are at risk of online abuse (as well as face to face) and that students can abuse their peers online through:

- Abusive, harassing, and misogynistic messages
- Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
- Sharing of abusive images and pornography, to those who don't want to receive such content

Even where there are no reports of child on child abuse, staff still recognise that this does not mean it is not happening, it may be the case that it is just not being reported.

Staff at Grays Convent understand the importance of challenging inappropriate behaviours between peers that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” which can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Further guidance on recognising, preventing and reporting concerns can be found in the school’s Safeguarding policy.

Behaviour Incidents Online

The use and/or potential misuse of social media, messaging services and other electronic behaviour, will be viewed as electronic behaviour and responded to accordingly. The recording, uploading, sending or social sharing of images, videos or messages that incite poor behaviour, threaten, harass, or behave negatively towards others will be dealt with in accordance with school policies. Those who misuse social media or electronic methods of communication will be sanctioned accordingly ranging from detention to suspension depending on the severity of the incident. The school may become involved in behaviour incidents online which take place outside of school if it impacts the behaviour curriculum of the school and the welfare of the student.

Positive Behaviour Curriculum

A focus on positive behaviour enables learning to take place in a safe and orderly environment.

The positive behaviour approach proposes that teachers who praise pupils who are on task achieve better results from other children who notice and copy this good behaviour.

The positive behaviour approach:

- promotes good relations between pupils and staff based on mutual respect and trust, common purpose and values
- promotes an uncompromising focus on learning and achievement, and developing self-confidence and self-discipline
- looks for the positive (staff find opportunities to praise many times more often than punish) and reduces the public attention paid to pupils who are not on task
- separates the behaviour from the pupil (the teacher shows that s/he dislikes the behaviour not the child)
- is assertive but avoids confrontation (staff de-escalate situations by being firmly in control of their own reactions and by applying the method of positive behaviour)
- is based on simple rules which are clear and known to everyone (pupils, parents, staff) and which establish expectations and boundaries
- is talked about and used all the time and everywhere in the school
- has clear consequences (for misbehaviour which cannot be ignored) which are consistently implemented.

Achievement & Rewards

Using the positive behaviour model, students who display good and outstanding behaviour for learning should receive praise and recognition, which may include:

- Achievement points
- Respect card – signed for achievement
- Certificates
- Commendation in newsletter and assembly
- Jump the queue passes
- Bronze, Silver, Gold, Platinum & Double Platinum star badges (linked to achievement points)
- Written comment on work/in book/in planner
- Positive phone calls home
- Stickers / subject stamps / postcards.
- Student of the Month
- Special responsibilities

By these means we seek to motivate students, create a positive learning environment and raise student self-esteem. It is our aim that these rewards can be used by all staff to raise levels of achievement and contribute towards students' overall success.

Standards of Behaviour

The school will set high standards of behaviour and endeavour to encourage good habits of work and behaviour from the moment a child enters the school.

Where students are not meeting the expectations regarding behaviour for learning, they will be supported in doing so using the Grays Convent High School behaviour stages ladder.

It is understood that there will be variations in staff acceptance and tolerance of students' behaviour in class depending on the nature of the class and content of the lesson, but behaviour which does not allow constructive teaching and learning is totally unacceptable and all staff must ensure that such behaviour is not tolerated.

Through regular discussions at student voice meetings and student behaviour focus groups we shall endeavour to ensure that staff apply all standards consistently and fairly.

Support Systems

The school has a number of programmes and strategies for supporting behaviour management. These are:

- Seating plans
- Respect cards
- Time out cards
- Liaison with parents
- Support from Special Educational Needs Department – implementing a graduated approach
- Behaviour contracts – including restorative contracts
- Transition group
- Anger management group
- Referral to school counsellor / Chaplain
- Pastoral Manager Support
- Staff mentoring – the role of the 'Always available adult' (AAA)

- Referral to outside agencies e.g. PASS team, Educational Psychologist, Olive outreach and Affinity programmes
- Pastoral Support Contracts
- Pastoral Support Plans
- Modification of curriculum Peer Mentoring
- Referral to the School Nurse/Medical Support
- Monitoring reports for individuals or groups
 - Positive reports
 - Homework report
 - Department report
 - Form Tutor report
 - Head of Key Stage Report
- Alternative provision Managed Move
- Governors' Behaviour Appeals Panel

Sanctions (see Sanction & Consequences ladder)

Sanctions should be applied when other strategies (including positive reinforcement) have failed; they are a consequence of where it is necessary in the circumstances to show appropriate disapproval.

