

GOSFORTH JUNIOR HIGH ACADEMY

BEHAVIOUR & REWARDS POLICY

General Statement

Our principal aim is to encourage high expectations and high standards of achievement, both academic and personal. Our values embrace honesty, trust, reliability, respect for the legitimate rights of others, care for the vulnerable members of society, regard for the environment and a kindness towards other people.

We believe that a calm, friendly, disciplined atmosphere, in which hard work and co-operation are respected, is the best way to promote these values.

The Local Advisory Group values the good relationships fostered by the school and the calm and ordered environment in which learning can take place, uninterrupted by disruptive behaviour. Poor behaviour is unacceptable in this school and will not be tolerated. The school will do what is reasonably practicable to eliminate poor behaviour and to support those who need help. Equally, the school will reward and celebrate the achievements of those that achieve high standards, whether those are in relation to their academic potential or in their attitude and conduct.

Aims of this policy

- To promote positive attitudes in pupils towards behaviour, learning and progress
- To define what is acceptable and what is unacceptable behaviour
- To demonstrate that the school takes poor behaviour very seriously and that it will not be tolerated
- To explain how we celebrate the success and achievements of students
- To explain the strategies we may use to support those who struggle to achieve high standards of conduct and behaviour
- To outline the consequences of poor behaviour, including poor behaviour off-site
- To raise awareness of the statutory rights of schools in promoting good behaviour
- To promote core values, which include fundamental British values.

Responsibilities

Local Advisory Group

The Local Advisory Group will discuss, review and endorse agreed strategies. The role of the Local Advisory Group with regard to exclusions is outlined in the Exclusions Policy.

The Principal

The Principal will:

- ensure that all staff have an opportunity to discuss strategies and review them;
- determine the strategies and procedures;
- discuss development of the strategies with the Leadership Group;
- ensure appropriate training is available;
- ensure that the procedures are brought to the attention of all staff, parents and pupils; and
- report annually to the Trustees.

Senior Leaders/Assistant Director of Gosforth Junior High Academy will:

- be responsible for the day to day management of the policy and the systems;
- ensure that there are positive strategies and procedures in place to help create a calm, ordered and purposeful atmosphere;
- keep the Principal informed of incidents;
- arrange relevant staff training;
- determine how best to involve parents and other agencies in the solution of individual problems.

Assistant Director, Heads of Key Stages, Associate Leaders, Pastoral Managers will:

- be responsible for ensuring that the school's positive strategies are put into practice;
- know the school's procedure and deal with any incidents that are reported; and
- play a key role in supporting individual pupils to change their behaviour.

All staff will:

- know the policy and procedures;
- be responsible for pastoral care and be prepared to listen, support, advise and encourage whenever necessary;
- be observant and try to create an environment where behaviour incidents do not arise
- deal with any incidents according to the policy; and
- challenge and report if necessary when students' comments or actions run counter to our policy of supporting British values and promoting mutual respect and tolerance.

Parents and carers:

- Parents and carers are responsible for working in partnership with the school and for assisting the school in maintaining high standards of behaviour.

Fundamental British Values

The school recognises its duty to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These values underpin our behaviour and rewards system. Specific elements of the British values that are directly promoted through the discipline and rewards system are as follows:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own culture and other cultures; and
- encourage respect for other people.

Other Relevant Policies & Publications

This policy should be read in conjunction with the school's Exclusion Policy, the school's Drugs and Alcohol policy and the school's Anti-bullying Policy. It should also be read in conjunction with the relevant parents' handbooks and the PRAISE code guidelines. Relevant Government publications include 'Behaviour and discipline in schools: Advice for headteachers and school staff' January 2016, the Education and Inspections Act 2006 and searching, screening and confiscation, January 2018 and Covid Addendums.

Government Guidelines

In 'Behaviour and discipline and behaviour in schools' January 2016, the following points are made:

- The Principal must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.
- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff with responsibility for pupils.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of the teacher, including on school visits.
- Teachers' powers to discipline include the power to discipline pupils even when they are not in school or in the charge of a member of staff in certain circumstances.
- Teachers have the power to impose detention outside school hours. Parental consent is not required for detentions.
- Teachers can confiscate pupils' property.

Gosforth Junior High Academy exercises these rights.

