



# Gosfield School

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

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### 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 teamwork 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 their place in the modern world. We are committed to promoting the welfare of all our children. The school follows the following guidance for this policy.

- Keeping Children Safe in Education (DfE, September 2023)
- DfE Meeting digital and technology standards in schools and colleges – Published 23 March 2022 - Updated 29<sup>th</sup> March 2023
- DfE- Behaviour in schools – Guidance updated October 2022 - <https://www.gov.uk/government/publications/behaviour-in-schools--2>

### 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. No form of corporal punishment is acceptable at Gosfield School.

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 always behave 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. Intervention strategies and 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 students and the community as a whole.

The Principal has a duty to treat all students fairly and will only apply sanctions, where appropriate, and 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, community service, and suspension for a specified period, or expulsion. Where repeated poor behaviour happens, the School will place the student on a Behaviour contract in consultation with parents. This measure is regarded as a serious warning to the individual.

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 IEP 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 offers 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.

Behaviour, Discipline and Exclusion Policy including Rewards and Sanctions

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 way 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 Section. 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 Section benefit from being aware of positive outcomes.



### The Reward System

Prep School Reception to Year 6:	Any teacher can award pupils praise points during lessons. Pupils can also be awarded praise points for showing care, courtesy and consideration towards others and for impeccable manners these are added to each individual pupil profile on Bromcom. The scores contribute to the merit cup, each half term the winning House is announced in assembly. Annual overall total is revealed on Speech Day.
Senior School Years 7-13:	Pupils are awarded praise points for excellent work or notable effort, a maximum of 5 positive points should be given at any time unless a set amount of points is agreed for competition or incentive, or commendations. Points are entered onto the school database. Each half term the top point scorer for each House receives a certificate. House totals are read out in assembly and the ribbon for the winning house is displayed on the merit cup.

**Stickers:** Throughout the School, stickers may well be used by individual class teachers to recognise success. Praise point stickers can be awarded by departments and extracurricular activities to reward effort; the tutor then enters the score onto the main data base at the end of each half term.

**Notes:** Notes or postcards 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.

**Praise Certificates:** These are awarded throughout the year for those who achieve highest scores for praise points per half term.

**Commendations:** When pupils make an extra special effort with work or in contributing to the life of the School or wider community, they will be presented in assembly with a Commendation certificate (20 praise points). Pupils who are recognised in this way are nominated for the PTA Ambassador award announced 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.

Sanctions are in place should they be needed to remind pupils of their responsibilities and to ensure they learn appropriately about right and wrong. 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. No form of corporal punishment is acceptable at Gosfield School. See our Escalation of Student Concern document for academic and pastoral support and intervention.

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. Where an incident occurs, it may be necessary for a fair investigation to take place and that a member of the pastoral team may need pupils to provide a written statement which can be referred to if required. 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 any sanction with them. Parents should be notified of concerns at the earliest opportunity by phone, or email, and the member of staff dealing with the issue should do this. Staff should enter comments into the MIS system to assist the monitoring of patterns of behaviour by the pastoral team.

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. Persistent low-level comments or actions or disruptive behaviour that targets a particular student or persistently disrupts the learning of others will receive similar sanctions to actions that are perceived as more severe or aggressive. Should this behaviour arise the member of staff can email Urgent and a senior member of staff will attend and remove the child for a cooling off period and help to resolve the issue. Where a student who may have particular needs, or a pattern of behaviour is emerging, a member of the pastoral team may discuss with the child and parents the intervention of a 'Time Out' yellow card system. This allows the pupil to ask to be excused, knowing that their behaviour is unsatisfactory. They will have a 'go to' person or designated area and the member of staff will support and look to resolve the issue, parents will be kept informed. It may be necessary to introduce a report card to monitor behaviour. This is always for a fixed period and discussed with parents and the child. At Gosfield School we aim to use intervention and praise to promote good behaviour, working with families to prevent any negative impact on others in class or in the school community.