Staff will use the behaviour ladder to seek to ensure that punishments are proportionate to the offence, and that they enable students to make reparation where possible. As far as possible the sanction applied should be as constructive as possible. Any teacher or learning support assistant may impose a detention.

Any sanction includes the expectation that the student will put things right through a supported conversation with the classroom teacher.

All behaviour incidents and sanctions will be logged using sims, this allow staff to track and monitor student behaviour.

Possible actions include:

Verbal Warning (Stage 1 & 2)

Teacher will alert students to the fact that their behaviour is contravening the school's code of conduct and should be modified. Low level behaviour strategies might also be applied (e.g. moving student, a quiet word).

Contact with home (Stage 2)

Contact with home to inform parents of incidents which have occurred or concerns staff may have pertaining to a student's behaviour for learning. This may be done either through the planner, an email or a phone call home.

Detentions (Stage 3 onwards)

Students may be issued with a detention at any stage from stage 3 onwards.

- A detention is a short and clear reminder of expected behaviours.
- It provides an opportunity for the student to reflect on the issue and find a resolution.
- Detentions alert parents to a problem and give them an opportunity to address the issue with their child.

- All staff are expected to challenge negative behaviours and are expected to set detentions for misdemeanours. They are requested to ensure that a detention is an appropriate sanction in the first place i.e. disrupted learning, payback time, missing work. Ideally, a detention would be carried out as close to the offense as possible so the impact is immediate
- If an after school detention is set a letter will be posted home, a phone call will be made or a text will be sent to the parent/carer informing them of the after school detention, which will include the details of why the detention has been set, the member of staff setting the detention and the detention end time. The teacher is responsible for setting work for the detention and must ensure a discussion about the behaviour incident takes place with the pupil.
- Teachers have the power to issue a detention as a sanction for poor behaviour. The times outside a school day when detentions can be given include:
 - any school day where the student does not have permission to be absent
 - weekends – except the weekend preceding or following the half term break
 - non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘non-contact days’.

The school is not required to obtain consent to impose a detention nor are they required to inform parents of their decision to do so.

Placing Students on Report (Stage 4 onwards)

Students may be placed on report to monitor their behaviour at any point from stage 4 upwards. Reports may be issued by the class teacher, Form tutor, Head of Department, Head of Year /Key Stage, Assistant Head, or by the Head Teacher depending on the stage which the student’s behaviour has reached. This stage is usually implemented when other strategies have not been successful.

The Inclusion Room (Stage 4 onwards)

The Inclusion room is used where student’s behaviour has not supported the learning environment and other behavioural strategies have been attempted and a period of isolation is required. Students may be sent to the inclusion during lessons if they are disruptive, and will be expected to complete the same work as they would in class. Pupils who fail to attend a senior detention will spend one day in the inclusion room. In addition to completing work set pupils will also be expected to reflect on the behaviour which resulted in the removal from class and will be supported by the Pastoral manager; HoY; member of staff on duty in the inclusion room. Parents should be informed on the same day should their child be placed in the inclusion room.

The inclusion room is also used for non-disciplinary reasons, for instance where a pupil is taken out of the classroom to regulate their emotions.

Serious breaches of the Behaviour for Learning Policy will result in students serving a fixed term inclusion which will take place in **The Inclusion Room** or through a **Suspension** (see below)

In order to return to main stream lessons at the end of the fixed term:

- Students must follow **The Inclusion Room** rules
- Students demonstrate an understanding of school expectations and a willingness to meet them in the future and reflective upon their behaviour
- Students and staff are given the opportunity to have a restorative meeting to support the transition back into lessons.

A student may also be placed in the Inclusion Room whilst an investigation is taking place into a more serious incident and may preclude a Fixed Term Suspension.

Suspensions (Stage 4A onwards)

A student may be suspended for 1 or more days, depending on the severity of the incident and taking into account whether or not it is a recurrence of an offence.

