



## THOMAS GAINSBOROUGH SCHOOL BEHAVIOUR POLICY

Date of Policy: November 2017

Date of Review: November 2018

Thomas Gainsborough School aims to provide an education of sufficient breadth and balance that every student is able to maximise their potential. Here each student will be able to develop their self confidence in a learning culture based on mutual respect. We want our students to go on to become honest, resilient, happy young people who make a positive contribution to their community.

### PRINCIPLES

We believe that all students and staff at Thomas Gainsborough School have the right to be treated with respect and courtesy. They also have the right to work and study in an effective well-ordered learning environment where standards of behaviour and discipline are high and where excellent levels of learning can be achieved.

A well disciplined environment creates effective conditions for learning and promotes high standards for all.

### PURPOSES

- To ensure an ethos of high expectations
- To provide clear boundaries to support learning and progression.
- To state clearly the standards of behaviour expected and how these will be achieved through positive approaches to managing student behaviour.
- To create a positive approach to discipline that will prepare students for life-long learning and the world of work.
- To support school leaders to ensure correct decisions are made when implementing sanctions or rewards for student behaviour.
- To secure the involvement of parents/carers in students learning and personal development.
- To promote the development of a range of personal qualities and interpersonal skills
- To promote equal opportunities and value individuals regardless of gender, race or disability.

### EXPECTATIONS

We expect that every member of the school community will act responsibly, with courtesy and consideration for others at all times. The ethos of the school is created by the way our students present themselves in the local community. With the support of teachers and parents, students will realise how important it is to be seen as sensible and mature young individuals aiming to achieve the best for themselves and the school.

A full list of our expectations of behaviour for learning will be displayed in every room in the school.  
(See Appendix A)

This means that everyone should:

- act according to the stated Aims and Values of the school
- always try to understand the point of view of other people
- move sensibly about the school
- always speak politely, calmly and appropriately to everyone
- keep the school environment clean and tidy.

We will not tolerate:

- violent or threatening behaviour
- inappropriate language or swearing
- refusal to follow instructions and defiance
- racism or any other form of prejudice
- dangerous behaviours
- disruption to other people's learning

## **ENCOURAGING GOOD BEHAVIOUR**

Expectations will be clearly explained, regularly discussed and reflected upon in tutor time.

We recognise the importance of praise in developing self-esteem. We will always seek to identify and reward good work and good behaviour. This should be supported by frequent use of verbal praise and positive written comments on pieces of work.

## **REWARDS**

Rewards will be used on a routine, everyday basis for good work, attendance, and consistently good behaviour, encouraging competition between the Houses. These are identified in the Behaviour for Learning document displayed in every room in the school. **(See Appendix B)**

## **MANAGING CLASSROOM BEHAVIOUR**

Behaviour in the classroom is supported by the 'Behaviour for Learning' discipline system **(See Appendix B)**. Students whose behaviour is disturbing the learning of others will be given three opportunities to change their behaviours before being removed from that lesson. The number of warnings a student is given will be recorded and monitored.

If a student's behaviour contravenes our zero tolerance code he/she will be immediately removed from that lesson and placed in Internal Exclusion in the first instance. External exclusion may be used if appropriate following further investigation. **(See Section 'Exclusions')**

## **DEALING WITH INAPPROPRIATE BEHAVIOUR**

All disciplinary actions will be taken calmly. It should always be the teacher's intention to minimise conflict and maximise co-operation. All actions should be seen to be fair to the individuals involved. It is vital to consider the needs of the group. Reprimands and sanctions should be appropriate to the situation and clear reasons for an action taken should be given.

Sanctions are designed to discourage poor behaviour and support positive attitudes. They do not replace the need for excellent lessons that engage students in their learning.

## **AGGRESSION, INTIMIDATION AND VIOLENCE**

Aggressive, intimidating or violent behaviour is unacceptable and will not be tolerated at Thomas Gainsborough School. An incident does not need to result in physical harm for it to instigate serious sanctions. Each incident will be investigated and where necessary the perpetrator(s) will be punished and counselled.

Where the incident is minor this could result in exclusion in the Isolation Room.

Where there is violence, or where there is an attack by a student on another, exclusion will be used. The length of exclusion will vary according to the severity of the incident: second and/or subsequent offences will attract a longer period of exclusion. Persistent offenders will face permanent exclusion. In extreme cases the student may face permanent exclusion for a first offence.

