



### The John of Gaunt B4L Policy

Originator	Reviewed by	Date of Review	Approved by	Date of Approval	Next Review Date	Website
School	S&C	14/06/23	FGB		06/24	Yes

#### *“Excellence Every Day”*

#### **Our Mission**

Our mission is to make sure that all our students, regardless of their circumstances, discover their personal best and thrive academically, individually and socially.

We are relentless in driving high expectations and make no apology for ensuring high standards across the school. We will continually ensure every student achieves excellent results, with high-quality teaching and a first-class curriculum, underpinned by outstanding cultural capital experiences and exceptional pastoral care.

#### **1. Values**

##### **Kindness**

At The John of Gaunt school we nurture, recognise and celebrate the important quality of being generous, helpful, and caring towards other people that is essential in our society today.

##### **Positivity**

Being optimistic in attitude is crucial for any person to be successful at any stage of their life. We believe that positivity breeds positivity and so we foster this trait in all members of our school.

##### **Belonging**

All our staff and students must be happy and comfortable within our community at The John of Gaunt School. We want every member to feel welcome and accepted so that they can flourish.

#### **2. Aims**

To ensure that all students, parents/carers, staff and governors are aware of the high expectations of The John of Gaunt School in terms of Behaviour for Learning (B4L);

To provide a safe, secure and celebratory environment where all members of the community can flourish, thrive, feel a sense of belonging, and fulfil their potential



To promote good behaviour through good conduct, high levels of effort, self-discipline and respect;

To create a safe learning environment that is free from bullying and in which all students are empowered to keep themselves safe;

That all members of the school community are aware of the behaviour and reward systems

To encourage students to become involved in, and have enthusiasm for, all aspects of academic, learning, creative, sporting and leadership opportunities and success;

To embrace difference, encourage tolerance and challenge prejudice;

To prepare students to become responsible adults.

**We believe that high standards of behaviour lie at the heart of a successful school that enables:**

- All its students to make the best possible progress in all aspects of their school life and work.
- All staff to be able to teach and promote good learning without undue interruption or harassment.
- All students and staff have the right to feel safe at all times in school. There should be mutual respect between all in the student community.
- All students have the right to be at ease with their involvement in any enriching activity they choose and to take pride in their achievements.
- All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.
- Parents / Carers are encouraged and helped to support their children's education, just as the students are helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school.

This policy should be read in conjunction with other the other policies and documentation listed below:

Keeping Children Safe In Education  
(including sexual violence and  
harassment in schools) September  
2023 (DfE)

Equalities Policy

Anti-Bullying Policy

Drug and Alcohol Misuse Policy

SEN Policy

On-line Safety Policy

Rewards Policy

Safeguarding Policy

Attendance Policy

Teaching and Learning Policy

### **3. Objectives**

This policy defines the operating procedures for a system that:

- reinforces the right behaviour to enable students to be successful
- delivers consistent consequences for the wrong behaviour
- seeks to ensure that all students are treated equally and fairly
- enables staff to teach effectively by removing disturbances to learning
- promotes a respect for and positive attitude toward learning

### **4. Students with identified additional needs**

Students who have an Educational Health Care Plan (EHCP) or identified additional need(s) will also be expected to follow the behaviour policy. However, reasonable adjustments will be made for some individuals. Advice from The John of Gaunt Individual Learning Department (ILD) and from external agencies when appropriate will be taken and communicated to all staff. Alternative strategies will be employed as agreed with all stakeholders at regular SEND review meetings of the Individual Support Plan (ISP).

Staff can refer to the notes on SIMs, Class Charts, the SEND register and individual support plans (ISP) for further information. Some students may need a differentiated approach in order to break down their individual barrier to learning and understanding. Further guidance is available from the SEND Team or SEND Coordinator.

## **5. Expectations**

All members of the school community have a role to play in supporting behaviour, which promote learning that is free from disruption, enables teaching to meet the needs of the students, and ensures all members of the school feel safe.

No student has the right to disrupt the learning of others. Teachers will have disruption free classrooms in which they can teach and students will have disruption free classrooms in which they can learn.

On a lesson by lesson basis, students will have one simple choice, to either be in class working as directed by staff or to be isolated from their peers.

No student has the right to deride or undermine the involvement and achievement of others in school life.

## **6. The Governing Body:**

Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to arrange to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children this would include;

- supporting the School in maintaining high standards of behaviour and ensure that this policy is implemented in a fair, effective and non-discriminatory way
- this policy is carried out and monitored with appropriate impact assessments informing future plans
- ensuring that they are informed regularly of analysis of incidents of unacceptable behaviour and the impact of actions to address issues arising;
- providing an appeals mechanism in relation to this policy
- supporting the school in celebrating the involvement of students and staff in enrichment activities and their achievements.

## **7. The Senior Leadership Team (SLT):**

Members of SLT/Head Teacher will support all staff in promoting learning and positive behaviour through:

- implementing this policy in a fair, effective and non-discriminatory way conducting regular 'climate walks' throughout each school day
- recognising kindness and positive behavior
- nurturing a sense of belonging by all stakeholders

- recognising excellence in terms of learning, engagement and supportive behaviour
- ensuring that all stakeholders are aware of this policy and have access to it
- ensuring that all staff receive appropriate support, continued professional development and are supported in the implementation of this policy.
- responding to any complaint made to the School in relation to this policy by students and/or parents/carers
- supporting the Pastoral Behaviour Support center (PBSC)
- following up and offering support/advice both to staff and students
- report to governors regularly regarding any incidents in relation to this policy and its impact.