Suspensions may be internal or external depending on the individual incident.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 days in a single academic year), or permanently excluded.

The suspension can also be for parts of the school day, if the pupil 's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period (lunchtime suspensions are counted as half a school day).

1. Suspension is the end of the disciplinary process and is normally used as a last resort after all other strategies to modify and improve behaviour have been tried without success.
2. A decision to exclude a student permanently will be taken only:
 - a) in response to serious breaches of the school's behaviour policy; and
 - b) if allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.
3. A decision to suspend a student for a fixed period will be taken, on a balance of probabilities, only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate.
4. Only the Headteacher or, in the absence of the Headteacher, members of the Senior Leadership Team can suspend a student.
5. There may be exceptional circumstances where, in the Headteacher's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:
 - a) serious actual or threatened violence against another student or a member of staff;
 - b) child-on-child sexual harassment or assault;
 - c) bullying
 - d) racist abuse
 - e) abuse against sexual orientation and gender reassignment
 - f) abuse relating to disability
 - g) supplying an illegal drug; or
 - h) carrying an offensive weapon
 - i) supplying illicit substances to another student
6. Serious behaviour incidents online where including where the school or a member of staff's reputation has been brought into disrepute
7. A pupil's behaviour outside of school can be considered grounds for suspension or permanent exclusion. These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

The suspension may be used to provide a clear signal of what is unacceptable behaviour and show the pupil that they are at risk of permanent exclusion.

During the suspension a continuation of education will occur. Work will be set and marked during the first five days of the suspension, this may include online work set of the Google Classroom learning platform, work set via the school email and work sent home. For any suspension of more than 5 days the school will arrange suitable full-time education for the pupil, this provision will begin no later than the sixth day of the suspension.

Following the suspension, a reintegration meeting will take place between e.g., senior staff members, pastoral staff, mentors, teachers, pupils, parents, or here relevant, other multi-agency organisations to ensure a successful return into mainstream school or their suitable provision. Reasons for the sanction, targets, the impact of their behaviour and how to improve their future will be discussed.

Pre Permanent Exclusion Student Support

Prior to Permanent Exclusion students receive support to help them address and overcome any issues regarding their behaviour. This support is tailored to what the student needs.

Students who do not respond to the positive interventions the school puts into place could find themselves at risk of Permanent Exclusion.

Initially students will be placed on a Pastoral Support Contract (PSC); this is usually drawn up following a meeting with the student and parent and identifies clear targets to be followed as well as the rewards and sanctions in place to support its success.

The PSC is usually put into place as a supportive measure prior to PSP when other strategies have been exhausted.

The Pastoral Support Plan (PSP) will be implemented when a PSC has not been successful. The PSP includes:

- 12-16 week plan (dependant on individual circumstances)
- Being on Report
- Specific support (either internally or through external agencies if required)
- Clear sanctions for failure to meet the terms of the PSP
- Rewards for successes (including achievement points for a full day of positive feedback on report)
- Up to 16 weeks in duration – reviewed at 4/8/12 and 16 weeks
- Can be terminated immediately if behaviour deteriorates; this may then result in an immediate managed move or permanent exclusion.

Disciplinary Panels

A disciplinary panel may be used and take the form of Senior Leadership Team Disciplinary Panel or Governor's Disciplinary Panel depending on the severity of the behaviour.

Preventative measures to school exclusion

In addition to the strategies outlined the Headteacher may consider the a) an off-site direction (temporary measure) or a manage move. Off-site direction (Alternative provision) will only be used where in-school intervention and /or outreach have been unsuccessful or are deemed inappropriate. It is used as a way to improve future behaviour and not as a sanction or punishment for past misconduct.

Managed Moves

- A Managed Move is defined as a formal agreement between two schools, a student and their parent(s) or carers. It allows a student at risk of permanent exclusion to permanently transfer to another school. The move requires the agreement of the student's parent, the head teacher of the student's school, the head teacher of the proposed school, and the Strategic Lead on behalf of the LA.
- A Managed Move is never an early or first response when a student is failing at school because of behaviour. Rather it would be considered as part of a measured response to supporting their emotional social and behavioural needs. It is likely to be a strategy considered in the later stages of a PSP where there is little or no evidence of success

Permanent Exclusion

In extreme cases when the misbehaviour represents a serious threat to other students, staff or to the life of the school, or when all other discipline strategies have been exhausted, a student may be required to leave.

