



The GCA Behaviour for Learning Policy
Incorporating Use of Reasonable Force, Searching, Anti-Bullying & Racist Incidents

The GCA Behaviour for Learning Policy is a statement of practice that underlines how we achieve outstanding behaviour for learning and a positive ethos across our school.

The Aims of GCA's Behaviour for Learning Policy

- To create an environment which encourages and reinforces outstanding behaviour for learning
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To maintain an environment where children feel safe, secure and respected
- To create an excellent learning environment
- To promote independent learning

The Principles of GCA's Behaviour for Learning Policy

Our approach is based on two key principles:

- All students have the right to learn without disruption.
- All teachers have the right to teach without disruption.

The GCA Behaviour for Learning Rules

- Students arrive promptly to lessons and bring the correct equipment
- Students wear the school uniform correctly
- Students act respectfully towards all members of staff and their classmates
- Students work to the best of their ability and contribute positively to their lessons.

The GCA Behaviour for Learning Awards and Sanctions

The establishment of good discipline is a central part of our work. Within this value system, teachers will provide well-structured, purposeful learning and use their professional judgement to locally manage behaviour in their classrooms.

We recognise positive student behaviour for learning with the following Awards:

- Verbal praise
- Award stickers (including merits)
- Award certificates
- Award postcards
- Students of the Week Awards
- Students of the Term Awards
- Students of the Year Awards
- Form & small group Awards
- Awards assemblies
- Extra-curricular opportunities

Dealing effectively with misbehaviour is a fundamental responsibility of **all** teaching staff, as is the imposition of sanctions when necessary. Sanctions should complement the range of positive awards and reinforcements used to encourage students to behave well.

When students break the GCA Behaviour for Learning Rules, the teacher may go beyond individual informal strategies (such as non-verbal communication techniques, changes to seating plans etc) and sequentially apply the following generic GCA sanctions (Consequences C1-C5), completing the GCA “Purple” pro-forma as appropriate:

C1: Name on board

C2: Name on board ticked

C3: Ten minute moving-on session (supervised by class teacher)

C4: Thirty minute lunch-time detention (supervised by Inclusion staff)

C5: Student moved to Subject Leader and issued with sixty minute after-school detention (supervised by SLT)

C6: Student moved via a member of SLT to isolation

C7: Student issued with internal exclusion by Headteacher

C8: Student issued with fixed-term or permanent exclusion by Headteacher

NB: C1-C8 are routinely logged on students’ individual SIMS records

The GCA Behaviour for Learning Interventions Ladder

Management of students’ behaviour is normally the local responsibility of the GCA teacher applying the GCA Awards and Consequences C1-C5 (which constitute the GCA Behaviour for Learning Interventions Ladder Stages 1 & 2). However, students who persistently break the GCA Behaviour for Learning Rules access increasingly intensive personalised support in accordance with the GCA Behaviour for Learning Interventions Ladder (Stages 3 - 7) in order to achieve their compliance and prevent exclusion. These include:

BfL Intervention Ladder Stage 3: Progress Leader monitoring and support

BfL Intervention Ladder Stage 4: Senior Leader monitoring and support

BfL Intervention Ladder Stage 5: Inclusion Manager monitoring and support (PSP)

BfL Intervention Ladder Stage 6: Extended Inclusion Manager monitoring and support (PSP) including Managed Transfer and possible respite options

BfL Intervention Ladder Stage 7: Headteacher monitoring and support

NB: These interventions are routinely logged on students’ individual SIMS records

Behaviour outside of the classroom

Aims

- To ensure orderly movement and a harmonious atmosphere around school
- To develop a consistency amongst staff when dealing with behaviour outside of the classroom

Main Principles

- Behaviour on the corridors and in grounds is a corporate responsibility
- Any inappropriate (e.g. anti-social, disruptive, dangerous or destructive) conduct should always be challenged by the first member of staff to see them. Information about these incidents should then be communicated to Progress Leaders via a GCA “Purple” pro-forma.

Searching pupils

SLT can search students with their consent for any item. SLT, accompanied by a witness, also have the power to search pupils or their possessions, without consent, where they suspect the pupil has a “prohibited item”. Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- 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.

Use of Reasonable Force

SLT, accompanied by a witness, 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.