Confiscation of Inappropriate Items, screening and searching.

There are two sets of legal provisions which enable school staff to confiscate items from pupils and the school reserves the right to exercise these provisions:

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects school staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

School staff also have the power to search without consent for prohibited items, which include: 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 or any item banned by the school rules which has been identified in the rule as an item which may be searched for. School staff can require pupils to undergo screening by a hand-held metal detector even if they do not suspect them of having a weapon and without the consent of pupils. Any member of staff can screen pupils. If a pupil refuses to be screened, the school may refuse to have that pupil on the premises.

If staff believe a pupil is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:

- a search of outer clothing; and/or
- a search of personal property (e.g. bag or pencil case within a locker)

Searches will be conducted in such a manner as to minimise embarrassment or distress.

Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff.

Where a pupil is searched, the searcher and the second member of staff present will usually be the same gender as the pupil. However, this may not be the case where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practical to summon another member of staff.

Where the Principal, or staff authorised by the Principal, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance Screening, Searching and Confiscation.

When items are confiscated by school staff the following will be the result:

Mobile phones or other personal devices will be handed in to the school office. They will usually be returned in the way outlined in the guidance for each section of the school.

Weapons and knives, extreme or child pornography or illegal substances will always be handed over to the police.

Cigarettes, cigarette papers, lighters and e-cigarettes will be disposed of.

Other confiscated items may be returned to the student at an appropriate time at the discretion of the Principal or other members of staff.

Power to Use Reasonable Force

In line with Government advice, members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property or to maintain good order and discipline in the classroom. They may also use reasonable force when conducting a search without consent of knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or to cause harm.

Force is never used as a form of punishment.

Those exercising the power to use reasonable force will take into account any SEN or disabilities a pupil may have. Any complaints about the use of force will be dealt with in accordance with the school's complaints procedure. A record will always be kept of any incidents requiring the use of reasonable force.

Investigating Behaviour Incidents: Advice for Investigating Staff

- Students involved should be kept separate as far as possible until the outcome of the investigation.
- All relevant students should be interviewed and a written statement may also be requested from those involved.

- Any written statement should be signed and dated. It may be appropriate for a member of staff to scribe for a less able student, in which case this should be made clear on the statement, which should still be signed and dated by the student.
- All relevant staff should be interviewed.
- Relevant staff may be asked to provide written statements, alerts or behaviour report forms if necessary, signed and dated.

Outcomes of initial investigation:

- Some of the aspects of the school sanctions system may be applied, e.g detention, isolation, exclusion.
- Sometimes parents will need to be contacted.
- Sometimes referral may need to be made to an aspect of internal support.
- Sometimes contact will need to be made with relevant outside agencies.
- The outcomes of an investigation will usually be recorded in writing, signed and dated by the investigator. Usually, relevant staff will be informed of the outcome.
- In the case of exclusion, contact should be made with a parent. Ideally this will be by phone, but if this is not possible then leaving a voicemail, sending an email or sending the student home with a copy of the exclusion letter are alternatives. Students of compulsory school age should not be sent home without telephone contact with parents unless it is at the end of the school day. This may mean students will have to be kept isolated from other students pending parental contact.
- An official exclusion letter should be sent in the post, whether or not the student has taken home a copy.

Malicious Allegations Against Staff

An accusation made against a member of staff will be dealt with by the school according to its nature by application of the relevant school policy giving due regard to the statutory guidance from the Department for Education.

Where pupils are found to have made malicious allegations the school will apply an appropriate sanction. This could include fixed-term or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

School Rules

Gosforth Junior High Academy has some essential school rules which enable teachers to teach to the highest standards, so students can learn to the best of their ability.

In seeking to promote our values and to protect individual rights, we regard as unacceptable:

- bullying, either physical or verbal;
- deliberate damage to school or personal property;

- deliberate disruption of teaching;
- smoking on the school premises or the approaches to school or being in the presence of smokers;
- use, possession of or supply of alcohol or any illegal substance.

We always expect students to be:

- On time
- On task
- On side

Gosforth Junior High Academy rules:

Around school

1. Be courteous and considerate towards each other.
2. Show respect for school and personal property at all times.
3. Do not leave the school premises without permission.
4. Wear the correct uniform at all times.
5. Keep mobile phones switched off and out of sight whilst in school.

