



BrightTribe
learn grow prosper

**ALAT and Bright Tribe Trust
Behaviour Policy**

**In Grindon Hall Christian School
September 2018**





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1. Mission Statement

Adventure Learning Academy Trust (ALAT) and Bright Tribe Trust (Bright Tribe) bring a new energy and approach to providing the best education for our students. Through proven practices, ALAT / Bright Tribe will transform the learning of students, raise standards and provide the highest quality learning environments, enabling students and teaching staff to thrive and be the best. ALAT / Bright Tribe's aim is to break down the barriers that limit educational progress. We do this through adopting a personal learning pathway for every child – one that takes account of individual needs, aspirations and talents.

ALAT / Bright Tribe's values:

Learn

Provide the best education for every student.

Ensure the highest quality teaching and learning.

Work with the family, parent or carer.

Grow

Grow our students' futures.

Develop the best teaching staff.

Provide the best learning environment and supporting technology.

Prosper

Lead the way in education.

Realise the opportunities.

Be connected to the community.

2. This policy

This behaviour policy links to other academy policies and documents including:

- Special Educational Needs
- The Home-School Agreement
- Allegations of abuse against staff
- Educational Visits Policy
- Pupil Equality Policy

It also makes reference to DfE statutory guidance and documents that should be read alongside this policy. These include:

- The School Discipline(Pupil Exclusions and Reviews) (England) Regulations 2012
- The Education and Inspections Act 2006
- Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies
- DfE and ACPO Drug Advice for Schools
- Use of Reasonable Force
- Behaviour and Discipline in Schools
- DfE Screening, Searching and Confiscation
- Ensuring Good Behaviour in Schools
- Exclusion from maintained schools, Academies and pupil referral units in England 2012

- DfE Dealing with allegations of abuse against teachers and other staff.

Where the terms 'school' and 'headteacher' are used these interchangeable with those of 'academy' and 'principal'.

This behaviour policy is published on the Academy's website and copies are also available on request. These can be obtained from the Academy's main reception.

3. Core behaviour principles

The core principles in this policy are set by ALAT/Bright Tribe Trust to ensure that all - pupils, parents and staff have a shared understanding of the standards of behaviour that the Trust expects from its academies. The policy's aim is to promote an environment that is most conducive to learning and that enables our pupils to achieve their best. We believe that high expectations are an important factor in achieving excellent behaviour and fostering positive attitudes within Grindon Hall Christian School. All adults within our Academy should be familiar with this policy and know that they have a responsibility to model high standards of behaviour, both during interaction with the children and with each other. We acknowledge that our example has an important influence on the children.

The Academy's Principal is responsible for developing and implementing the behaviour policy as those core principles apply to Grindon Hall Christian School. This includes certain legal responsibilities with the aim of:

- Supporting and developing appropriate behaviour and mutual respect
- Preventing bullying
- Ensuring that pupils comply with staff requests with regards to conduct
- Regulating the conduct of all pupils.

The Principal of Grindon Hall Christian School decides:

- The precise standard of behaviour expected of pupils at the academy
- How that standard will be achieved
- The Academy Rules
- The recognition and reward of appropriate behaviours
- Sanctions and Consequences including developmentally appropriate ones as a response to breaking rules that support the learning of the child/young person to behave better in the future.

We recognise that the relationship between the teacher and the pupil, strategies for encouraging appropriate behaviour, arrangements of furniture, access to resources and display will all have a bearing on how pupils behave.

Codes of Conduct for expected behaviour in the academy environment and in different learning spaces and settings will be clearly displayed for all members of the academy community. These should be accessible to all pupils and staff and explained in terms they understand.

Grindon Hall Christian School promotes standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility for self and others. We aim to foster an environment which encourages, reinforces and supports appropriate behaviour and promotes care and respect for the academy environment.