Verbal, physical threats or intimidation against staff will be investigated and will result in exclusion. Depending on the severity of the situation verbal, physical threats or intimidation against staff may result in permanent exclusion.

Physical violence towards staff will result in permanent exclusion

The school retains the right to report incidents to the Police.

## **WEAPONS AND DANGEROUS ITEMS**

Students are not allowed to bring guns, knives, laser pens, other weapons and dangerous items to school. Students who do so will be excluded for a fixed period depending on the nature of the offence. Very serious offences will result in permanent exclusion.

The Police will normally be informed in all cases where a dangerous weapon is brought onto the school site.

## **THEFT**

Theft may result in exclusion if the offence is considered severe. The length of the exclusion will vary according to the severity of the incident: second and/or subsequent offences will attract a longer period of exclusion. Persistent offenders and very serious incidents will face permanent exclusion. In addition, the cost of those items that have been stolen will be recovered from the student involved. The Police will normally be informed in all cases where a theft has occurred.

## **ILLEGAL SUBSTANCES, ALCOHOL, SOLVENT ABUSE, USE OF E-CIGARETTES AND SMOKING**

(See Thomas Gainsborough School's Drug Incident Policy.)

## **SETTING OFF THE FIRE ALARM**

Setting off the fire alarm or damaging fire protection equipment is a criminal offence that puts the health and safety of students and staff at risk. Any student who intentionally sets off the fire alarm will be excluded from school for one day. However, second and/or subsequent offences will attract a longer period of exclusion. In the case of persistent offenders permanent exclusion will be considered.

## **SWEARING**

Swearing is regarded as verbal abuse and is unacceptable.

The following sanctions apply:

- Swearing overheard in conversation with another student: Warning 1 in accordance with Behaviour for Learning document (**Appendix B**).
- Using extremely offensive language in conversation may result in a zero tolerance removal from lessons
- Swearing at a member of staff will result in an internal exclusion. Second and/or subsequent offences will result in external exclusion. Persistent offenders will face permanent exclusion.

## **DAMAGE TO THE SCHOOL FABRIC OR FURNITURE**

If the damage is accidental, there will be no charge. If the damage is the result of silly behaviour parents/carers will be informed and the cost of repair/replacement will be shared between those involved. Deliberate or malicious damage will result in the full cost of replacement or repair and, depending on the incident, further sanctions including exclusion may result. Serious offences may result in permanent exclusion.

## **BEHAVIOUR ON TRIPS OR HOME SCHOOL TRANSPORT**

Students on school trips and visits, and on the daily home-school buses, are governed by the school's behaviour policy. It is expected that students behave well on trips and visits and on the daily buses. Poor behaviour on buses can be extremely dangerous and is completely unacceptable. Likewise rudeness to drivers and other adults will not be tolerated and may result in exclusion. Students who misbehave on the daily buses may be reported to Suffolk County Council who are able to ban them from further travel on the buses concerned. Students on trips could be sent home if their behaviour risks the health and safety of others.

## **MOBILE PHONES AND OTHER ELECTRICAL DEVICES**

Students who choose to bring mobile phones or other electronic devices into school will be responsible for their safekeeping: the school will not be responsible should they go missing or be stolen. Students should not have their mobile phones or other electronic devices switched on during lesson times. Students using their mobile phones or other electronic devices inappropriately during lesson time will have their mobile phones or other electronic devices confiscated for the day and are placed in internal exclusion

**Incidents of bullying using mobile phones or other electronic devices will be dealt with according to the Thomas Gainsborough School Anti Bullying Policy.**

## **CHEWING GUM**

Chewing gum is not permitted in school. Students' chewing gum will be told to put the gum in a bin and a note will be written in the student's planner.

## **TRUANCY**

(See Attendance Policy)

## **DEFIANCE**

Defiance of staff will not be tolerated and will lead to exclusion from the school. Continued defiance may result in a longer period of exclusion. In extreme cases, such as defiance of the Head teacher, students could face permanent exclusion.

## **DRESS CODE/ UNIFORM**

Group Tutors are expected to check at each registration period that students fulfil the dress code and take appropriate action. All staff should reinforce the dress code. Contact with home by letter/telephone will be made if a problem persists. The Learning Mentors will do this initially. Parents are expected to write a note for the Tutor if they have sent a student to school, wearing clothing that infringes the Dress Code. Learning Mentors will make a note in the Planner for short-term problems other than trainers. Plimsolls are provided unless there is a genuine medical problem.

