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# GFM Secondary Positive Behaviour Policy

<b>Policy Updated By</b>	<b>Latest Publish Date</b>	<b>Monitoring Cycle</b>
Mia Chorfi and Feargal O'Reilly	June 2024	Annually

**Schedule for Development / Monitoring / Review**

This policy was approved by the Governing Body on:	<b>Not required</b>
The implementation of this policy will be monitored by the:	<b>Principal and Senior Leadership Team</b>
The Policy will be reviewed annually, or more regularly, due to any significant new developments. The next anticipated review date will be:	<b>June 2024</b>

This policy is applied at GFM alongside our school's vision, mission and values. Interwoven with the principles of High Performance Learning; values, attitudes, attributes and A.C.P. Characteristics.

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## **Who we are overview**

### **Ethos and Core Beliefs**

The ethos of GFM is expressed through the school's Mission and Vision Statement which underpins all policies and practices within the school. Our Core Pillars outline the responsibility for everyone at GFM to:

- Help each other to Grow.
- Help each other to Flourish.
- Help cultivate an ethos of Mindfulness.
- 

The GFM Way defines how we do things here at GFM. We are very clear about our vision of the culture and character that we expect from our students and staff alike, and this approach underpins everything that we do. The GFM Way matters. What we stand for matters. Our values are the essence of our identity. The GFM Way guides us in the way we act (behave), speak, work and behave together. All staff, students and parents have a vital role in perpetuating The GFM Way.

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Our Values define who we are, what we stand for, and how we behave – we call this The GFM Way. The GFM Way came from our people. What does The GFM Way mean in practice? When working with our students, parents and colleagues we...

<b>Our Vision</b>	<b>Grow Flourish Mindful</b>		
<b>Our Mission</b>	'To empower <b>people</b> to have the heart to celebrate uniqueness and the mind to be innovative, creative problem solvers, bringing a positive change to the world in which we live.'		
<b>Core pillars</b>	<i>Help each other to Grow</i>	<i>Help each other to Flourish</i>	<i>Help cultivate an ethos of Mindfulness</i>
<b>Values &amp; Behaviour</b>	<b>Digital Transformation</b>		
	<ul style="list-style-type: none"><li>• <b>High expectations</b>, aspirations, excellence and a belief that all can succeed</li><li>• <b>Innovation &amp; risk taking</b></li><li>• <b>Lead by example</b></li></ul>	<ul style="list-style-type: none"><li>• Demonstrate <b>respect</b> for themselves and every other member of the community.</li><li>• Safe and inspiring <b>learning environment</b></li><li>• Celebrate equality, diversity and <b>inclusion</b></li></ul>	<ul style="list-style-type: none"><li>• Act to <b>support</b> each other to be successful</li><li>• <b>Collaborate</b> and work together in teams</li><li>• Trusting, <b>caring &amp; honest</b> relationships</li></ul>

**GFM's positive behaviour policy aims to:**

- Reflect the values and beliefs of the GFMWay
- Set out the framework for rewarding good behaviour and the procedures to be followed and sanctions to be applied should behaviour not meet the GFM standard.

**The Objectives of the GFM Behaviour Policy are to:**

- Reinforce the learning of appropriate behaviour
- Encourage student independence and self-regulation of behaviour
- Encourage a positive approach to behaviour by good example and praise and reward for good behaviour
- Ensure that where behaviour does not meet the GFM standards, procedures are followed, and sanctions are applied fairly and consistently
- Celebrate equality, diversity, and inclusion by understanding each child's needs

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## Pupil behaviour overview

### What do our values look like in action?

Below is a breakdown each value and how students can demonstrate them consistently in their behaviour at GFM:

<b>We will help each other to Grow</b>		
<i>We aim high for ourselves and others</i>	<ul style="list-style-type: none"> <li>We always try our best</li> <li>We are confident in our own potential</li> </ul>	
<i>We innovate and take risks</i>	<ul style="list-style-type: none"> <li>We take our opportunities to speak publicly</li> <li>We seek out challenges to improve further and understand that mistakes are part of learning</li> </ul>	
<i>We lead by example</i>	<ul style="list-style-type: none"> <li>We set positive examples for other students</li> <li>We take part in Extra-curricular activities</li> </ul>	
<b>Help each other to Flourish</b>		
<i>We are respectful</i>	<ul style="list-style-type: none"> <li>We listen to each other before responding</li> <li>We speak politely at all times</li> </ul>	
<i>We keep ourselves safe</i>	<ul style="list-style-type: none"> <li>We are safe online and in person</li> <li>We have 0 tolerance towards bullying</li> <li>We always wear our lanyards</li> </ul>	
<i>We are inclusive</i>	<ul style="list-style-type: none"> <li>We celebrate all students at GFM</li> <li>We understand that everyone is unique</li> </ul>	
<b>Help cultivate an ethos of Mindfulness</b>		
<i>We help each other to be successful</i>	<ul style="list-style-type: none"> <li>We support each other through challenges.</li> <li>We give feedback to help each other improve</li> </ul>	
<i>We work as a team</i>	<ul style="list-style-type: none"> <li>We value the contributions of others</li> <li>We collaborate to solve problems</li> </ul>	
<i>We are caring</i>	<ul style="list-style-type: none"> <li>We are honest</li> <li>We are accountable for our own actions</li> </ul>	

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### What are habits and why do we want to promote them?

Habits are the small efforts you make and actions you perform every day. Habits form the results we desire and the goals we achieve.

*'Success is the sum of small efforts, repeated day in and day out' - Robert Collier*

Below are the habits that we are focusing on developing with our pupils:

- **Positive engagement** – listen to and engage positively with other students, teachers and all members of the community.
- **Speak with confidence** – speak clearly and make eye contact. Use full sentences when speaking, participate actively in discussions.
- **Perseverance** – when you find something difficult, always try your best.

## School behaviour overview

### What are our beliefs around Pastoral care at GFM?



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**How will the school help the students to flourish?**

<b>Learning</b>	<b>Achievement</b>	<b>Values and Personal development</b>	<b>Strong pastoral support</b>	<b>High expectations</b>	<b>The wider curriculum</b>	<b>Student Voice</b>
<p>We put learning at the forefront of every decision.</p> <p>We will not compromise on the learning of our students.</p>	<p>We believe that good grades open doors.</p> <p>Our teachers are subject experts and passionately impart knowledge.</p>	<p>We have crafted a bespoke curriculum to develop our students through the lens of our school's values.</p>	<p>We have an extensive support system to give students encouragement and guidance to be the best version of themselves. This spans from tutors to our Pastoral Support Managers, our Heads of Year to our Senior Team.</p>	<p>We provide high levels of support so that pupils can be held to extremely high standards.</p>	<p>We offer an extensive Extra Curricular and Personal Development programme providing rich and diverse opportunities for our students</p>	<p>We provide opportunities for students to give feedback. We know that this will build their sense of ownership, confidence, communication skills and motivation towards school.</p>



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## **Adult behaviour overview**

### **Staff Behaviour:**

We believe all GFM staff are responsible for helping children develop The GFM Way core values, beliefs and behaviours. How our staff interact with our students is vital to building and sustaining a positive behaviour culture.

### **When managing behaviour all GFM staff must:**

- Be consistent and clear with expectations and instructions
- Teach and model the values, behaviours and beliefs of the GFM Way directly
- Set appropriate boundaries for children's behaviour
- Show empathy and understanding of children
- Listen to children
- Show respect and understanding towards everyone in the school community
- Use positive consequences to encourage the learning of appropriate behaviour
- Use negative consequences to discourage the learning of inappropriate behaviour
- Understand that people are unique and different, and to adapt an approach where required.