## **8. Teaching and support staff**

Securing excellent behaviour is central to learning, teaching, and 'vice-versa'. High standards of teaching and clear expectations of learners will promote improved behaviour and support effective learning.

### **8.1 Good teaching and learning**

It is expected that good teaching and learning will:

- promote engagement of students
- provide every individual with the opportunity to 'shine' and enable students to understand the nature of learning
- enable students increasingly to recognise and take responsibility for the development of their own learning through engaging with learning activities

### **8.2 It is an expectation of all teaching staff to:**

- implement meet, greet, stand, seat with all classes and similarly, offer words of praise and encouragement as students leave (presence at the classroom door, enables staff to adopt a monitoring role as students move past their respective classrooms and ensure that the correct uniform is worn correctly)
- ensure, at the start of lesson, students, place the equipment they need on their desks, place their bags on the floor ensuring they are not a trip hazard, stand behind desks quietly to enable a positive and constructive start to each lesson
- construct and follow a seating plan for each class which will be recorded and kept up to date on Class Charts
- be aware of the individual needs of students as described in the SEN register
- plan lessons with due regard for the different abilities and needs of all students
- clearly identify, share and review intended learning outcomes for each lesson, recognise, value and reward effort and achievement
- mark work on a regular basis, offer feedback and targets for improvement for students to respond to
- consistently address any negative behaviour that reduces the opportunity for all students to achieve their potential both in and out of the classroom
- consistently follow processes identified through behaviour templates
- share with parents / carers successes or concerns relating to their child's performance at the School
- log on Class charts both positive and negative events noting, as appropriate, details of the subsequent actions taken.

- accept and seek the advice of the pastoral leads for each year (YPL) who are also key to the support of good learning behaviour
- recognise and celebrate positive involvement and achievements in whole-school life in accordance to the rewards procedures.
- attend and participate in restorative conversations with students after they have been removed from a lesson in order to facilitate a positive return to the next lesson. This may be supported by a member of the pastoral staff if requested.

## **9. The School's expectation of parents/carers**

- by choosing to send their child to The John of Gaunt School, parents/carers will be expected to support the School in developing a safe, effective and enriching learning environment through its various policies
- parents/carers will work with The John of Gaunt School to ensure that their child's behaviour is their best, making school aware of any issues in or out of school which may impact a student's behaviour and their ability to learn
- Ensure their child arrives to school punctually and is ready to learn
- as part of the admission process parents/ carers are expected to read the published behaviour policy and parental code of conduct (available on the school website and in written form on request from reception) and act in accordance with it enabling their child to develop positive behaviour skills and attitudes to support in learning and in the wider community
- parents / carers will be asked to support The John of Gaunt School Behaviour Policy and Uniform Policy
- parents / carers will be expected to support The John of Gaunt School's enrichment program and rewards procedures
- the School reserves the right to charge parents/carers for all exam entries in cases where persistent absence and / or persistent poor behaviour is exhibited by their child
- where parents/ carers have an issue with the management of behaviour or rewards in the School they are expected to raise their concerns appropriately in keeping with the Complaints Procedure

## **10. The Schools' Expectation for Students**

It is expected that students take responsibility for their own behaviour including accepting and seeking support from staff when needed.

### **10.1 In Lessons and tutor periods, students shall:**

- arrive promptly. If there has been an unavoidable delay, this must be supported where possible by a note from the member of staff with whom they have been talking/meeting.
- arrive with the basic equipment including exercise books (if taken from the previous lesson) pens, pencils, a ruler and a calculator plus any specific equipment required for that particular subject and be 'READY TO LEARN'.
- Wait outside the classroom in a silent orderly line, not blocking movement in corridors
- When in school buildings, remove all outside clothing including hats, coats, scarves and gloves.

- Stand behind their allocated seat on entering the classroom, according to the seating plan which is non-negotiable, place the equipment they need on their desks, place their bags on the floor ensuring they are not a trip hazard, stand behind desks quietly to enable a positive and constructive start to each lesson
- be seated quickly when directed by the member of staff leading the lesson or activity
- act at all times with respectful, courteous and considerate behavior to all members of the school community, which promotes a positive learning environment
- show care and respect for other people and their property and leave the classroom in a clean, safe condition for those who follow. (Community service may be used as a sanction for any property-related breach of the behaviour policy and in cases of criminal damage the cost will be passed to the parents/carers)
- ensure that electronic devices such as phones, smart watches and tablets (including headphones) that are not school approved for learning are switched off during the school day and kept out of sight at all times. Any mobile phones seen will be confiscated by staff, and taken to be held in the safe in the Year Leaders Office until the end of the school day or collected by [parents / carers. Staff at The John of Gaunt School will not be held responsible for the loss or damage to any phones or mobile devices. **See section on mobile communication devices**
- follow instructions from staff the first time asked
- represent the school in a positive manner within the community and on school trips – students are expected to behave in an outstanding manner whilst in school uniform on their journeys to and from The John of Gaunt School – (see section on out of school behaviour)

### 10.1.1 How it works

If a student is not following the behaviour for learning expectations with a behaviour that is not deliberately disruptive, such as asking their neighbour for help or picking up a dropped item without checking for permission, staff should verbally remind students of behaviour expectations. Their name will be written on the whiteboard, the member of staff leading the lesson will briefly explain to the student why their behaviour has resulted in the reminder of behaviour expectations. Students may be asked to move seats to support their behaviour at the discretion of the member of staff. If a further disruption to learning occurs the student will be given a formal warning by name and a tick placed next to their name, again staff may choose to move the student within the classroom to support positive behaviour for the remainder of the lesson. This should not further disrupt learning

If a student has a time out card that has been issued to the student in support of any S.E.N.D. or anger management support strategies, then this must be used before a second incident. Students must report directly to the support area of the PBSC to have their time out card signed, implement any self-management strategies, and allow staff to offer support if needed. Students are then to return directly to their class to reintegrate into the lesson. They must continue with their work without further discussion or debate.