**(See Appendix C)**

## **BEHAVIOUR SUPPORT SYSTEM**

Members of staff in the Student Support Team will be timetabled to spend lessons supervising students who have been sent to the Isolation Room when internally excluded. This is a serious matter and can only be sanctioned by SLT or when a student has exhibited a 'zero tolerance behaviour' as part of the Behaviour for Learning discipline system.

The Student Support Team secures the involvement of parents and carers. During an internal exclusion parents/ carers are notified by telephone and an internal exclusion letter. During this time the student support team will use a variety of strategies to ensure that barriers to learning are removed and that students do not continue to breach the schools expectations.

These strategies will include:

- Restorative justice
- Mentoring
- Mediation
- Referrals to external agencies

## **PERSISTENT INAPPROPRIATE BEHAVIOUR**

Students who repeatedly fail to follow our Behaviour for Learning will be placed on a Pastoral Support Programme. This will have been agreed with a student's parent and will result in a meeting every two weeks to review progress. This programme can run for sixteen weeks. If a student does not make significant progress then the Head Teacher could decide to exclude permanently.

## **EXCLUSIONS**

The Head teacher or the person deputising has the power to decide to exclude a student.

Exclusions can be:

- Internal exclusions - whereby students remain in school and are provided with the work but are isolated from the rest of the student body in the Isolation room.
- Fixed term exclusions - where the student is normally excluded for between 1 and 5 days. Following a fixed term exclusion, a student may be required to be isolated internally, depending on the nature of the incident.

- Permanent exclusions.

All serious breaches of school policy should be investigated thoroughly under the leadership of the Deputy Head teacher, Student Support. Witness statements should always be taken including a statement from the alleged perpetrator. The Deputy Head teacher, Student Support will then make a decision based on the evidence available what action should be taken, making recommendations to the Head teacher. The Governing body accepts that senior leaders will make such decisions based on the principle of a balance of probability when conclusive proof is not available.

Where a student is given a fixed term exclusion of six school days or longer, the school is obliged to provide suitable full time education. A parent/guardian is always contacted by telephone in the first instance. A formal letter follows (**see Appendix D**) with a copy to the Chair of Governors. The letter and form are also recorded on the LEA's on-line database.

A written record of the actions taken must be kept together with copies of written records made by other members of staff, including any interview with the student concerned. A report on the number, type and nature of exclusions is given to the Governing Body at their meetings, every half term. Following fixed-term exclusion, the student and parent/guardian will meet with the Assistant Head teacher. The exclusion/reintegration form (**see Appendix E**) must be completed and the student must be placed on report for a minimum of 2 weeks and a PSP may be opened.

In the case of a permanent exclusion the school will send work home for the student to complete. From the sixth day the Local Authority is responsible for ensuring that full time education is provided.

#### **Guidance on the use of Permanent Exclusion – Specific breaches of policy**

Only the Head teacher can decide to permanently exclude a student. A decision can be taken only:-

- in response to serious breaches of the school's discipline (Behaviour , Anti-Bullying or Drug) policies
- If allowing the student to remain in school would seriously harm the education or welfare of the pupil or others in the school.

There may be occasions when in the judgment of the Head teacher it is appropriate to exclude a student permanently, for a single one-off breach of the policy. These will include:

- serious actual or threatened violence against another student or member of staff
- sexual abuse or assault
- supplying an illegal drug (for payment or not), or any other substance knowing it is to be misused
- carrying an offensive weapon.

#### **Irrevocable Breakdown in the school/student relationship**

In claiming this has occurred the Head teacher is stating that, in their opinion, allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school and that the student is behaving in open defiance of the school's behaviour policy.

**In most cases**, before permanently excluding a pupil, a range of alternative strategies such as those included in paragraph 9 of the 'Improving Behaviour and Attendance' booklet issued by the Department for Children, Schools and Families should have been tried, and normally, governors will expect that all other practical interventions have been exhausted prior to a student being excluded, and in all cases that all relevant legislation and guidance has been given due regard.