### **How we speak to students**

We ask our staff to be mindful of how they speak to students. They should speak with kindness and respect. We believe that respect is a two-way process and should be displayed by everyone in the building. Therefore, we ask all staff to:

- Speak calmly to students
- Consider tone and speak with an appropriate volume
- Never use sarcasm with students
- Model good manners and greetings for students to observe
- Highlight the behaviour, not the person





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**All Staff will:**

- Meet and greet on the corridor outside the classroom to welcome students into the lesson
- Be a visible presence at transition times when not teaching
- Model positive behaviours and build relationships
- Be calm when going through the steps. Prevention before sanctions
- Follow up, involve parents, and attempt to repair teacher-student relationships when broken down
- Never ignore or walk past learners who are not following the code of conduct

**All Pastoral Support Managers will:**

- Meet and greet students daily
- Provide weekly supportive meetings for students in their year group
- Be a visible presence at transition times when not teaching
- Model positive behaviours and build relationships
- Be calm when going through the steps. Prevention before sanctions
- Offer support and general counselling to students that need support
- Follow up, involve parents, and attempt to repair teacher-student relationships when broken down

**All Middle Leaders will:**

- Be a visible presence to encourage a positive culture
- Be a visible presence at transition times when not teaching
- Support staff with parent meetings and restorative conversations between staff and students
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage the use of rewards
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess impact of interventions
- Never ignore or walk past learners who are not following the GFM Way



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### All Senior Leaders will:

- Meet and greet learners at the beginning, during and end of the day when on duty
- Be a visible presence around the site and especially at transition times
- Celebrate staff, leaders, and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support middle leaders and staff in managing learners with more complex behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Never ignore or walk past learners who are not following the GFM Way.

## Promoting positive behaviour

### Reward systems

To support our students becoming successful and caring citizens, we use a range of strategies to promote positive behaviours. At GFM we believe that good behaviour is best promoted and developed by drawing attention to, and rewarding, well- behaved students. A school ethos of encouragement and positive celebration is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and rewards are clearly defined in the procedures. Students will be recognised individually for a persistent high level of effort demonstrated, individual high-quality work or demonstrating positive behaviours around the school. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups. Below is a summary, however, further information can be found in the appendix under rewards.



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### **Positive points**

All students are given house points for any behaviour that is seen to be contributing positively to our culture. There are many examples of how these can be earned; a few examples could be an excellent answer, good effort or a high-quality piece of work. The house points they receive will contribute towards our ongoing house competition and their own individual recognition. When house points are awarded, a staff member logs this onto GO4Schools. The house points will be totaled at the end of each week and displayed in following week assemblies to promote positive behaviours. The section and house with the most points will be celebrated each week within the assemblies.

### **GFM Values certificates**

All students are asked to demonstrate our values under our three pillars, grow, flourish and mindfulness. When our form tutors see excellent examples of this, they recognise and celebrate this with our students on a weekly basis.

### **Student leadership**

At GFM, we have a wide range of student leadership opportunities. This is used to recognise and give responsibility to students in our school. Many leadership opportunities, such as school council representatives and prefects, are used to recognise pupils who are exemplifying our school's values in and outside of school.

### **Rewards stages within a lesson**

Our school uses a clear system of consequences and reward to create and safe, respectful and successful culture. This system takes the form of consequences and house points. All are applied consistently. Below is a summary of what we use, and further information can be found in the appendix.

### **Ways in which we reward positive behaviour:**

- Verbal praise
- Praise phone call/email
- House points

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## Managing unsatisfactory behaviour

At GFM, we strongly believe that the most effective method for creating excellent behaviour is creating a culture of high aspiration and achievement and aspiration where The GFM Way behaviours are positively reinforced through praise and rewards at every available opportunity. At the same time, we believe that any unsatisfactory behaviour must be addressed to create a culture of excellence and to create a safe and respectful community.

Sanctions are needed to respond to inappropriate and unsatisfactory behaviour. A range of sanctions is clearly defined in the procedures, and their use will be characterised by clarity of why the sanction is being applied and what change in behaviour is required. The procedures make a clear distinction between the sanctions applied for low level and high-level offences.

Staff are trained intensely in our student values in action, the way we speak to students, and our rewards and sanction protocols. They are trusted to decide what the relevant consequence should be for unsatisfactory behaviour within their lesson. Where the behaviour is more serious, they will refer the issue to senior leadership via Active Classroom Support (ACS) who will work with the pastoral team to decide on the appropriate consequence to be issued, following a thorough investigation.

### Unsatisfactory behaviour in a lesson

The use of sanctions

A range of sanctions and interventions exists, and care is taken to apply the sanction and/or intervention most appropriate to the student concerned and the nature of the unsatisfactory behaviour. Logging sanctions ensure a record of individuals' disciplinary history and ensure consistency in handling future incidents.