In most instances where there is no significant risk or extreme behaviour, staff are asked to allow students 'take up time' to process the first reminder logged on class charts prior to the second warning being issued. This is in recognition of the fact that an adolescent's brain may need a few moments to process the reminder and correct their behaviour. It is noted that this will be longer than it would take an adult to do so.

The second time during a lesson that a student fails to meet these expectations they will be sent to the Pastoral and Behaviour Support Centre (PBSC). Students are expected to go to the PBSC unescorted and have a reasonable time to move from their current classroom to the PBSC. This is no more than 5 minutes.

Students who take more than 10 minutes to arrive without an appropriate reason may have additional time added to the period they are in the PBSC.

Failure or refusal to go to the PBSC will result a further consequence which may be additional time in the PBSC or a suspension if deemed appropriate as a response.

Students will remain in the PBSC for 3 lessons unless there is a reason why this time should be altered. This will only be done after consultation with the Senior staff responsible for behaviour or the Head Teacher. The SENCO may be asked to advise where a student has an identified SEND. (See appendix for timings) During this time they will complete a set program of work / reflection tasks and behave appropriately. This will be monitored through tracking 'points' in the work booklet (SEND version used for relevant students). Failure to complete the program set out in the booklet will result in additional time in the PBSC.

On arrival in the PBSC the staff will work with the student to complete a reflection task which will form the basis of any restorative conversations relating to why they were sent to the PBSC. The restorative conversation is not optional however students may choose to listen to staff and not contribute. In all cases the reflection sheet will be shared with staff.

All students who received a second warning in that day **must** return to the PBSC at for a 'Restorative Conversation' with the member of staff who gave them the second warning, this is an opportunity to discuss what went wrong, why this disrupted learning and what needs to be done differently next lesson. It also gives students and teacher the opportunity to restore a positive working relationship. To allow this to take place, students sent to PBSC will be required to remain in school until 3.30pm that day. Students who do not attend will be picked up the following day and may face additional time in the PBSC. (See 16 and 16.1)

## **10.2 Conduct in school generally**

All students are expected to take responsibility for their actions and their choices at all times. They are to be kind to other members of the JoG community and be positive in their approach to learning and participation in whole-school life. As a school we operate a graduated response when addressing inappropriate behaviour. Where there is a serious breach of our code of conduct a student will receive a more significant consequence. This is likely to be, at a minimum, an internal suspension which is a full day in the PBSC from 8.30 to 4.30pm or an external suspension.

Other consequences may be considered at the discretion of the Senior Lead for Behaviour or The Head Teacher. Behaviours include

- Direct swearing at a member of staff (even under their breath)
- Complete refusal to follow reasonable instructions including walking off from a member of staff when being spoken to
- Threats of physical violence to a member of the school community
- Physically assault of another student or a member of staff
- Damage to school property

### **10.3 Behaviour in corridors and around the site**

During transitions between lessons (going from one lesson to another) students will act appropriately, that means no running through the corridors or loitering in corridors. To avoid congestion, we encourage students to keep to the left.

It is essential that all students are aware of the time and the need to arrive promptly to every lesson to avoid any consequence.

### **Truancy**

Where a student is more than 15 minutes late to a lesson without an appropriate reason, this will be logged on Class Charts as truanting. This will result in a same day detention until 4pm. Parents will be notified of this by automated notification from Class Charts.

### **Toilets**

All students are expected to use the toilets allocated to their year group unless they have a medical toilet pass.

Students should not be in the toilet cubical with another / other student(s). If students are found to be in a toilet cubicle together, this will be logged on class charts and they will be escorted to the PBSC to have a bag search before returning to lessons. Parents will be informed of all bag searches and the reason for them.

### **10.4 During social times, students are expected to do the following:**

To sit/stand/play with their friends before school, break, lunch and after school in the designated year areas of the school or those areas which are designated for use by all students (See appendix). Indoor spaces are allocated to specific year groups. Students must not be inside the school building other than in their allocated areas at any time during social times except to use the toilet or with the permission of staff. Students should not be in the area which is designated to a year group other than their own without permission from a member of staff. (See Appendix) Food is to be eaten in the designated areas only.

Behaviour which is unacceptable during social times may result in students being placed in an after-school detention until 4pm on the same day. This will be logged on class charts and parents will be sent an automated notification informing them of the detention.

There are some behaviours including defiance which will be logged using the 2 warnings system and may result in students being placed in the PBSC for the next 3 lessons.

### **Selling items in school without permission e.g as part of a school charity event.**

The selling or trading of any item including sweets, soft drinks or other consumables is strictly forbidden whilst on school site.