Governors will also require, in each case, the Head teacher to support the decision to exclude a student with:

- Relevant documentary and witness evidence, regarding the breach or breaches of policy that lead to exclusion. All written witness statements must be attributed, signed and dated.
- A clear record of interventions and strategies (including a reviewed Pastoral Support Plan) that failed prior to the exclusion – and where no interventions have been employed, clear evidence of why exclusion is necessary.
- A clear indication that current guidance and legislation has been complied with.

### **Appendices**

A = Expectations of behaviour for learning document

B = Behaviour for learning (rewards and consequences) document

C = Student Dress Code

D = Fixed term exclusion letter

E = Exclusion/Reintegration form

Wear the correct uniform

Follow adults' instructions immediately

Talk in a polite and positive manner

Treat others as you would like to be treated

Only eat food at break and lunch times

Arrive to lessons on time

Be ready with the correct equipment

Be prepared for lessons by completing homework and other tasks on time

Have your planner out on table and signed weekly by parent and tutor

Listen to both students and adults

Talk tasks through with students or adults when you need some help

### Letters and postcards home

Staff will send them home when you produce outstanding work, apply excellent effort or exceed expectations.

### Certificates

- ✓ 100% attendance and excellent punctuality
- ✓ Excellent personal presentation
- ✓ Achieving 6 or more exemplary approach to learning grades on your Progress Check

### Wall of Fame

When you achieve something to a high level or are fully committed to a project or group you have your photo and profile on the wall.

### Merits

You collect merits to earn rewards and contribute to the House Competition

### How to earn merits

- ✓ 100% and excellent punctuality attendance for a term (10)
- ✓ Consistently excellent personal presentation for a term (10)
- ✓ A letter or postcard sent home (10)
- ✓ Excellent group work , excellent piece of homework (varies 1-5)
- ✓ Going out of your way to help others (varies 1-5)
- ✓ And for other contributions to learning and school life (varies)

Bronze, Silver, Gold and Platinum Certificates will be awarded to students who achieve 100, 200,300 and 400 merits.

### What merits are worth

At the end of the term, the tutor group in each House with the highest merit total will receive will receive a Head of House certificate and the tutor group with the highest total of merits overall will achieve an additional 100 merits for their House.

For year 11 students with the highest merit totals prom tickets will be awarded.

Students who achieve at least 300 merits in a year will go on a trip to a theme park or other trip out of school.

### How merits are recorded

Staff record merits on the Go 4 Schools system which you and your parents can access online.

## Warnings

If the learning of any student is disrupted:

- △ **Warning 1:** Warning by staff, written in the student planner and on Go 4 Schools by the teacher.
  
- △ **Warning 2:** on call staff are called to lesson to reinforce expectations
  - Student's planner is signed with W2 and staff initials by Senior Leader
  - Student returns to the lesson
  - Student stays behind after lesson to discuss behaviour with teacher
  - A phone call home is made by the subject teacher to inform the parents of the incident.
  - The subject teacher may issue a detention and record this in the planner.
  
- △ **Removal:** Failure to respond to the W2
  - On call SLT take student to Isolation for the remainder of the lesson.
  - A phone call home will be made by a member of the Senior Leadership team .

Subject detentions will be issued for failure to complete homework by the subject teacher / HoD.  
Failure to attend this will result in a meeting with parents

## Zero Tolerance Behaviours

- ✘ Violent or threatening behaviour
- ✘ Inappropriate language or swearing towards another person
- ✘ Refusal to follow instructions
- ✘ Racism or prejudice
- ✘ Dangerous use of equipment
- ✘ Wilful damage to school property
- ✘ Inappropriate use of mobile phone or electronic devices
- ✘ Leaving a classroom without staff permission

Students will be placed in Isolation for a minimum of 1 day (3 periods); a parental meeting will be arranged by the Head of Department or SLT.

A Zero Tolerance could result in a Fixed Term Exclusion.

## How warnings will be recorded

Staff record warnings on the Go 4 Schools system which you and your parents can access online.  
Warnings result in negative behaviour points and are taken off your merit total.

It is important for you to present yourself appropriately when you are in school. Our uniform sets the standard the school expects and is appropriate for a place of work. Excessive make up, coloured nail varnish and extreme hairstyles are inappropriate for a school.

For safety reasons, no earrings are allowed but, you can have one stud in each ear and a wristwatch may be worn. No other jewellery is allowed, including necklaces, wristbands, nose studs and other facial piercings. You will be asked to remove these items if you wear them to school.

