



# Gosfield School

## Behaviour, Discipline and Exclusions Policy including Rewards and Sanctions

### INTRODUCTION

Gosfield School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards. We aim to promote trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of team-work and leadership through our extensive programme of extra-curricular activities.

Gosfield School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths or no faith. We treat everyone as an individual, aim to develop the whole person equipped to take his/her place in the modern world.

### CODE OF CONDUCT

Gosfield School community of Governors, staff, parents and pupils adheres to a code of conduct, rather than to lists of rules. The school sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour, both inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the school's Code of Conduct.

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will **never** be tolerated. Our Anti-Bullying Policy is available on request. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, gender orientation or physical disability.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's attendance policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

### INVOLVEMENT OF PARENTS AND GUARDIANS

Parents and Guardians who accept a place for their child at Gosfield School undertake to uphold the school's policies and regulations, including this policy. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

## **INVOLVEMENT OF PUPILS**

Our experience shows that the ethos of and respect for the school are enhanced by listening to our pupils and by encouraging constructive suggestions from them, for example via the Pupil Parliament, which meets at least once per half term.

## **SCHOOL RULES AND REGULATIONS**

The school's Code of Conduct is designed to encourage positive behaviour. Sanctions help us to manage challenging behaviour. Parents and Guardians undertake to support the authority of the Principal in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

The Principal for his part undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time, but will not involve any form of unlawful or degrading activity. Examples of sanctions include: detention, withdrawal of privileges, loss of break time, suspension for a specified period, removal or expulsion.

Pupils with Special Educational Needs will be required to follow all aspects of this policy. It may at times be necessary to make reasonable adjustments to accommodate a specific need. Where a pupil is identified as needing support or an IP plan to modify behaviour this will be done in consultation with the SENCO. It may at times be necessary to support a pupil with a mentor as an intervention strategy. Parents will be asked to meet with key staff for adjustments to be put in place. Agreements will be placed on a pupil's Individual Education Plan.

## **TEACHING AND LEARNING**

Gosfield School aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every pupil a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

Rewards and sanctions are vital in recognising and celebrating the achievements of our young people, in supporting their understanding of right and wrong and in helping them learn to take responsibility for their actions.

The consistent and fair manner in which staff follow the guidelines is crucial to a whole-school approach and effective outcomes. The skills and standards of each individual member of staff should be consistently high; they should seek to intervene actively in promoting orderly conduct, academic achievement and social development.

Pupils learn by the standards set and displayed by the staff. It is vital that parents are fully aware of our expectations and are involved in the process with their sons and daughters.

Rewards and sanctions must be communicated to the pupil's Tutor, who will be best placed to look for patterns of both good and poor behaviour.

## **REWARDS**

At Gosfield School we encourage the establishment of good teacher/pupil relationships and support for the school's values through a system of rewards which are designed to promote a calm, disciplined learning environment. We strive to offer new and exciting challenges and our vision for growth may see changes to the way we reward our pupils. In order to ensure that the system is used by all of our staff, and that we do not neglect groups of learners within the school, we monitor its use and discuss patterns. This enables us to review our practice and create conditions in which all our young people can thrive and feel valued. It helps them by praising and providing positive reinforcement of good behaviour and effort. The pastoral team are responsible for monitoring rewards and in particular the Tutors and Heads of House, where we may identify inconsistency or under achievement intervention will be encouraged. For pupils this may be in the form of mentoring to encourage disengaged pupils but also for staff to ensure the delivery of the points system is uniform throughout the school. It may be necessary to review the value or reason for awarding points as the focus of teaching and learning evolves or the school ethos develops. This remains a focus for the pastoral team.

Rewards are given for positive outcomes: personal academic achievement; achievements of all forms in and out of school; social, musical, sport, community-based issues; acts of helpfulness and kindness and service to the school.

No form of reward should be used without reason; a reward must remain something to aspire to for a significant achievement or outcome. Tutors and Heads of House benefit from being aware of positive outcomes.

Pupils are rewarded using a variety of positive outcomes:

### **The Merit System**

Reception to Year 6: Any teacher can award pupils merits during lessons. Pupils can also be awarded merits for showing care, courtesy and consideration towards others and for impeccable manners. Merits are added to an individual merit card and individual totals are calculated each week. The top scorers from each House are announced in the weekly Prep School assembly. The weekly total is read out in the Prep assembly every week and the ribbon for the winning house is displayed. The scores contribute to the merit cup where the winning house for the year is announced at Speech Day. Merit totals are entered on the school database weekly.