### **The Journey Home / When in school uniform**

Students are expected to demonstrate a high standard of conduct on the journey to and from school and when wearing the John of Gaunt school uniform, as the students are ambassadors for past and future generations. Our behaviour policy will be fully implemented when necessary if a student/group of students is involved in any anti-social/inappropriate behaviour when out in the community and whilst representing the School.

## **10.5 Behaviour beyond the school gates**

This policy covers behaviour not only within school but in line with Department for Education guidance, also outside of school.

Taking part in any school-organised or school-related activity, travelling to or from school, or any time when wearing our school uniform

Or for behaviour which at any time:

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

Students are expected to:

- use all traffic lights and road crossings safely
- use the cycle lanes/pedestrian zones safely
- take any litter home and dispose of it properly
- respect our neighbours and all local residents
- respect all property

Where students are involved in activities that are deemed to be anti-social or in any way criminal, we will fully co-operate with any police investigation.

## **11. Uniform**

In line with government guidance <https://www.gov.uk/school-uniform> students are asked to wear the specified uniform correctly at all times whilst travelling to and from school, on the school grounds during the hours of 8am – 5pm or for school events outside of these hours unless otherwise specified (trainers used for sporting activities at break times must be changed prior to re-entering the building).

Students may wear items of school owned uniform; make minor adjustments to school uniform or, with parents/ carers permission be allowed to return home where practical and change into the correct items of uniform and then return to school immediately. In exceptional circumstances a note will be issued and stuck into the cover of the Student's planner authorising wearing an item of non-uniform for no more than 3 days and in most cases no more than 1 day without review. Where there is medical advice from a health professional, this may be extended. The school SENCO may authorise adaptations to the school uniform expectations if there are sensory difficulties related to a student's SEND.

## **12. P.E. Kit**

Students must not travel to school in PE kit even if they have PE second period as students will attend tutor period first. PE kit should be taken to PE lessons. When students are unable to participate fully in activities they will be expected to assist in some way e.g. officiating, keeping score, supporting etc.

Parents are strongly advised to name all PE kit items

When it is available PE owned by the school will be offered to students who have forgotten kit. The SENCO will be consulted regarding this approach for students with SEND

- If a student arrives with no PE kit they will be given Equipment mark (this is not a first warning)
- Said student will be offered to borrow kit if they refuse they will be given a First warning and the soonest possible Break and Lunch detention with Sarah Ambrose

(unless they are on the not to be asked to borrow kit list). This student will then take a coaching/officiating role within the lesson.

- If the student then receives a second warning for not following any of the school behaviour policy they will then be sent to the PBSC

The DL for PE will contact home to discuss concerns of students who are repeatedly forgetting their kit or are suspected of forgetting kit to avoid participation in PE lessons.

Parents are encouraged to discuss with their child's pastoral lead, in confidence, where finance is a barrier to purchasing appropriate PE kit.

### **13. Mobile Communication Devices (Phones/Tablets/Smart Watches/Wearable Devices)**

These devices are not banned from school as we recognise that they may be needed for the journey to and from school each day. Having arrived at the school gates however, all phones and devices will need to be switched off and placed into their school bag (not into a pocket), together with any headphones.

If a phone/tablet/smart watch is seen during lesson time or around the school including break and lunch time, it will be confiscated and students will be asked to collect it from the KS3 or KS4 Year Leaders office at the end of the day.

The same applies to headphones. Headphones are not to be worn around the neck. They should be placed in bags during the school day.

Staff must take the confiscated item to the year leader's office (dependent on Key stage) as soon as reasonable. Staff should not ask students to take confiscated items to the designated safe place.

If a student refuses to hand their phone over, they will be sent to The Pastoral and Behaviour Support Centre (PBSC) for 3 lessons in line with the behaviour expectations policy. If the student continues to refuse to hand the item over they may be at risk of an external suspension.

Refusal to go to the PBSC will result in a one-day fixed term suspension with the day in the PBSC completed upon their re-admittance to the school.

Should a subsequent confiscation be necessary the parent or carer will need to collect at the end of the school day or the phone will be held for 5 school days whichever is sooner, with further offence may result in students being required to either not bring their phone to school or hand it in each morning to the pastoral lead until the end of the school day. This will be discussed with parents / carers.

Parents and carers should not telephone or text their child during the school day. If there is an emergency, please contact Reception who will arrange for a message to be passed to your child.

Should a student need to use their telephone during the school day in exceptional circumstances they may do so with permission from staff in one of the designated areas; Pitman Building, The Year Office or Reception.

### **14. Smoking - see also Drugs policy**

No student will smoke, including the use of e-cigarettes and vaping on The John of Gaunt School grounds, on a school activity or in any street adjoining the school. If a student is seen smoking or chooses to associate with smokers the consequences will be as outlined below:

- Smoking will lead to a student being sent to the PBSC for a day
- Association with a smoker/smokers will result in being sent to the PBSC for the remainder of the school day
- Being found in possession of smoking or vaping related paraphernalia will result in being sent to the PBSC for the remainder of that day
- Refusal to hand over smoking (or vaping) paraphernalia when asked by a Member of the Senior School Staff will lead to a one-day fixed term suspension
- All tobacco and smoking related paraphernalia will not be returned to the students but will be returned to parents or if not collected within 5 school days, destroyed.
- The selling or distribution of smoking, e-cigarettes, vapes and associated paraphernalia is strictly forbidden. This will result in a fixed term suspension.
- Use and selling / distribution of drugs, related items and / or alcohol may result in a permanent exclusion.