4. Our behaviour values

High expectations

At Grindon Hall Christian School we expect all pupils to behave appropriately and to the best of their ability. There will be a rigorous approach to behaviour with high expectations set even before the pupils arrive at the Academy. Expected standards for pupil behaviour are clearly set out in our Home School Agreement. Young persons wishing to attend the academy will need to agree and sign this. Parents will also be expected to sign and to support the Academy in maintaining these standards.

The development of positive social, emotional and learning behaviours is at the heart of our approach.

Social and emotional competencies have been found to be a more significant determinant of academic achievement than IQ

(Duckworth and Seligman, 2005)

Leading by example

Every effort will be made to help pupils behave appropriately. Staff will be expected to lead by example and to model courteous and considerate behaviour. Pupils will be treated with respect and good manners. In return staff and visitors will expect to be treated politely and respectfully by pupils.

Supporting pupils to improve their behaviour

The development of positive social, emotional and learning behaviours is at the heart of our Behaviour Policy. We understand some pupils will be working to improve their behaviour and we will support them to achieve this. We will use a stepped, developmentally appropriate approach to behaviour improvement with short term goals negotiated and agreed. There will be clear explanation of expectations in reducing instances of inappropriate behaviour and a program of personal development that supports the pupil to recognise and manage emotions, regulate themselves and refocus, maintaining socially acceptable behaviours. Parents will be an integral part of this process and we will work in partnership to inform and consult with parents to support acceptable behaviour both at home and in school. Each pupil working towards set behaviour targets will have an individual behaviour plan. All staff will be made aware of the targets on the behaviour plan and will use those strategies outlined as being most successful for supporting the pupil.

Promoting positive behaviour

Grindon Hall Christian School seeks to create an environment which encourages, reinforces and supports positive, acceptable behaviour. Wider society expects acceptable behaviour as an important outcome of the education process. Consequently pupils at the Academy will be expected to promote and display positive, appropriate behaviour and become role models for their peers.

Fairness

Grindon Hall Christian School will outline clearly what are acceptable standards of behaviour and ensure a consistent approach in responding to positive and negative behaviour.

We will ensure that the academy's expectations of behaviour are clear and understood by all staff, pupils and parents/carers.

The academy will encourage a whole academy and home involvement in the implementation of this policy and ensure that there is fair treatment for all regardless of age, gender, race, ability and disability.

5. The role of parents

All parents are asked to sign a Home School Agreement that outlines their responsibilities and those of Grindon Hall Christian School; including those around behaviour and attendance.

Attendance

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements. Where their child is a registered pupil at the Academy parents must ensure that their child attends punctually and regularly. If they do not, the Academy or local authority may ask them to sign a parenting contract or may issue a £50 penalty. The local authority may also prosecute a parent who fails to ensure their child's regular school attendance or may apply to the courts for an education supervision order in respect of the pupil.

In the event of their child being excluded from the Academy, parents must also ensure that their child attends the suitable full time education provided by the local authority from the sixth day of the exclusion.

Behaviour

Parents have a clear role in supporting their child to behave well at (insert academy name) We commit to working together with parents when a problem is identified. Parents will be informed and included in planning, reviewing and supporting both their child and the Academy in implementing identified programs of support. In extreme cases where, despite support and guidance, there is little parental engagement and pupil behaviour does not improve, the Academy or local authority may ask parents to sign a parenting contract or may apply for a court-imposed parenting order.

6. Behaviour for learning

We understand the importance of 'feeling safe' in promoting social engagement and learning. Our focus is to ensure that all pupils feel safe in the school and environment and develop positive, trusting relationships with all members of the school community. Rather than focusing on unwanted behaviours, at GHCS we believe in creating a positive 'can do' environment to help pupils understand the behaviour skills they need for learning - what the teacher wants them to do and why this will help them to learn. We believe putting a value on positive behaviours enables and maximises learning.

How our teachers establish a positive climate for learning is crucial to this. It begins with recognition that this is a core element and one that is directly under their influence. The teachers at GHCS will use approaches that aim to promote learning behaviour – those that develop positive relationships and an appropriate emotional climate in the classroom. These approaches will:

- Be positive – emphasising expectations, not negative behaviour
- Be centred on effective relationships between pupils, and between pupil and teacher
- Value and reward behaviour that maximises pupil learning
- Set attainable targets for behaviour, based on individual pupils' circumstances
- Be relevant and be consistently applied to all pupils at all stages.