Below is the classroom sanction flow for unsatisfactory behaviour:



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A summary of the classroom sanctions for unsatisfactory behaviour that can be used is found below:

	<b>Verbal Reminder</b>	<b>Written Reminder</b>	<b>Improvement points 1</b>	<b>Improvement points 2</b>
<b>Description</b>	<b>1<sup>st</sup> instance of unsatisfactory behaviour</b>	<b>2<sup>nd</sup> instance of unsatisfactory behaviour</b>	<b>3<sup>rd</sup> instance of unsatisfactory behaviour</b>	<b>If a child continues to exhibit unsatisfactory behaviour *</b>
<b>Teacher action</b>	A reminder is issued to the child. The desired outcome is explained.	A written reminder is now issued to the child. Their name is added to the behaviour board.  The reason is explained to the child.  The whole class reset of expectations.	An improvement point is issued to the child.  The reason is explained to the child.	A second improvement point is issued to the child.  The reason is explained to the child.
<b>Consequence</b>	<i>The child will not lose their house point.</i>	<i>The child loses their house point.</i>	1. Improvement point is added to G4S	2. Improvement points are added to G4S
<b>Teacher follow-up</b>			Positive conversation with the child about improvement area for next lesson	Phone call home Logged on G4S



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**ACS**

\*In extreme circumstances where a student is unable to control their behaviour despite the teacher supporting using our management techniques, the teacher is to call ACS and a member of SLT will come to have a restorative conversation. The aim is to re-integrate the student back into the lesson. If this is not possible, the child will go to the reflection room for the remaining lesson. If a child is removed from a lesson, they will receive Note: children can receive improvement and house points in the same lesson

**Detentions**

After school detentions

Students that are removed from a lesson (R1) will be assigned an after-school detention on the following Thursday. Parents will be given 48 hours notification of the after-school detention. The notification will be done via phone call and a corresponding email. Students that fail to attend an after-school Thursday detention, and who were present in school, will have an internal exclusion within the reflection room until a parent meeting has taken place with the relevant leader.

**Unsatisfactory behaviour over time**

Pastoral tracking and intervention

We believe that early intervention is key when supporting students whose behaviour needs improvement. A crucial aspect of creating a positive and inclusive learning environment is the teach engagement with the child and parent, which is why it is important for our teachers to take the time to get to know our student, have 1-2-1 conversations about their behaviour, call/meet with the parent to discuss ways in which they can improve.

When students are showing patterns of ongoing unsatisfactory behaviour, it is crucial that timely support interventions are put in place for these students for them to reflect and correct their behaviour. Please see our appendix for the trigger points of intervention required.

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### Pastoral Support Managers (PSM)

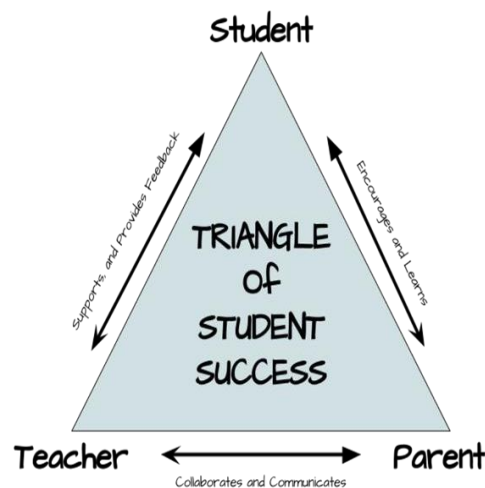
PSMs will provide effective support in building and maintaining an effective pastoral team which is continually enhancing the quality of pastoral care within the school. They maintain effective methods of communication with the key stakeholders. They primarily work alongside the Head of Year to provide pastoral care and guidance for our students.

PSMs promote positive Behaviour by reinforcing the school's Behaviour Policy, liaising with colleagues as necessary and offering support as required. They regularly meet with students to support them with their behaviour and share strategies to help them improve. They inform colleagues and parents, where appropriate, about social or behavioural issues or changes affecting students.