### **Detentions**

Detentions are considered a reasonable approach to sanctions and should be implemented consistently and fairly. Staff needing to give a detention for poor behaviour will need to supervise their own detentions with the support of a HoD. This allows sanctions to be immediate and for patterns of behaviour to be identified and intervention strategies applied. A range of other disciplinary measures can include:

- The setting of written tasks as punishments, such as 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 at lunchtime and jobs, sanctions may result in an after-school detention.
- 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 mealtimes.
- Regular reporting: report card for monitoring uniform, punctuality, or being placed "on report" for behaviour monitoring.

You are entitled to 24 hours' written notice of a detention that takes place outside normal school hours so you can make arrangements for transport or childcare. The notice should tell you why the detention was given and how long your child will have to stay at school.



### **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.

### **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 lunchtime 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 or Head of Section. Staff should apply the consequence system and record all sanctions on the MIS system.

### **Behaviour Online**

The evolution of digital technology has led to fundamental changes in the way that children and young people behave online. With unprecedented access to news, information and other media in the online world, children and young people are required to play a more active role in filtering to identify suitable and age-appropriate content. With new technology come new levels of risk as well as opportunities. We aim to support both victims and perpetrators in such cases where unacceptable online behaviour occurs and in the event of very serious action it may be necessary to seek advice from external agencies, the Children and Families Hub or Social Care. As a school we aim to raise our pupils' awareness to the potential risks and the consequences of their media use. They are taught how to make informed decisions about the use of the internet and appropriate behaviour. We take appropriate action to sanction any poor conduct or risky behaviours with all types of media. Any acts of bullying, intimidation, racism, inappropriate language, blackmail, sharing nudes or semi-nude images or videos, will be investigated and sanctions will vary according to the severity of the act. If the Principal or DSL need to be involved due to the nature or seriousness of an incident, they may be required to take advice from other safeguarding partners such as the LADO (Local Authority Designated Officer) or the Police. In such cases the DSL will consult with the Principal or Vice Principal in the Principal's absence. Parents will be kept informed. All children will be supported, and action taken to ensure the safety of individuals. Strategies to separate a victim and perpetrator will be put in place during an investigation. It may be necessary to suspend without prejudice the perpetrator so that the investigation can be done swiftly in order to minimise impact on the school community. Where an investigation of a serious incident is necessary, the School has the right to conduct this internally. Parents will be kept informed of the progress but must allow the School to complete the investigation in house. Vulnerable children will need further support and the SENCo or Trusted Adult, will assist. In serious cases where the Police are involved the DSL will request the support of the Appropriate Adult (PACE Code C 2019)

### **Remote Learning**

Students will be made aware of acceptable online behaviour and expectations at the start of any lessons/ live events. This should also include guidance on participation in the chat function. Staff should raise awareness to students regarding whether it is acceptable for learners to record remote learning events, and any expectations or restrictions related to onward sharing.

- Staff may only participate in Zoom lessons if there are 5 members to the Team. All Zoom lessons should be recorded for safeguarding reasons.
- Students should be in a shared space in their house, rather than in their bedroom. Students should also be appropriately dressed; otherwise staff may request they turn their cameras off. Any misconduct will be reported to parents, and students will be sanctioned accordingly.



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- Students should respect all users in an online teaching session. The use of the chat function is for educational dialogue and contact with the class teacher only. Students must always respect the School's code of conduct.

If deliberate misuse is brought to the School's attention, it should be responded to in line with existing policies.

### **AI and student use**

Student access to AI we are aware it can assist with small tasks and refining work, as well as helping brainstorming. However, it is important to remember that AI won't always be correct and can be responsible for unconscious bias, it cannot be a replacement for human effort or creativity. Use of AI can constitute a number of forms of academic misconduct. It could be: plagiarism (because you are relying on a source that you have not identified) commissioning (because you are relying on work produced by another person - the company who owns the AI software).