7. Choices and consequences

At GHCS rewards will be used to encourage and reward appropriate behaviour. Sanctions are applied in cases of unacceptable or inappropriate behaviour.

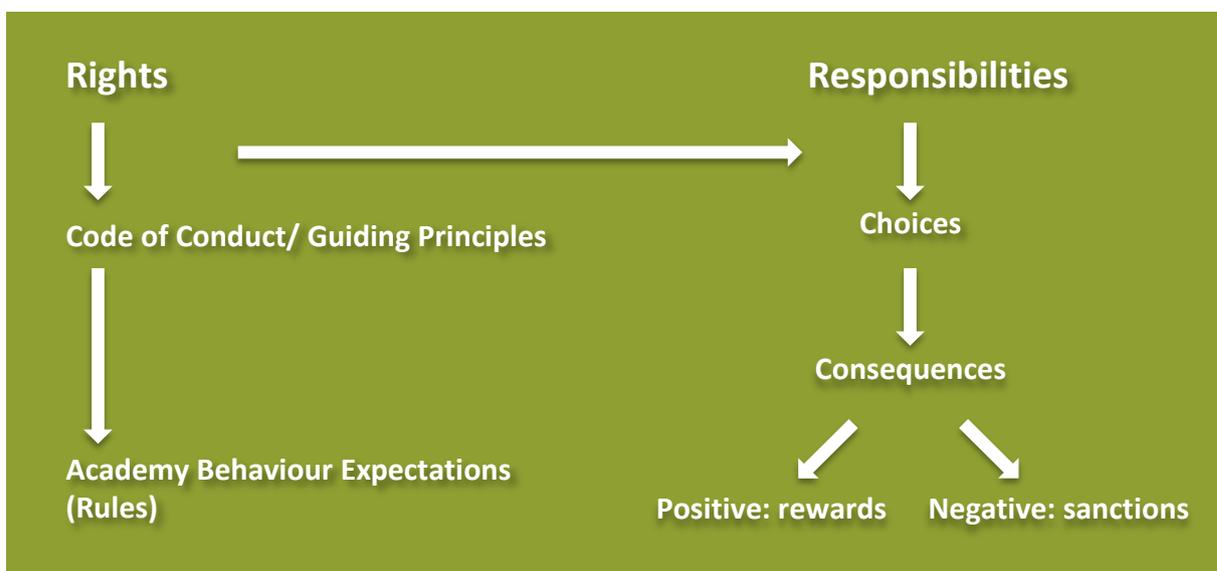
At GHCS we believe all pupils have responsibility for their own actions.

Supporting our pupils to make choices and to understand that they must take responsibility for their own actions is an important part of their learning. It supports the Academy's aim that our pupils leave the Academy respectful of, and as positive contributors to, their communities and their peers.

At GHCS pupils are responsible for ensuring that they understand the Academy's rules, behave appropriately and fully understand the consequences and rewards resulting from the decisions and actions they take. Academy Rules and Codes of Conduct are clearly communicated and displayed, and all pupils are asked to sign the Academy's Home School Agreement alongside their parents.

Where there are instances of inappropriate behaviour, pupils will always be warned about the consequences of their choice – whether to continue in the behaviour or to take an alternative course of action (where required this will be clearly explained). This allows pupils to make an informed choice and to take responsibility for their actions.

Pupils will be allowed to make choices so they can take responsibility for their own behaviour (see below).



It will be made clear to pupils at all times that choosing a particular behaviour will also be choosing a consequence.

Grindon Hall Christian School aims to use the above in an open and fair manner and there will be a high level of individual support, coaching and mentoring so all pupils are encouraged to achieve.