### Parent behaviour overview

There are three crucial relationships that contribute to student success at GFM:

**Teacher and Student, Teacher and Parent** and **Student and Parent**. These fall within our triangle of student success:



The relationship between parents and students, and parents and the school is a vital part of ensuring a student's personal development and academic success. We expect parents to support rewards and sanctions given at school and promote the school's ethos and culture.

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At GFM, we want every child to succeed. To make sure we are providing the best support possible, we need to combine our efforts to create successful students. To support the school and add clarity for our parents, we offer guidance on how they can best help the school create a great place to learn for all. We have created a what and why table to help explain our guidance for GFM parents:

What would we like you to do?	Why do we want you to do it?
1. Support your child in following the school behaviour policy and code of conduct	Successful schools are ones where all pupils feel safe and happy. We have rules in place to achieve this. By supporting us to implement these rules, you are helping us create a better place to learn for everyone, including your child.
2. Support the school's decisions, knowing they are made with the best interests of the child	We always make decisions with children at the center. Sometimes we can't share information about every action or every child. However, your co-operation enables us to give the right support to every child.
3. Maintain regular communication with the school and discuss any concerns promptly	Parents play a significant role in how children behave at school. Being able to contact you quickly often helps us deal with a situation in the moment, often before it becomes a concern. However, if there is a serious concern, being able to contact you quickly improves the support your child is provided.
4. Encourage and support your child to embody our school values	Our values have been carefully chosen. If our children are kind, resilient and ambitious, they will be successful. Helping them demonstrate this will support them at school.
5. Support your child in attending school	Good (94% and above) attendance is related to how well children do at school. By supporting your child to have good attendance, you are giving them the best chance to succeed.
6. Working with the school – we are stronger as a team	The best outcomes are often when we are working together. We all want the best for every child. We want you to trust us and support us, even if our decision isn't exactly what you would like.



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## Appendix

### Rewards overview

Year Group	Daily	Weekly	Half Termly	Termly	Yearly
<b>All Year Groups</b>	House points in lessons	Student of the week (Core value of the week)	Celebration Assemblies Punctuality and Attendance Certificates  Principals Breakfast	GFM ACE Event  Subject Praise Postcards  Rewards Trips	The Founders Fellowship Scholarships & Awards  Sheika Fatima Award (female only)  Reward Trips
<b>Sixth Form only</b>	Rewards listed above & early exit privileges		Rewards listed above & Sixth Form "Lock in"		

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**Tracking of rewards**

<b>Number of Points</b>	<b>Rewards</b>
<b>200</b>	Form Tutor Certificate & Badge
<b>250</b>	Head of Year Certificate & Badge
<b>300</b>	Head of Secondary Certificate and badge End of Year Rewards Trip
<b>400</b>	Vice Principal Certificate and badge End of Year Rewards Trip
<b>500 +</b>	Principal Certificate and badge End of Year Rewards Trip

Positive House points will be tracked weekly and celebrated during weekly assemblies and in form time.

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### Consequences overview

Our graduated consequence system is used by the staff to offer guidance on how to consistently apply the behaviour policy. Staff use the guidance to assess and apply the stages below:

Stage	Behaviour	Consequence	Steps to restore and repair behaviour
<b>Verbal Reminder</b>	1 <sup>st</sup> instance of unsatisfactory behaviour Listed in Appendix		1 to 1 Discussion with student to guide them towards the expected behaviour with positive reinforcement
<b>Written Reminder</b>	2 <sup>nd</sup> instance of unsatisfactory behaviour Listed in Appendix	Removal of House Point	Further positive reinforcement Reset behaviour expectations for the class
<b>Improvement points 1</b>	3 <sup>rd</sup> instance of unsatisfactory behaviour Listed in Appendix	1 <sup>st</sup> Improvement point issued	Improvement point added on Go 4 Schools Reminder to the student about school's expectations and GFM Way
<b>Improvement points 2</b>	Continued unsatisfactory behaviour Listed in Appendix	2 <sup>nd</sup> Improvement point issued	Second Improvement point added Conversation outside the door with the student about expectations. Suggest the student may need time out on ACS
<b>Removal from lesson: Active Classroom Support (ACS)</b>	Continued disruption and of the learning. The student is unable to correct their behaviour.	Removal from lesson	Logged by the staff member in Reflection on Go 4 Schools Afterschool detention on Thursday Parent call home