## **15. Search and Confiscation**

With student consent, members of the Senior Leadership Team, Pastoral Team and Year Leaders can search a student for any item. All searches must be recorded on the school search record and parents informed of the reason for the search and the outcome.

Only the Senior Leadership Team and authorised staff are able to utilise the statutory power to search students or their possessions (including mobile devices), without consent, where they have reasonable grounds for suspecting that they may have a prohibited item. (See appendix for list of current authorised staff)

A search without consent should, where possible, be undertaken by a member of staff who is the same gender as the student being searched; there must also be a witness (also a staff member) and again where possible, they should be the same gender as the student being searched.

There is a limited exception to this rule. An authorised member of staff can carry out a search without consent of a student of the opposite sex and without a witness present only when it is believed that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Searches without consent are only carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips in The United Kingdom or in training settings.

The powers to search for prohibited items in the Education Act 1996 are compatible with Article 8 of the European Convention on Human Rights.

Prohibited items include but are not limited to:

- Knives or weapons
- Alcohol, illegal drugs or other chemical substances that produce similar effects to alcohol or drugs
- Stolen items
- Vapes, Tobacco, cigarettes and other smoking paraphernalia
- Fireworks
- Pornographic images/literature

- Discriminatory images/literature
- Images/literature appertaining to radicalisation or extremism
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of any person (including the student)

### **15.1 Confiscation**

Any prohibited item found as a result of a search will be confiscated. Items confiscated will be handled according to the DfE guidance. Weapons and knives and extreme or child pornography will always be handed over to the police. For other items, the teacher will use professional judgement to decide if, when and to whom to return a confiscated item.

### **16. Recording and reporting of behaviour concerns and Incidents.**

- Incidents of students' misbehaviour and action taken are recorded electronically on Class Charts. Staff must ensure that any instances of behaviour that does not meet the School's expectations is recorded by the member of staff who initially dealt with it.
- Where a student requires reasonable adjustments to be made due to their SEND, the adjustments made prior to a second warning should be recorded by the member of staff who has sent the student to the PBSC. The SENCO may review the decision and if appropriate adjust the consequence in response to the student's SEND.
- Additional staff may add further details to this record as actions are taken.
- The Year Team in conjunction with the safeguarding team monitor reported incidents, taking actions and making referrals to outside agencies, SLT and other stakeholders as appropriate.
- Behaviour monitoring is reported to the Student and Community subcommittee of the Board of Governors and then is reported to the Full Board by the named Governor for Behaviour.

### **17. Non-negotiable response to extreme behaviours**

There are some behaviours deemed unacceptable at any time and which we will not tolerate from any students. If they do, it is highly likely that they will be permanently excluded or directed off site and this may include accessing a fresh start through a managed move or through accessing alternative educational support where appropriate.

- Dealing or supplying recreational drugs in school.
- A weapon of any sort including pen knives and BB guns.
- Arson.
- Persistent bullying / Peer on Peer abuse
- Cases of sexual misconduct
- Persistent or extreme cases of racist or homophobic behaviour.
- Persistent disruption of lessons.
- A physical assault of a member of staff.

# Behaviour Response Flow Chart

Is behaviour acceptable? i.e., respectful, non-disruptive, safe and politely following staff instructions.

No

Yes

For non-intentional / minor disruptions, Warning given name on board and individual spoken to by name.

Student remains in class / involved in current activity.

Warning given logged on class charts, and individual spoken to by name.

Does a second incident of non-acceptable behaviour occur?

No

Teachers must ensure a restorative conversation is held. details must be recorded on Class charts so that parents are aware of the reason for the student being sent to the PBSC

Yes

Student sent to PBSC for agreed period. Student to arrive in PBSC within 5 mins. Staff to immediately notify PBSC staff that student has been sent and why

For students who have an EHCP or identified additional needs reasonable adjustments will be made. Please see Sims / Class charts for additional support strategies. Please also notify The Individual Learning Department / SENCO

Student behaves appropriately in PBSC

No

Student face further consequences in line with PBSC procedures, this may include additional time in the PBSC or suspension.

Yes

Student returns to lessons after 3 lessons if behaviour booklet completed appropriately. Restorative meeting held with Staff member at the end of the day

\* PBSC = Pastoral and Behaviour Support Centre

## **19. Procedures for Isolation and referral to the PASTORAL AND BEHAVIOUR SUPPORT CENTRE – See appendix 1**

The following is a simplified version of the behaviour process:

- Member of staff within the lesson identifies unintentional or minor infraction of poor behaviour and warning is given using the student's name (This may be the teacher or a member of support staff) Student spoken to and may be moved seats to support positive behaviour.
- Member of staff within the lesson identifies further incident of poor behaviour and warning is given using the student's name (This may be the teacher or a member of support staff). First reminder logged on Class Charts
- A second incident of poor behaviour is identified by the member of staff within the room. Member of staff within the lesson identifies poor behaviour and warning is given using the student's name (This may be the teacher or a member of support staff)
- The member of staff immediately notifies the PBSC coordinator and Parents that the student has been removed from the lesson by completing the notification information on class charts
- The student arrives in a timely fashion at the PBSC (within approximately 5 mins)
- The student hands over / places their bag, coat and phone in the designated area
- The student completes a reflection sheet in the PBSC task booklet
- Once the reflection sheet is completed, the student then is expected to complete the PBSC work booklet. This work focuses on core subjects. Students must ensure they meet the minimum expectations and have all mandatory points signed off before returning to lessons. Students may be supported in their learning by subject specialist teachers and PBSC staff.
- Where it is appropriate, students may be offered the opportunity to join a member of the PBSC staff or pastoral staff in a session looking at addressing the causes of poor behaviour.
- Behaviour expectations in the PBSC are exactly the same as within a class room setting, disruption free learning is expected.
- At the end of the day the student is expected to engage in a restorative conversation with the teacher
- The student remains in the PBSC for the agreed time including any breaks / lunch /free time
- If the student does not engage with any of the above expectations, they will be sanctioned in line with the PBSC behaviour procedures which may include additional time in the PBSC the following school day or suspension.

Parents will be contacted through a notification by Class Charts to inform them their child has been removed from mainstream lessons and placed in the PBSC and that they will be in school until 3.30 (3.15?) that day for a restorative conversation to take place. and if detailed beyond the normal school day, what time they will be leaving the school. It is expected that parents will access this free method of communication with the school or notify that school that they are not able to so that other methods of communication can be accessed to support that student.

If a restorative conversation is missed, the PBSC coordinator will email the teacher concerned to remind them to attend the restorative conversation notify the PBSC coordinator when it has happened. *(Relevant Key staff to be cc into e-mails)*

The teacher will have a restorative conversation with the student and this will be recorded on the reflection sheet. If the student refuses to engage in the restorative process this will also be recorded on the reflection sheet and will form part of the student's behaviour record.

### **19.1 Restorative Conversation (see appendix 3)**

The restorative conversation is an opportunity to rebuild the relationship with the student that has been sent to PBSC. The conversation is not to be used as another telling off/administration of punishment. The student completed reflection sheet may help inform this discussion.

The conversation should:

- Help the student reflect on their behaviour
- Move the student on from that behaviour
- Allow successful return to that lesson /activity
- Give the student an opportunity to restore the relationship with the member of staff

At the end of the conversation both the member of staff and the student will sign the reflection sheet to confirm the conversation has taken place and the student will be able to return to mainstream lessons the following school day.

### **20. Behaviour Stages**

In instances where a student consistently fails to achieve The John of Gaunt School's expectations, they are placed on a Behaviour Stage. A Behaviour Stage is designed to work flexibly for individual students and affords the School the opportunity to monitor a student's behaviour more closely over a short to medium term timescale, as well as offering a range of supportive strategies personalised to the student's particular needs.

It is important to recognise that students may move down the stages as they succeed in modifying behaviour as well as move up.

At the end of the academic year, each student who is on a behaviour stage will have this reviewed so that they are on the suitable stage for the new academic year.

Students who have made sufficient progress may start the new academic year without being on a behaviour stage. This will be decided in a final review meeting in Term 6.

## Stage 1

Monitored by Tutor /KS Pastoral Lead (KSPL)

Triggered by: 4 internal isolations and / or fixed term suspensions within 1 academic year

1. Meeting with Parents / Carers held
2. Target Card to tutor or YPL
3. Support agreed
4. Weekly monitoring **meeting with** PYL or tutor for period agreed by Tutor / YPL / Parents or Carers

## Stage 2

Monitored by Year Leader (YL)/ Key **Stage Pastoral** Lead (KSPL)

Triggered by: Failure to meet stage 1 targets,  
10 internal isolations and / or fixed term suspensions in one academic year  
Persistent defiance

1. Support offered to student to address behaviour using available intervention and support
2. Meeting with Parents and Head of Year
3. Individual Behaviour Support plan agreed and written in conjunction with behaviour contract signed by Student / Parents or Carers
4. Target Card to YL
5. YPL to mentor

## Stage 3

Monitored by Year Lead / Key **Stage Pastoral** Lead (KSPL) / Senior Pastoral Support manager

Triggered by failure to meet stage 2 targets  
Further internal isolations / fixed term suspensions  
Persistent Defiance

1. Meeting with Parents and Carers with Head of Year **and SLT** link
2. IBP reviewed / behaviour contract reviewed.
3. Report to SLT
4. Support offered to student to address behaviour using available intervention and support
5. Governors informed of student on Stage 3 through informing Behaviour Link Governor

## Stage 4

Monitored by Year Leader / Senior Pastoral Support manager/ SLT member

Triggered by failure to meet Stage 3 targets  
Further internal isolations / fixed term suspensions  
Extreme defiance

1. Meeting with parents and Carers/ YL/ SLT and Governor
2. Support / mentoring by SLT on target card
3. Support offered to student to address behaviour using available intervention and support
4. Managed move / timetable adjustment/ alternative provision considered

Students may be considered for a direction off site / managed move after stage 2.

**Stage 5** will result in a student being permanently removed from the John of Gaunt School mainstream [provision with permanent exclusion or alternative educational provision considered. This happens as a result of failing to meet agreed targets at stage 4 of the behaviour system or more rarely as a result of a serious single incident

## **22. Detentions following failure to complete homework and insufficient work in lessons**

The School operates Study Support sessions within faculty areas for homework that is subject based. These are initially set at break but will escalate to lunch time and after school sessions and finally time in the PBSC if a student does not attend with good reason.