SLT operate in accordance with the guidance provided by the Department for Education:-
The Use of Reasonable Force, Advice for headteachers, staff and governing bodies July 2013 (updated 2015)

Key points

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

Malicious allegations against students or staff

The school views these extremely seriously and will always be investigated by the Headteacher or his representative.

Anti-Bullying Procedures

Our Anti-bullying procedures should be read in conjunction with the Department of Education Publication:-

Preventing and Tackling Bullying Advice for headteachers, staff and governing bodies October 2014
and;

Department of Education Publication:- School Support for Children and Young People who are Bullied.
A Factsheet. 2014

ALL staff have a responsibility to ACT if they perceive that these situations are occurring and that ALL staff need to be aware who to turn to if help is required.

In ALL situations we would normally follow the same route. This would be:

- Form Tutor/Subject Teacher/Support Staff & SLT all report to Progress Leader ASAP.
- If the PL is unavailable the next appropriate person would be the SLT member attached to that year group.
- If this person is also unavailable the next appropriate person would be BW or a member of SLT.

Bullying Incidents

The incident should be dealt with in the normal caring way showing consideration for the victim and challenging the perpetrator.

A purple form should be completed **IMMEDIATELY** and it should be clearly marked "**BULLYING**" This should be passed to **IMMEDIATELY** Audrey Robinson.

It will then be handed to the appropriate person.

What is Bullying?

"Bullying is deliberately hurtful behaviour, repeated often over a period of time."

"It is difficult for those being bullied to defend themselves."

Loutish behaviour and isolated attacks, though unacceptable and requiring action using our Behaviour for Learning Policy, do not by themselves constitute bullying.

There are five main types of bullying: gesture, verbal, physical, extortion, exclusion.

(There are of course different levels of intensity and frequency with which they are perpetrated).

What should a student do if they are bullied?

If a student feels they have been bullied they **MUST** report the facts and their feelings to an adult. This may be an adult at the school. Eg Form teacher, Progress Leader, Teacher Assistant etc...This may be an adult at home.

What should the adult at school do?

- If a student reports the fact to you that they have been bullied ensure that you listen carefully.
- Let them know that they can trust you and that you will ensure something happens.
- Inform the student that you will have to tell the Progress Leader/SLT member in charge of the year.
- Ensure you fill out a purple form and pass the information on to Audrey ASAP. Mark it "Bullying"
- If possible re-establish calm and return the student to normal routines whilst the investigation continues.
- If this is not possible please take the student to the Inclusion Centre to be looked after whilst you let the Progress Leader know what has happened and where the student is.

What should the adult at home do?

- The adult should contact the school and talk to the appropriate Progress Leader or a member of the SLT.

What should the Progress Leader / SLT member do?

- Use standard good practice and knowledge of the students in the school to investigate the incident and decide whether it fits the criteria for bullying or whether it is a “one-off”. If it is a “one-off” the BfL system may solve the problem. If it is a “one-off” the perpetrator should be informed that a repeat offence would mean that they would be placed immediately on the “Bullying Register”. Explain the possible consequences of this.
- If it is decided that a bullying offence has occurred then the action laid out in the flow chart MUST be followed.
- Parents MUST be involved/informed and punishing consequences may include:
- Monitoring, loss of breaks/lunches, moving classes, detentions, isolation, exclusion.

Support for the perpetrator may include:

- Talk with progress leader / SLT member, Inclusion Centre, meeting with parents, outside professional help.