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<b>Serious behavior (Level 1)</b>	Listed in Appendix	Internal exclusion in the Reflection room and a  Warning Letter	Logged by Head of Year Reintegration meeting Further intervention such as PBP, Behaviour support plan or an undertaking contact
<b>Serious behaviour (Level 2)</b>	Listed in Appendix	External exclusion and a Warning Letter	Logged by Head of Year Reintegration meeting Further intervention such as PBP, Behaviour support plan or an undertaking contact

Note: PSM involvement will be as listed on page 21. They will also attend key parent meetings such as reintegration meetings

**Logging of unsatisfactory behaviour**

**Logged by the Teacher**

- Improvement points 1
- Improvement points 2

Note: Improvement logs are visible to parents on GO4Schools. They have a 0 value and will not show as negative points.

**Logged by the Pastoral Support Manager**

- ACS incident (removal from the lesson)

**Logged by the Head of Year**

- Missed after school detention
- Serious Behaviour Level 1 (Internal Warning Letter)

**Logged by SSLT**

- Serious Behaviour Level 2 (External Warning Letter)

Note: No points associated with Serious Behaviour incident

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**Tracking and intervention of unsatisfactory behaviour over time**

<b>Pastoral level tracking</b>	
<b>Trigger point</b>	<b>Support intervention</b>
10 Improvement Points	Form Tutor Report
15 Improvement points	Form Tutor Report & PSM Monitoring
30 Improvement Points	Head of Year Report & PSM Monitoring
50+ Improvement Points	SSLT Report
<b>Subject level tracking</b>	
<b>Trigger point</b>	<b>Support intervention</b>
10 Improvement points (within a single subject)	Subject Teacher Report
15 Improvement points (within a single subject)	Head of Department Report
<b>Additional pastoral intervention</b>	
Triangulation of improvement points and reports from tutor/PSM and class teachers about disruptive behaviour	Personal Best program

**Student reports**

The Report card system will be issued to any students with persistent unsatisfactory behaviour. These reports will be given to students for two weeks starting with the Form tutor. Parents will be informed that they are on report. Failure to improve behaviour will lead to the yellow report and joining the PBP program. Failure to improve on the yellow report will lead to a red report, exclusion from school and a warning letter being issued to the student.

Green: Form Tutors

Yellow: Head of Year

Red: Secondary SLT (SSLT)

Blue: Subject report (Reporting to teacher or Head of Department)



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### **Parent meetings**

Parent behaviour meetings should always be attended by a PSM. If a student has been externally excluded the PSMs must fill out the Restorative meeting log offering support to the family and student. Collect all relevant information about the student's behaviour, including specific incidents, patterns, and any interventions already attempted. Bring documented evidence such as behaviour reports, grades, and examples of work. This helps provide a clear picture of the situation. Define the objectives of the meeting. What do you hope to achieve? This could be understanding the root causes of the behaviour, developing a plan of action, or simply establishing a better communication channel with the parents. Set clear goals and guidelines for the student to achieve. If the meeting is of a serious nature, please ensure the school GRE attends

### **Personal Best Program (PBP)**

Students that have ongoing unsatisfactory behaviour across multiple classes/subjects will be referred to the PBP program. HoYs or PSMs will fill out the Personal Best Program referral form. The students will be put on the program to help them improve their social skills, self-awareness and behaviour.

The PBP program is like an academic intervention. A baseline dataset will be taken (point in time improvement points/serious behaviour incidents/ number of referrals) and the impact of the program will be measured at the end of the programme, against their starting point. The initial length of the program per student is one month, with 4 sessions over the month, taking place in their personal development time during the day.

A parent meeting will be conducted at the start and end of the programme to ensure parents are fully informed of the start and end point of their child. If we do not see improvements in student behaviour and attitude, the program can be extended.

Students on the PBP program will be allocated a KS4/KS5 mentor who will support and guide the student. This mentor will meet with the student once per week during the morning registration. Students who have previously been on the PBP program the previous year, and have shown exemplary improvements the following year, will be given an opportunity to mentor future students.