As a school we can only guide students to be aware of the positives and negatives of using AI, teachers may suspect where AI has been used and confront the student about the authenticity of the written content. If the School suspects the use of AI has generated work for coursework, assignments and exams, this will be treated as a serious breach of academic integrity and suspected plagiarism. If a student submits work in the coursework content that is AI generated and this is detected by the examination board, they stand to lose all accreditation for within the exam series and won't be awarded any grades for the subject in question and all other examinations completed. Their academic integrity will have been compromised. The School will do its best to guide students regarding the risks if AI and ChatGPT, or similar platforms, and if the teacher suspects work has been generated by AI it will carry a serious sanction, and parents will be informed.

### **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 in a detention or isolation for a period 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 or fixed term exclusion.

### **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 may result in the parents being requested to collect their child from abroad or UK based residential trips. The Principal will decide on such action. 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. The right to travel on the school transport may be removed.

### **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 reflect the seriousness of such an incident. It may be appropriate to warn a pupil or issue a consequence sanction and a detention, but more serious offences may see the device confiscated and content viewed and the School may need to inform

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other partners such as the LADO (Local Authority Designated Officer) or the Police, in such cases the DSL will consult with the Principal or Vice Principal in the Principal's absence. (*Refer to Behaviour Online above*) Gosfield School has robust filtering and monitoring systems to prevent students from accessing harmful content online. Report any suspicious activity to the pastoral/ safeguarding team.

### **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, fixed term exclusion or permanent expulsion.

### **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. Offences may attract a period of isolation or in the most serious cases temporary or permanent exclusion. In cases of substance-related incidents, the School will inform parents about the incident. The School and the parents/carers can then work together to support the child involved. Parents are encouraged to approach the School if they are concerned about any issue related to drugs and their child

### **Misbehaviour around the school**

In general, the appropriate response will be to issue a Consequence, and the levels of consequence can be viewed in our Sanction procedures.

Note: The Principal and staff, given authorisation from the Principal, have a statutory right to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

### **Prohibited items are:**

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers/ vapes
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
- The Principal and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. School staff can seize any prohibited item found as a result of a search. They can also seize any item which they consider harmful or detrimental to school discipline. (*KCSIE September 2023, and Searching, screening and confiscation Advice for headteachers, school staff and governing bodies January 2018 DFE*).

### **Our system**

The student will be told by the staff member they are being given a consequence sanction and then ensure the details of the incident are recorded on the School MIS database. This should be communicated by the staff member to the tutor and the parent if it is a C2 or above. If behaviour does not improve, and the sanctions are escalated, it may be necessary for the student to take part in community service, or be placed on report, a Friday night detention. (See our procedure for rewards and sanctions).

When a student is placed on report it is reviewed on a weekly basis by the class teacher/ tutor. The Head of Section will also be informed. The report will have targets set appropriate to the



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misdemeanours accrued by the pupil. These may relate to poor conduct, inadequate homework, unacceptable behaviour etc

**Behaviour Contracts:** Heads of Section, in conjunction with class teacher/ Tutors, may suggest to the Assistant Principal Pastoral, Vice Principal, the Head of Prep, Assistant Head Pastoral (Prep) and Principal that certain circumstances require a pupil to be placed on a written contract. This contract will reinforce how the School, the student 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 student 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 the absence of the Principal) 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, or request the parent withdraws the child from the School. 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 the absence of the Principal, the Head of Prep) may take this extreme course 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. A letter will be sent to the parents recording events and setting out future expectations. All exclusion and suspensions are reported to the Governing Council in the termly reports.

#### **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.***

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

*Jon Corrall.*

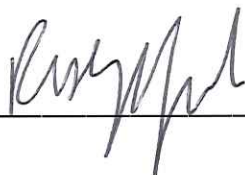
Signed

(Chairman of Governors)

Date: 7 October 2024

Date of next review: August 2025

Principal's Signature: \_\_\_\_\_



Date: \_\_\_\_\_

*7/10/24*