Years 7-13: Pupils are awarded points for excellent work or notable effort. Points are entered onto the school database. Each half term the top merit scorer for each House and the total point score is read out in assembly and the ribbon for the winning house is displayed. The merit scores contribute to the merit cup where the winning house for the year is announced at Speech Day.

**Stickers:** Throughout the School, stickers may well be used by individual class teachers to recognise success.

**Notes:** Notes home in a variety of forms may be sent by class/form/subject teachers to recognise success.

**Star of the Week:** In the Prep School one child from each class is awarded Star of the Week by their class teacher.

**Merit Certificates:** These are awarded throughout the year for those who achieve the following merit scores in a term:

Bronze: 50 merits, Silver: 100 merits, Gold: 150 merits

**Commendations:** When pupils make an extra special effort with work or in contributing to the life of the school, they will be presented in assembly with a Commendation, which they can keep and take home. Pupils who are recognised throughout the year for extra special effort are considered by the PTA to guide them in choosing an Ambassador, an award given at Speech Day.

**Assemblies:** Positive achievements will be identified in assemblies. Throughout the year Assemblies of Personal Excellence focus on achievements from all aspects of school life.

**Newsletter:** Positive outcomes are celebrated in the School newsletter.

**Speech Day:** Achievements throughout the year are celebrated. A variety of certificates are awarded for effort, progress and achievement and endeavour.

A variety of additional rewards may be used by individual teachers across the school.

## **SANCTIONS**

To be punished must be seen as a relatively unusual occurrence. When looking at any system of sanctions or punishments it is important to remember that the vast majority of pupils will rarely encounter it on a regular basis.

No form of physical punishment is acceptable at Gosfield School.

Sanctions are in place should they be needed to remind pupils of their responsibilities and to ensure they learn appropriately about right and wrong. Individual teachers may use measures as appropriate to ensure good conduct and personal achievement. An immediate reprimand in class is often sufficient to focus a pupil's attention on the task in hand. Similarly, to ask a pupil to stay behind at the end of a lesson or to ask a pupil's tutor to ensure that a piece of work be finished, are examples of quick punishments which allow the situation to be handled with the minimum of fuss. Sanctions should be carried out as swiftly as possible.

Gosfield School firmly believes in supporting young people to understand the error of their actions and helping them in putting it right for the future. Reprimands and sanctions should be appropriate to the situation and clear reasons for an action taken should be given. The pastoral system supports this by requiring staff to discuss issues with pupils and explain the need for any sanction with them. Parents should be notified of concerns at the earliest opportunity through the planner, by phone, or email, and the member of staff dealing with the issue should do this. The student planner is extremely useful in providing a record of warnings. Staff should enter comments into the planners which can be read regularly by the tutor, senior staff and the pupils' parents.

It is vital that sanctions are applied consistently and fairly. The advice given below should be followed as far as possible but individual circumstances, context and previous history can all serve to modify any response to poor conduct and behaviour.

### **Detentions**

Detentions are considered a reasonable approach to sanctions and should be implemented consistently and fairly. Our sanctions guidance identifies where these may be applied a range of disciplinary measures can include:

- The setting of written tasks as punishments, such writing an essay
- Extra work or repeating unsatisfactory work until it meets the required standard.
- Loss of privileges – for instance the loss of a responsibility or not being able to participate in a non-uniform day

- Missing break time
- Detention including during lunch-time or after school
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times.
- Regular reporting: report card for monitoring uniform, punctuality, or being placed “on report” for behaviour monitoring.

### **Homework**

Homework is an important aspect of Gosfield School and pupils are always expected to meet a teacher’s requirements by the deadline stated. In the event of homework not being submitted, the usual sanction will be a detention where help can be offered if required. Repeatedly missing or late homework will be reviewed by the Class Teacher/Head of Department and further action taken if required. They may also issue a Yellow or a Red Card.

### **Misbehaviour in lessons**

Teaching staff are expected to take appropriate action as they see fit. Possible responses/sanctions include moving the pupil to another seat, giving additional work, or giving a break, lunchtime or after school detention. The teacher may also choose to refer the incident to their Head of Department (if applicable) or to the pupil’s class teacher/tutor. They may also issue a Yellow or a Red Card.