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**Unsatisfactory Behaviour Incidents listed below:**

- Off-task behaviour
- Disruptive behaviour
- Not following Instructions
- Inappropriate language

**Serious Behaviour Incidents listed below:**

<b>Serious Behaviour Incident Level Internal Exclusion Deputy Headteacher/ Head of School</b>	<b>Serious Behaviour Level 2 External Exclusion Head of School/Vice Principal /Principal</b>
<ul style="list-style-type: none"> <li>• Truancy from school &amp; lessons</li> <li>• Refusal to comply with our Policy.</li> <li>• Racial/gender harassment.</li> <li>• Fighting where another student has been punched</li> <li>• Cyber-bullying</li> <li>• Illegal item-Bringing an illegal item into school without intent</li> <li>• Searching inappropriate items on a school computer</li> <li>• Inappropriate behaviour on the school stairways</li> <li>• Graffiti of the school grounds</li> <li>• Selling of sweets/drinks/cards/games on the school ground</li> <li>• Insight violence between other students</li> </ul>	<ul style="list-style-type: none"> <li>• Aggressive behaviour;</li> <li>• Refusal to comply with our Policy; Theft/arson/vandalism.</li> <li>• Inappropriate gender contact/abuse.</li> <li>• Racial/gender harassment.</li> <li>• Sexual contact with another student</li> <li>• Fighting- In which another student has been hurt                             <ul style="list-style-type: none"> <li>○ Bringing alcohol or drugs to school</li> </ul> </li> <li>• CSE-Child sexual exploitation</li> <li>• Threatened violence.</li> <li>• Carrying a weapon.</li> <li>• Illegal substances related offence.                             <ul style="list-style-type: none"> <li>○ Making social media videos of staff and/or students</li> <li>○ Grooming of younger students</li> <li>○ Dropping of items on the stairwell</li> </ul> </li> <li>• Damaging the school reputation inside/outside of the school</li> <li>• Physical aggression.</li> <li>• Bullying persistent/physical</li> <li>• Vaping/e-cigarette's, including selling/intending to sell</li> <li>• Cyber-Bullying</li> <li>• Pornography or illicit material</li> <li>• Academic malpractice in State exams</li> </ul>



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### **Behaviour Support Plans**

A child who exhibits continuous behavioural concerns, resulting in two second warning letters over time, will start a behaviour support plan to support with prevention of a third warning letter. The plan will identify precise and realistic behavioural outcomes for the student to achieve. The Plan will have clear targets, a time limit, be monitored regularly and should be formally reviewed every two to four weeks (shorter periods of review may be decided upon if the behaviour is further negatively increasing whilst on the plan). Key stakeholders such as PSMs and HoYs will play a crucial role in implementing the plan and follow up with guidance and support for the student affected. At the end of the agreed period the intervention package may, according to level of its impact on improving the situation:

- Be reduced or removed completely
- May be continued for a further period with or without amendment
- May need further intervention from Head of Secondary/Vice Principal

### **Undertaking contracts**

Students that receive 2 Warning letters or one for a serious safeguarding incident can be put on an Undertaking Contract. The Undertaking contract will be signed by the student, parent, and can include the Head of Behaviour, HOS, Vice Principal and Principal. The aim of the undertaking contract is to ensure the parent is aware that any other Warning Letter their student commits can lead to their re-enrollment being blocked for the next academic year. Important that the Undertaking contracts are stored on Go 4 Schools.

***3 Warning Letters within the Academic Year can lead to the student being blocked from re-enrolling***





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Other forms of support intervention that may be applied to excluded students are as follows. This list is not exhaustive:

- Behaviour Support Plan put in place for the student, monitored by SSLT
- PSM 1-2-1
- Assigned student mentor
- Change of Form class to give the student a fresh start (authorised by a Key Stage DHT)
- Behaviour Counselling
- Undertaking contract from a second exclusion
- Ongoing meetings with family of the student
- Student or parent restorative meetings organised by the school

**Reasonable adjustments**

While this behaviour curriculum is intended for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must always be applied to the diverse group of students we teach.