Education of pupils from the sixth day of a suspension or Permanent exclusion

- Following a suspension of more than five days the school will work with the governing body to arrange a suitable full-time education. This provision will begin no later than the sixth day of the suspension, this is regardless of whether it was the result of one decision to suspend the pupil for the full period or multiple decisions to suspend the pupil for several periods in a row
- In the case that the decision is made to permanently exclude the pupil the school will work with the local authority to arrange suitable full-time education for the pupil from the sixth school day after the first day the permanent exclusion took place.

DfE guidance on Suspensions and Permanent Exclusions

- Headteachers may end a suspension or permanent exclusion that has already begun (that is, where the pupil is no longer attending school) providing it has not been reviewed by the governing body.
- When the Headteacher suspends or permanently excludes a pupil they must notify parents of their decision without delay. If the pupil has a social worker or if the pupil is looked after, the Headteacher must notify the social worker and/or Virtual School Head of their decision as soon as possible.
- When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

Refer to the Suspensions and Exclusions policy for comprehensive information

For further information on statutory guidance on exclusion follow the link below

<http://www.gov.uk/government/publications/school-exclusion>

Involvement of Parents

- When students receive achievement points an alert is sent home via Sims in touch. Likewise, for any behaviour points a message is also sent home via Sims in touch. This process is monitored by a member of the Admin team.
- Parents will be contacted by any member of staff (as required) to discuss incidents of poor behaviour; this may be through email, by telephone or via the student planner depending on the severity of the incident
- Parents will be involved in a reintegration meeting following any suspension.
- Parents may be invited into school to discuss poor behaviour; this could be with the Head of year (if behaviour is poor in a number of areas across the school) or with the Head of Department (if the behaviour concern is specific to one department).
- Parents will be involved in discipline cases as appropriate.
- Parents are also encouraged to support good behaviour and positive habits in their daughters through the school's 'Home-School Agreement', and at parent meetings.

Involvement of Staff

- Staff are regularly updated regarding any students on report or with behaviour concerns through the weekly staff briefing and via email.
- The working of the school's policies and procedures will also be discussed regularly with staff.
- Training in behaviour management will be provided from time to time.

Involvement of Students

- The Anti-Bullying Ambassadors will be involved in reviewing the school's anti-bullying policies and procedures and the School Council will be involved in the school's programmes to reinforce respect, self-discipline and positive work and behaviour patterns. Discussions in tutor group time may also be used to inform the deliberations of the Student Voice.

- The Assistant Headteacher is responsible for making sure that systems are in place to ensure the positive contribution of student voice.
- In particular the Assistant Headteacher, in collaboration with the SENCO, will ensure that the needs of students with special educational needs or for whom English is an additional language are properly taken into account, and their participation in the consultation process is assured.

SEND reviews

- The Head teacher and governing body will take account of their statutory duties including the SEND Code of Practice when administering the exclusion process (Gov guidance 1:10).
- They will, as far as possible avoid excluding permanently any student with an Education, Health and Care Plan –EHCP (Gov guidance 1:21).
- Where the school identifies a student with a statement of special educational needs (or Education, Health and Care Plan -EHCP) who is at serious risk of disaffection or suspension, an interim or early review would be called. From this it would then be possible to consider the student’s changing needs and recommend amendments to the statement, as an alternative to the student being excluded. This will include identifying measures put in place and triggers to try to prevent behaviour incidents.
- Any sanction given to a SEN pupil will come with an element of support to ensure the pupil is given a chance to understand how to improve their behaviour.