Planner homework is set each day. Students who do not complete this will be set a same day detention at break. Failure to attend this will result in a same day lunch detention and if not attended this will escalate to time in the PBSC the following day.

Parents/guardians will be notified by Class Charts when a student is issued with any form of study support session, in or out of school hours.

The teacher who is placing the student in study support must log this on Class Charts. It is good practice to share this with the student and not rely on them seeing it on class charts.

Under DFE guidelines parental permission is not required for a child to be placed in detention

## **23. Suspensions and Permanent exclusions – See Equa Trust policy on Permanent exclusions**

### **23.1 Guidance Framework**

This policy is written in line with the DFE Guidance on Suspensions.

### **23.2 Principles**

The School is a learning institution, which aims to provide life chances for all of its students. We view suspension as a last resort when all other possible methods of managing student behaviour have been exhausted. The decision to suspend is never taken lightly and careful consideration is taken of the facts and the surrounding circumstances before reaching a decision to suspend.

We believe that learning is the most important reason for being in school and that every opportunity to learn must be protected at all times. A suspension from school may therefore be necessary in order to protect the learning opportunity of others. Any decision to suspend either for a fixed-term or in rare cases, suspend and directed from site permanently, is not taken lightly.

We recognise the detrimental impact of suspensions on both the education and well-being of the suspended student and their families. We also recognise the impact of social suspension, which can result from the permanent removal from our school site and will try hard to avoid it.

We take account of the Equality Act and of our duty not to discriminate against students for any reason.

We also take account of our statutory duties in relation to SEND.

We aim to involve parents as early as possible in any process.

**The decision to suspend a student is not taken lightly and the Head Teacher / Senior member of staff with responsibility for behaviour will:**

- Ensure that a thorough investigation has been carried out where this is needed

- Consider all the evidence available to support any allegations
- Allow and encourage the student to give their version of events
- Keep a written record of the actions taken including the signed statements of witnesses if these are available
- Be confident that the procedures detailed later in this policy have been carried out
- Ensure SEND expert advice has been considered where appropriate.
- Ensure that parents have been kept informed throughout the process and consulted where appropriate

The standard of proof applied when deciding to suspend is 'the balance of probabilities' and not 'beyond reasonable doubt.'

The following offers a more detailed outline of how the process works:

### **23.3 The decision to suspend**

- 1 The decision to suspend is made by the Head Teacher, or the Deputy Head Teacher(s) / Assistant Head Teacher with strategic lead for Behaviour in his absence.
- 2 There are five circumstances where a student may be required to leave the school site with the authorisation of the Head Teacher:
  - Where a decision has been made to suspend.
  - Where a student has committed a serious criminal offence outside the jurisdiction of the school and it is determined by the Head Teacher that it is in the interests of the community for the student to be educated offsite. This is not a suspension.
  - Where, for medical reasons, the presence of a student represents a serious risk to the health or safety of other students or staff. This is not a suspension.
  - If a student is given permission by the Head Teacher to leave the premises briefly to remedy a breach of the school rules on appearance or uniform. This should be for no longer than is necessary to remedy the breach and is not a suspension but an authorised absence.
  - Where there is good reason to believe that a student is carrying an item which is not allowed onto the site such an offensive weapon or is believed to be under the influence of an illegal substance or alcohol and they refuse to be screened. In this circumstance the student can be refused entry. This is not a suspension but an unauthorised absence in the first instance, but could lead to suspension following a full investigation.
- 3 Suspension will not be used as a consequence for the following:
  - Minor incidents such as a failure to complete homework.
  - Poor academic performance.
  - Lateness or truancy.
  - Breaches of School rules on uniform or appearance except where these are persistent or in open defiance of such rules.
  - Pregnancy.
  - As a punishment for the behaviour of their parent / carer.

- 4 Once the decision has been made to suspend, a student will only be sent home once contact has been made with parents/carers and where it is clear that the student will be returning to a place of safety. Work will be provided and either sent with the student or arrangements made for collection. This may also be on-line such as Hegarty Maths

#### **23.4 Fixed-term Suspension (FTS)**

(Level 1: fewer than 15 school days in any term/ level 2: 15 school days or more during any term)

- 5 The decision to suspend a student for a fixed-term may be taken in response to breaches of the school's behaviour for learning policy
- 6 Examples of behaviour that may lead to a fixed-term suspension include (but are not limited to) the following:
  - Verbal abuse of staff or students
  - Physical abuse of staff or students
  - Indecent behaviour
  - Damage to property
  - Misuse of illegal drugs or other substances
  - Theft
  - Serious actual or threatened violence against another student or a member of staff
  - Sexual abuse or assault
  - Carrying and / or supplying an illegal substance
  - Carrying an offensive weapon\* or a banned item
  - Arson
  - Persistent poor behaviour contrary to acceptable behaviour outlined in the School's expectations.
  - Bullying including cyber-bullying
  - (\* a weapon is defined as any item made or adapted for causing injury)
  - This is not an exhaustive list and there may be other examples of behaviour where the Head Teacher judges that suspension is an appropriate sanction. Where a student is suspected of carrying an offensive weapon or misusing / carrying / supplying an illegal substance or being part of a group involved in such activity but the evidence is not sufficient they will be given the benefit of the doubt on the first occasion. If there is a repeat of such concern they will run the risk of suspension.
- 7 The Head Teacher may suspend a student for one or more fixed periods which do not exceed a total of 45 school days in any one school year.
- 8 During a fixed term suspension of 5 or fewer days, work will be set by the school for the student to complete at home. This work should be returned completed at the end of the suspension for marking.
- 9 For a suspension of longer than 5 days, the school will arrange full-time educational provision from the sixth day of suspension. This may include online learning.