BOYS	GIRLS
<p><b>Years 7 to 11</b></p> <p>TGS Blazer</p> <p>TGS Tie</p> <p>Formal style school trousers</p> <p>Plain white buttoned shirt (<b>collar must fasten</b>)</p> <p>Black socks</p> <p>Plain black shoes (Not canvas or training shoes)</p> <p><b>Optional</b> TGS jumper, no other jumpers are permitted</p>	<p><b>Years 7 to 11</b></p> <p>TGS Blazer</p> <p>TGS Tie</p> <p>Formal style trousers (e.g. no skinny fit or flares) or TGS style “straight” school skirt (e.g. no pleats, flared, zips and does not hug the figure). Skirts should be an appropriate length, just above the knee will be acceptable.</p> <p>Plain white buttoned shirt (<b>collar must fasten</b>)</p> <p>Black socks or tights</p> <p>Plain black shoes (Not canvas or training shoes)</p> <p><b>Optional</b> TGS jumper, no other jumpers are permitted</p>

**Outdoor coats or other layers should not be worn underneath the Blazer.**

WLI/KFu

Date:

Address

Dear

I am writing to inform you of my decision to exclude \_\_\_\_\_ for a fixed period of \_\_\_\_\_. This means he/she will not be allowed in school for this period. The exclusion begins/began on \_\_\_\_\_ and ends on \_\_\_\_\_. \_\_\_\_\_ should return to school on \_\_\_\_\_.

I realise this exclusion may well be upsetting for you and your family, but my decision to exclude \_\_\_\_\_ has not been taken lightly. \_\_\_\_\_ has been excluded for this fixed period because \_\_\_\_\_.

You have a duty to ensure your child is not present in a public place in school hours during this exclusion (dates) unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

We will set work for \_\_\_\_\_ to be completed on the days specified in the previous paragraph. Please ensure that any work set by the school is completed and returned to us promptly for marking.

You have the right to make a written statement about this decision to the governing body. If you wish to do so please contact me at the school as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (Special Educational Needs and Disability).

<http://www.justice.gov.uk/tribunals/send>. Making a claim would not affect your right to make representations to the governing body.

You and \_\_\_\_\_ are requested to attend a reintegration interview with \_\_\_\_\_ at \_\_\_\_\_ on \_\_\_\_\_. If that is not convenient, please contact the school to arrange a suitable alternative date and time. Failure to attend a reintegration interview will be a factor taken into account by a magistrate's court if, on application, they consider whether to impose a parenting order on you.

You also have the right to see a copy of \_\_\_\_\_'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of \_\_\_\_\_'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact the Pupil Inclusion Officer at Suffolk County Council on 01473 265694 who can provide advice. In addition Parent Partnership are a confidential listening, advice and support service for parents and carers. They can be contacted on 01284 758722 or at [parent.partnership@suffolk.gov.uk](mailto:parent.partnership@suffolk.gov.uk).

You may also find it useful to contact the Coram Childrens' Legal Centre. Their aim is to provide free legal advice and information to parents. They can be contacted on 0808 802 0008 or on <http://childrenslegalcentre.com/> . The advice line is open from 8am to 8pm Monday to Friday excluding Bank Holidays and 24<sup>th</sup> December to 1<sup>st</sup> January. Statutory guidance can be accessed at <http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion>

Yours sincerely

**Mr W Lloyd**  
Headteacher

CC Inclusion Coordinator

**EXCLUSION FORM**

<b>Name of student</b>	<b>Tutor Group/ Team</b>	<b>Date</b>

<b>Reason for exclusion (to appear on letter)</b>

<b>Student statement read by</b>	<b>Witness statements read by</b>	<b>Number of days excluded</b>

<b>Member of staff excluding</b>	<b>Work set by</b>	<b>Reviewed SEN details</b>

<b>Details of other support currently in place</b>

<b>Previous exclusions</b>

<b>Parents contacted by; (Include Parent contacted, tel number, time and date)</b>

<b>Reintegration arrangements; (Include time, date and staff attending)</b>

**Reintegration Interview**

<b>Review of reason for exclusion.</b>

<b>Agreed targets between staff, student and parents.</b>

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<b>Senior report given.</b>

<b>Apology organised</b>

<b>Learning Mentor assigned</b>

<b>Outside agencies to be contacted by parents/ staff.</b>

**Signed by**

<b>Staff</b>

<b>Student</b>

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