Developmentally Appropriate Sanctions

For a small minority of children, identified through screening, the expectations of our 'Managing and Improving Behaviour' Policy are aspirational. Applying punitive sanctions to children who have not yet developed consistent inhibitory executive functions who are not able to self-regulate and who lack the capacity to reflect

or show empathy for another is not helpful. Moving up and down a visual classroom behaviour chart may feel punitive and shaming and may increase the very behaviour we are trying to manage.

Children with early developmental interruptions need an approach that focuses on positive affirmation, reward and recognition. These children should be identified by whole group screening and will need an individual behaviour recognition chart that focuses on recognising and reinforcing positive, pro-social behaviours and which cannot be removed once awarded. This should be linked to personalised rewards that take into account the capacity of the child to defer gratification. Agreed rewards may be given at the end of a lesson, a half day, a full day or whenever the expected level is achieved.

On occasion, reinforcing positive behaviours may not be effective in preventing the child demonstrating distressed or agitated behaviour which is detrimental to their own safety and the safety of others, or disrupts their own learning and the learning of others. It is important that children are supported to learn from experiencing the outcomes of their behaviour. For some, the only way this can be manageable is by the adult taking control.

For example, with distressed behaviour that impacts on the safety of others, the only appropriate consequence is for the adult to remove the child from the situation – ‘I can see you are not managing this, it is too difficult, we are going to take some time together’. During this ‘time in’, the child will need to be supported to calm and then engage, before being supported to reflect on what went wrong and how this could be put right.

Natural consequences, providing the child is aware of the likely consequences of the behaviour and has the ability to make a choice, lead directly from the child’s behaviour – for instance a child not completing a task during lesson may miss part of breaktime in order to finish. This assumes the child has been made aware of the choice in a matter of fact way. This is not a punishment but is a natural consequence of his or her behaviour.

Other examples of the adult taking control may include a child who has demonstrated poor impulse control, agitation and an inability to listen to adult directions may have the adult decide that outdoor break is not appropriate and an indoor activity, supported by an adult offered instead.

Developmentally appropriate sanctions may include

- Not earning recognition points
- Adult taking control
- Removing from a situation
- Time in
- Limited choices
- Natural, logical consequences

The Principal is responsible for deciding and implementing the reward systems used in the Academy, the circumstances of behaviour in which rewards may be made to pupils and the process by which reward recommendations are made by academy staff. The academy will use a variety of rewards to support this behaviour policy.

The reward system and the procedures for making rewards will be clearly communicated to all pupils and staff.

Praising and rewarding pupils for positive learning behaviour and for upholding the principles of honesty, respect, consideration and responsibility for self and others will be a strong feature of the Academy’s approach.

However, we reserve the right to use the full range of sanctions available, including fixed term exclusions and in the case of the most serious incidents, the involvement of the Police and permanent exclusion.

8. Core behaviour guidelines

In Grindon Hall Christian School the following behaviour guidelines will apply:

- GHCS believes all teachers have the right to teach, all pupils have the right to learn and everyone has the right to be treated with respect and dignity
- Pupils, with the support of parents/carers, will attend the academy on time
- Pupils are required to attend all timetabled lessons unless written permission is obtained from the appropriate member of staff
- Any uniform or protective clothing pupils are required to wear will be correctly worn and pupils will maintain a good standard of personal presentation
- Pupils will ensure they have the required equipment to carry out their learning tasks and will complete assignments on time
- Mobile phones are to be switched off and handed in during the school day (except if directed to use them by a member of staff)
- Extremes of hair fashions and make-up are not allowed
- Medic alert bracelets and necklaces may be worn and need to be visible
- No personal jewellery is to be worn other than a wristwatch and plain stud earrings
- All academy buildings and equipment will be used properly and with respect. We expect pupils to keep any books or ICT equipment issued to them in good order and not to damage them
- All staff and pupils will aim to maintain the highest standard of appropriate behaviour at all times.

9. Consistent behaviour management

The Senior Leadership Team at GHCS will ensure that there is a consistent approach to the management and organisation of learning and teaching and the awarding of rewards and sanctions.