In the classroom

1. Attend lessons punctually.
2. Be correctly equipped and prepared for the lesson.
3. Planners should be placed on your desk or designated area at the start of the lesson. They must be opened at the correct page.
4. Listen attentively and speak only when invited.
5. Clear away only when the member of staff asks you to do so.
6. Leave in an orderly manner.

Staff decision is final.

Behaviour for Learning is a rigorous and transparent whole-school approach to rewards and discipline. It aims to create an ethos of pupils taking responsibility for their own actions. Underpinning this is the PRAISE code.

How is achievement rewarded?

- On a day to day basis, merit stamps are to be awarded by staff in recognition of achievement in academic work, for praiseworthy effort or responsible action (PRAISE code).
- Merit stamps will also be awarded for participation in events that require additional effort and commitment from the children in other areas, e.g. participation in school production, teams and work in the community.
- Merit stamps are recorded in a special booklet that the children are expected to have with them whenever they are in school.
- Individual, class and other group achievements are celebrated in assemblies. On regular occasions, certificates will be presented to pupils and post cards will be posted to the parents/carers of deserving individuals.

- Additional rewards of gift vouchers and out of school visits can also be earned.
- It is important that achievement in a variety of forms is recognised and acknowledged. This could include academic, social and personal skills within and outside of school.

What are the poor behaviour and sanctions procedures?

- Inappropriate actions/decisions/failures will lead to certain consequences.
- The responsibility for avoiding these consequences lies with the (potential) rule-breaker.
- No member of staff should take action against a pupil outside of the BfL framework.

The levels of consequence.

- **C1** – Verbal warning (pupil's name may be written on the board or laminated sheet if in an indoor teaching base).
- **C2** – Second verbal warning. Further transgression will lead to the issuing of a C3
- **C3** – The member of staff who issues the C3 must complete the relevant documentation.

Detention will be given following an accumulation of C3s in any one school week.

The length of detention will be determined by the number of C3s received. A C3 can only be authorised by a senior member of staff.

Detention may also be given at the discretion of a senior member of staff.

Time out

Time out should be used if a teacher or cover supervisor feels that it would be beneficial and appropriate to direct a pupil to leave the teaching area and stand elsewhere (probably in the corridor) for a short period of time (no more than a few minutes). The pupil should be issued with an amber TIME OUT card and told to wait quietly outside the teaching area and informed that they will be spoken to shortly. The pupil should then be spoken to and the conditions for his/her return to the teaching area made clear. If, on his/her return to the teaching area, the pupil continues to behave in an inappropriate manner, a further sanction will follow.

Red card

If a pupil's behaviour is such that the teacher or cover supervisor feels he/she cannot conduct the rest of the lesson with the pupil in the teaching area, the teacher should remove the pupil from the lesson. A red EXIT CARD should be given to the pupil and he/she told to report to the school office. If the pupil refuses, someone else is to be sent to the office to explain the situation. A member of the office staff will then notify a senior member of staff. If the pupil's demeanour suggests that he/she can be returned to lessons he/she will go to his/her next lesson. If not, the student is given longer to "cool down".

The teacher or cover supervisor must then provide a written account of the matter to a senior member of staff as soon as possible.

- **C4** – Isolation from peers in the In School Exclusion Room. Only a member of the Senior Leadership

Team can authorise a C4.

- Fixed period exclusion

Fixed period exclusion will be administered if a particular offence or offences are deserving of such disciplinary action.

Fixed period exclusion will be considered if a particular offence or offences are deserving of such disciplinary action. Following any fixed period exclusion each student will have a re-integration meeting with a senior member of the Pastoral Team. Parents will be invited to attend a meeting to discuss the exclusion. Following the re-admission of the student to school appropriate strategies and interventions will be considered in order to help avoid a repeat of the behaviours which lead to the fixed period exclusion.

Depending upon the severity of a particular offence, a pupil may be excluded for any (appropriate) number of days.

- **Permanent exclusion**

Permanent exclusion will be considered when appropriate.

Department for Education Guidance on school exclusions can be found on www.gov.uk/government/publications/school-exclusion

Further information on Fixed Period and Permanent exclusions can be found on Gosforth Junior High Academy website.

Date approved:	September 2020
Signed:
Date to be reviewed:	September 2021