Interventions/ outside agencies used to support behaviour management

- Observing pupils and advising on new strategies
- SEN referral
- Educational Psychologist/ Occupational Health/ Speech and Language assessments
- Pastoral Support Contract (PSC)
- Pastoral Support Plan (PSP)
- Support for groups of pupils on specific behaviours e.g. anger management or social time behaviours.
- Advice on classroom management and organisation and support to develop expertise of individual class teachers
- Support for Teaching Assistants on managing behaviour
- Delivering training on Behaviour Management
- PASS team Assessment/ Children’s Services
- School based counsellor (non-statutory)

Other Key Legal Information

Power to use reasonable force

All members of staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006). It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit (DfE Use of Reasonable Force 2013)

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

When a member of staff has had to use any force in dealing with a student the incident should be reported and a written account given to the Headteacher within 24 hours. Where any use of force is reported to a member of staff they should report the matter immediately to the Headteacher or a senior member of staff. Physical restraint will always be used as a last resort and be applied using the minimum amount of force and for the minimum amount of time as possible. It will be used in a way that maintains the safety and dignity of all concerned and will never be used as a form of punishment.

Confiscation of inappropriate item

Members of staff can confiscate students' property. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully (Section 94 of the Education and Inspections Act 2006).

Authorised teachers (the Head teacher, members of the SLT team and Pastoral team) can search students, with their consent, for any item which is banned by the school rules e.g. jewellery, mobile phone, vape, MP3 player or other electronic item. The school is not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.

If a member of staff suspects a student has a banned item in her possession, they can instruct the student to turn out her pocket or bag and if the student refuses, the teacher can refer the matter to the Head of Year or a member of SLT as an act of defiance.

Power to search students without consent

- In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items": knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- Vapes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

A search without consent may only be undertaken by authorised teachers if those undertaking it have reasonable grounds for suspecting that a student may have in her possession a prohibited item.

All weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

The person carrying out the search will be the same sex as the pupil and there will be a witness present.

The police will be called as a last resort and parents will be informed and where possible informed before a search is undertaken, the parent is not present an appropriate adult must be to ensure the rights and the welfare of the child are safeguarded.

Behaviour at or outside the school gates

Under Section 89 (5) of the Education and Inspections Act (2006), teachers and all persons acting on behalf of the Headteacher, have a statutory power to discipline students for misbehaving outside the school premises. Students are expected to show every concern for the school's neighbours. Students must not stand around any of the school entrances at any time, nor cause annoyance to any neighbours or passers-by.

The school reserves the right, therefore, to discipline a student for misbehaviour when the student is:

- Taking part in any school related or organised activity.
- Travelling to and from the school - this includes waiting for, boarding and travelling on public transport.

- Wearing school uniform or can be identified as a student of the school.
- When misbehaviour could have repercussions for the orderly running of the school (including disruption through the inappropriate use of social media)
- When misbehaviour poses a threat to another student or member of the public.
- When misbehaviour adversely affects the reputation of the school.

Allegations of abuse against staff

The school will follow the procedures set out in relevant statutory and non-statutory guidance such as Dealing with allegations of abuse against teachers and other staff, Guidance for Local Authorities, head teachers, school staff, governing bodies and prop of independent schools.

Employers have a duty of care to their employees. The headteacher will ensure the school provides effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended: individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the local authority social care services or the police. The individual should be advised to contact their trade union representative, if they have one, or a colleague for support. They should also be given access to welfare counselling where this is provided by Grays Convent.

The school will appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. This may include support via the local authority occupational health or employee welfare arrangements. Particular care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work related issues.

Malicious Allegations

Where a pupil makes an allegation against a member of staff and the allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy. Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will consider the pastoral needs of staff and pupils accused of misconduct.

Training

Our staff are provided with training on managing behaviour, including the use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

Consultation

The Headteacher will seek the widest possible agreement for this behaviour and discipline policy.

Equal Opportunities

All rewards and sanctions must be applied fairly and consistently and in accordance with the school's equal opportunities policy. This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEN).

Publication

The policy will remain accessible to students, parents and staff via the school website. It will also be made accessible to parents whose first language is not English. The School will consider translating the policy as appropriate.

Monitoring and review

The Headteacher will report at each governing body through the Headteachers' report.
The policy will be reviewed by the Governing Body every two years.

Appendix 1: written statement of behaviour principles

- Catholic values.
- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The suspensions and permanent exclusions policy explains that suspensions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions and suspensions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body every year.

Link to Grays Convent High School Anti-Racist Policy:

<https://static1.squarespace.com/static/5d1a13cccf0914000188611b/t/621f4c81ed77c972e1108ffc/1646218370355/Grays+Convent+Anti+Racist+Statement+-+February+2022.pdf>