- 10 Before the end of any fixed-term suspension or internal suspension period, parents / carers will be invited to attend a reintegration/re-admittance meeting at the school with their son/daughter. The purpose of the meeting is to ensure that the student understands the reason for the exclusion and is committed to preventing the behaviour that led to the exclusion from being repeated. The school will consider all further support needed to help the student, including referral to external agencies if appropriate.  
In line with school's graduated response to suspensions (internal or external) in most instance the first reintegration meeting will be with the student's year leader and pastoral lead. Subsequent suspensions within the school year may result in the senior lead for behaviour or senior pastoral manager leading the reintegration meetings.  
All suspensions are recorded on a student's school record.
- 11 During the first five days of any suspension, the parents of a suspended student must ensure that they are not present in a public place during normal school hours without reasonable justification, whether with or without a parent / carer. Failure to comply with this is an offence for which a fixed penalty notice can be issued. (DFE publication: Suspension from maintained schools, academies and student referral units in England ref: DFE-00184-2017)
- 12 Whilst each suspension is treated on its own merit, we do operate a tariff for suspensions in most cases. A first suspension is likely to be for a period of ½ to 1 or 2 days. The number of days is likely to increase if a student receives further suspensions. Once a student has received four suspensions the length of the suspension is likely to be for a significantly longer period.

A fifth suspension would normally bring with it a final warning from the Head Teacher who will lead the reintegration meeting. This means that a further suspension would may result in permanent removal from the school site. There are of course exceptions to this process depending on the nature and seriousness of the incident for which the student is being excluded.

Students who have been suspended more than 5 times are also likely to be expected to meet with their parents, key staff and school governors to review the support that has been given to aid the student in managing behaviour and actions taken. It is also an opportunity for the student to review and account for their behaviour to the school's governing body. Governors will then have an opportunity to clarify their expectations for the student in the future.

### **23.5 Permanent removal from the school site (Permanent Exclusion) – See Equa Trust Policy**

- 13 Permanent removal from the school site is an extremely rare sanction at the School and always avoided wherever possible. The decision to do this is taken only:  
  
in response to serious breaches of the School's behaviour policy and  
if allowing the student to remain would seriously harm the education or welfare of that student or others at the School.
- 14 The School operates a 'zero tolerance' approach to the carrying of offensive weapons and the carrying and supplying of illegal substances. This is communicated clearly to students in assemblies.

- 15 Any student who brings an offensive weapon or a banned item onto site, or who brings and/or supplies an illegal substance on site will be suspended. A student who is found in possession of these items on site also runs the risk of a level 3 suspension.

The Head Teacher / Deputy Head will usually meet with the parents and student before reaching a decision to permanently exclude a pupil. Under normal circumstances, a student will be suspended for a fixed-term before the decision is made to permanently exclude from the school site.

### 23.6 Informing Parents / Carers

Following any decision to suspend, the Head Teacher must inform parents / carers putting the decision to suspend in writing and stating the date the suspension takes effect.

The letter must explain:

- The circumstances leading up to the decision to suspend.
- Why the Head Teacher decided to suspend the student and if relevant, what steps were taken to try and avoid the suspension; details of any relevant previous warnings, fixed period suspensions or other disciplinary measures taken before the present incident;
- The arrangements for enabling the student to continue his/her education including setting and marking the student's work;
- The parents' right to see and have a copy of their child's record;
- The parents' responsibilities to ensure their child is not in a public place in school hours during the first five days of a suspension.
- If the suspension is for a fixed period, the letter will also state the length of the suspension and the date and time the student should return to the school and the arrangements for the re-admission interview at the end of the process so as to reintegrate the student.
- For Level 2 and Level 3 suspensions, the letter will also state the parents' right to appeal to the Independent Appeals Panel and the appropriate mechanism for that to happen as well as the fact that governors will meet to review the decision
- The involvement, if appropriate, of S.E.N. expert advice.

### 23.7 Reporting to Governors

The Student and Community Sub Committee will monitor all suspensions through a complete report at each meeting. The Student and Community Sub Committee will be informed of exceptional student achievements at each meeting. This committee is responsible for reporting back to the Full Governing Body.

## 24. Glossary

A2L	Attitude to Learning which is recorded on a four-point scale each lesson (1= unacceptable, 4 = outstanding)
AYL	Assistant Year Leader
B4L	Behaviour for Learning
Detention	Detaining a student after normal school hours or during the student's social time within the school day
DFE	Department for Education

EHCP	Education and Health Care Plan. This is issued by the local authority and defines a student's additional needs and any defined support needed by the student
FTE	Fixed Term suspension
IBP	Individual Behaviour Plan
ILD	Individual Learning Department, supporting learning needs, intervention and S.E.N.D.
ISP	Individual Support Plan
PBSC	Pastoral and Behaviour Centre
R2L	Ready to Learn
S.E.N.D	Special educational needs and disability
SENCO	S.E.N.D Co-ordinator
SLT	Senior Leadership Team
YL	Year Leader
YPL	Year Pastoral Leader