### **Swearing**

Swearing is not tolerated in school in any circumstances. Pupils will be reminded of the Code of Conduct and warned to behave appropriately, repeat offences or an occurrence of extremely offensive language towards a member of staff or between pupils will result a detention or isolation for a period of time deemed necessary.

### **Damage to the school fabric or furniture**

If the damage is accidental, the pupils concerned will be spoken to about the impact. If the damage is deliberate or malicious, further sanctions will apply depending on the seriousness of the incident. Inappropriate language/ drawings, Anti-Semitism or slogans of such a nature or extremist slogans will not be tolerated. Serious offences may result in isolation.

### **Behaviour on trips or home school transport**

Pupils 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 will result in serious sanctions.

### **Mobile phones and other electrical devices**

Pupils 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. Incidents of bullying using mobile phones or other electronic devices will be dealt with according to the Anti Bullying Policy and sanctions will be relevant to the seriousness of such an incident. It may be appropriate to warn a pupil or issue a red card and a detention but more serious offences may see the device confiscated and content viewed and the school may need to inform other partners like the LADO or the Police, in such cases the DSL will consult with the Principal or Vice Principal in his absence.

### **Weapons and Dangerous Items**

Pupils are not allowed to bring weapons and dangerous items to school. Pupils who do so will be sanctioned and depending on the nature of the weapon/offence may result in isolation or exclusion.

### **Illegal substances**

Illegal substances, Alcohol, Solvent Abuse, Use of E-Cigarettes and Smoking are prohibited. Any pupil bringing substances onto the school site will face severe sanctions and offences may also attract a period of isolation/ exclusion.

### **Misbehaviour around the school**

In general, the appropriate response will be to issue a warning or a Yellow or Red Card.

**Yellow Cards:** These are typically given for low-level misconduct. They are entered on the school database as -1 point.

**Red Cards:** These are given for more serious misbehaviour. They are entered on the school database as -3 points.

The pupil will be told by the staff member they are being given a Yellow or a Red Card who will then ensure the details of the incident are recorded on the school database.

Should a pupil accrue -6 points, a target-based class teacher/tutor report will normally be put in place and parents informed. Continuation of the report is reviewed on a weekly basis by the class teacher/tutor. The Head of House will also be informed. The report will have targets set appropriate to the misdemeanours accrued by the pupil re behaviour, prep, poor conduct or other.

**Behaviour Contracts:** Heads of House, in conjunction with class teacher/tutors, may suggest to the Assistant Principal Pastoral, Vice Principal, the Head of Prep and Principal that certain circumstances require a pupil to be placed on a written contract. This contract will reinforce how the School, the pupil and the home environment can work together to resolve issues. It will also outline consequences if a resolution cannot be met and include an agreed review date.

**Temporary Exclusion (Suspension)/Permanent Exclusion (Expulsion):** If a pupil has committed a misdemeanour of a particularly serious nature some of which are identified above, the Principal (or the Head of Prep/Vice Principal in his absence) may decide to exclude the pupil temporarily (for a period of no more than five school days). In such cases, parents will be contacted and invited to arrange an appointment with the Principal or Head of Prep to discuss the matter. In the case of an exceptionally serious misdemeanour, the Principal may decide to exclude the pupil permanently. Parents will be invited to a meeting in advance of such a decision.

Only when all other methods have been exhausted, or, if the misdemeanour is of such a serious nature, should suspension or expulsion be deemed necessary. Only the Principal (or in his absence, the Head of Prep or Vice Principal) may take these extreme courses of action.

### **Post Suspension Policy**

Each suspension is recorded in the 'Suspension Book' and on the school database and the Principal informs the Chairman of Governors that the suspension has taken place. Upon the return of the pupil to school, a meeting is held involving some, or all, of those concerned with the original incident to define the way forward. The relevant tutor, class teacher, Head of House or member of SLT, should arrange and chair this meeting, as the Principal deems appropriate.

### **Complaints**

We hope that you and your child do not have any complaints about the operation of our Rewards and Sanctions Policy, but a copy of the school's Complaints Procedure is available on the school's website or can be sent to you on request.

***In the case of all rewards and sanctions, the Principal reserves the right to decide the appropriate course of action and the decision of the Principal is final.***

**AG**

**September 2018**

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**Ratified by the Governing Council of Gosfield School**

Signed \_\_\_\_\_ (Chairman of Governors)      Date \_\_\_\_\_