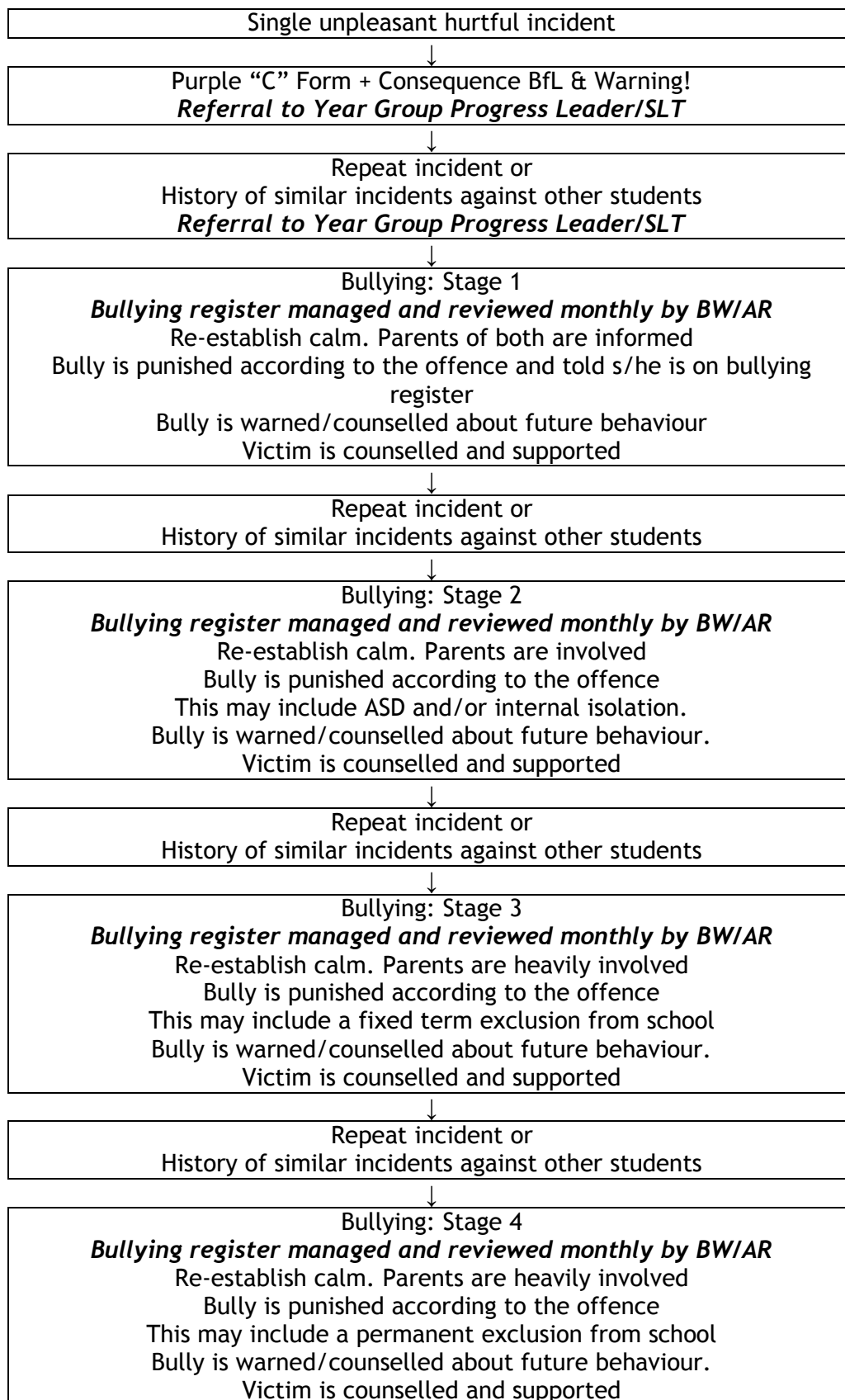
Support for the victim WILL include:

- Being kept informed of the action taken and if appropriate meeting with the bully to “work it out”.

Support for the victim may include:

- Talk with progress leader / SLT member, Inclusion Centre, meeting with parents, outside professional help.

Anti-Bullying flowchart of action:-



Racist Incidents

Britain is a multi-racial and multi-faith country and everyone has the right to have their culture and religion respected by others. Nobody has the right to call a child names or to treat them badly because of their colour, race or religion. It's illegal and it can be stopped. Racist bullying is not just about the colour of your skin, it can be about your ethnic background or religion too.

Any incident should be dealt with in the normal caring way showing consideration for the victim and challenging the perpetrator.

A purple form should be completed **IMMEDIATELY** and it should be clearly marked "**RACIST INCIDENT**".

This should be passed **IMMEDIATELY** the Audrey Robinson.

It will then be handed to the appropriate person to follow up.

Racist incidents will not be tolerated. Racist Incidents will be logged and will be dealt with using the school Behaviour for Learning Policy and where appropriate our anti-bullying procedures.

Review

This policy and procedures will be reviewed annually as part of the GCA's Student Welfare procedures.

Reviewed by Governors' Student Welfare Committee: Spring term 2016

Date of next review: Spring term 2017