All staff will be expected to use appropriate behaviour management strategies including, wherever necessary, the teaching of appropriate behaviour.

There will be an ongoing programme of staff development and support in place to ensure everyone is clear about the strategies and methods staff must use to ensure a consistent approach to behaviour management. This includes regular training with regards to behaviour monitoring, management and the promotion / development of appropriate behaviour in individual pupils and groups of pupils.

The Academy will also have very effective pastoral and pupil support systems, including personal mentors, to ensure pupils can be guided and helped to behave appropriately.

Liaison with parents is very important in promoting excellent behaviour. We will have parent/carer support systems in place to help these to develop strategies to help their child both at home and in the Academy. Where there is a more complex family need, we will liaise with other agencies as appropriate.

We recognise that specialist behaviour intervention is required for some situations and for pupils who continue to exhibit inappropriate behaviour despite our efforts to help them. These will be referred to the Special Education Needs Co-ordinator (SENCO) for further investigation. In some cases the advice of an Educational Psychologist will be sought.

The leadership team will also ensure that there is consistency in the organisation of spaces and facilities across the building and outside spaces so that all aspects of the academy environment help to promote good behaviour.

10. Rewarding positive behaviour

The Principal is responsible for deciding and implementing the reward systems used in the Academy, the circumstances of behaviour in which rewards may be made to pupils and the process by which reward recommendations are made by academy staff. The academy will use a variety of rewards to support this behaviour policy.

The reward system and the procedures for making rewards will be clearly communicated to all pupils and staff.

Praising and rewarding pupils for positive learning behaviour and for upholding the principles of honesty, respect, consideration and responsibility for self and others will be a strong feature of the Academy's approach.

11. Addressing poor behaviour

Teachers' powers to discipline

Teachers, teaching assistants and other paid staff with responsibility for pupils have the legal power to discipline pupils whose behaviour is unacceptable, who break the Academy's rules or who fail to follow a reasonable instruction.

This power applies in the Academy and also outside of school in certain circumstances and includes the authority to impose detentions and to confiscate a pupils' property.

12. Sanctions

The Academy will also use sanctions in cases of unacceptable behaviour. In the use of sanctions the following will be used:

- All staff will clearly state why a sanction is being applied and will use a process of verbal and written warnings
- Staff will clearly state the changes the pupil will have to make to comply with the behaviour policy
- Where necessary, staff will use a method of withdrawal, to restrict the pupil's opportunity to continue with inappropriate or unacceptable behaviours
- Staff will encourage the pupil to apologise for their unacceptable behaviour verbally and/or in writing as is deemed appropriate
- If deemed appropriate parents/carers will be invited to attend discussions relating to the pupil's behaviour
- A note of any discussion with parents/carers about their child's unacceptable behaviour (whether by telephone or in a meeting) will be recorded
- For serious misdemeanours/cause for concern or if there is a developing pattern of inappropriate behaviour, a written note will be made on the pupil's performance record and any subsequent action will be recorded
- In exceptional circumstances the academy may wish to involve and use specialist external support and the use of specialist teachers.

Unfounded malicious allegations against a member of staff

Where a pupil makes an unfounded malicious allegation against a member of staff, the pupil will be either internally or externally excluded. The terms of the exclusion will depend on the nature and seriousness of the allegation. Some pupils may also need to be referred to an Educational Psychologist for assessment.

This does not affect the Academy's responsibilities in relation to safeguarding. Allegations of abuse must be taken seriously, and will be dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

Disciplinary measures

The range of disciplinary measures the Academy uses will be clearly communicated to academy staff, pupils and parents. These can include:

- A verbal reprimand
- Extra work or repeating unsatisfactory work until it meets the required standard
- The setting of written tasks as punishment, such as writing lines or an essay
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as 'mufti' days)
- Missing break time
- Confiscation, retention or disposal of a pupil's property
- Detention including during lunch-time, after school and at weekends
- Academy- based community service or imposition of a task – such as picking up litter or weeding academy grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring
- In more extreme cases, Principals may use temporary or permanent exclusion.

For some pupils their behaviour difficulties may be so severe and complex that they may require an Education Health and Care Plan. This will be determined by the SENCO and through Educational Psychologist advice. (See the Special Educational Needs and Disability Policy for more details).

13. The use of detention

The Academy has the legal power to put pupils under the age of 18 in detention. The Principal decides which members of staff can impose detentions in the Academy. This may include all staff, including support staff.

Parental consent is not required for detentions.

Detentions can be imposed outside normal hours on a school day, on an inset or non-teaching day and at weekends (except the weekend preceding or following the half term break). Where a detention is outside of school hours, the Academy will give parents 24 hours' notice, in writing.

The Academy will take any safeguarding factors into account when imposing a detention – for example ensuring suitable travel arrangements can be made for the pupil.

With lunchtime detentions, the Academy will allow reasonable time for the pupil to eat, drink and use the toilet.

The purpose of a detention should not be seen as a punishment or a punitive sanction, but an opportunity to support the child to reflect on events and identify solutions or skills needed to avoid the situation happening again and identify any reparative actions needed.

14. Exclusion

Please refer to 'Exclusion from maintained schools, Academies and pupil referral units in England 2012'.

The Government supports headteachers in using exclusion as a sanction where it is warranted. At GHCS exclusion will be avoided wherever possible with early intervention made to identify and address underlying causes of disruptive behaviour as soon as possible.

The Principal decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole academy community.

Wherever practical, the Principal will give pupils an opportunity to present their case before taking the decision to exclude.

While exclusion may still be the appropriate sanction, the Principal will take account of any contributing factors identified after an incident of poor behaviour has occurred. For example if a pupil has suffered bereavement, has mental health issues or has been subject to bullying.

Fixed period exclusion

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year). This can include exclusion from the academy's premises for lunchtime periods (counted as a half-day exclusion). The behaviour of pupils outside school can also be considered as grounds for exclusion.

A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion where this is justified.

Permanent exclusion

Permanent exclusion will only be used as a last resort, in response to a serious breach, or persistent breaches, of the academy's behaviour policy; **and** where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the academy.

Parents' right to appeal

Depending on the type of exclusion, in most cases parents will have the right to make representations to the ARC group. In all cases of permanent exclusion, parents will have the additional right to appeal to an independent appeal panel.

Pupils' education while excluded from school

GHCS has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. The Local Authority is under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Parents must take responsibility for their child if they are excluded from school, and must ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or Local Authority may issue a £50 penalty.

15. Confiscation of inappropriate items

Please refer to DfE guidance 'Screening, Searching and Confiscation - Advice for head teachers, staff and governing bodies' and to 'Section 91 of the Education and Inspections Act 2006'.

The law enables academy staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. They can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

The law also protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Any item which staff consider to be dangerous or criminal must be brought to the attention of a senior member of staff immediately.

The Principal decides whether an item is to be confiscated and retained or disposed of.

Confiscated items

At GHCS staff confiscating items should hand these into a relevant member of the support staff as designated by the Principal as soon as possible. They must also complete the necessary information to identify the item, the date it was confiscated, the name of the pupil and the member of staff's name. The confiscated item must not be given to another pupil to hand in or be left in an unsecure area at any time.

Return of confiscated items

Except where the Academy has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, lighters etc., items confiscated by the Academy can be collected by parent/carers that evening or a subsequent day.

Pupils cannot collect any item themselves until the end of the half-term period. For example where a pupil has their mobile phone confiscated they cannot collect the phone themselves until the end of the day on the last day of that half-term.

Expensive items such as electronic equipment, jewellery etc. will be confiscated and held by the Academy for a period of one year. If the item has not been reclaimed at the end of the year, then the Academy reserves the right to destroy the item.

Confiscation of drugs and alcohol

Where the Academy staff find controlled drugs or substances that are suspected of being controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Principal thinks there is a good reason to do so.

Where the Academy finds other substances that are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include so called 'legal highs'.

Where alcohol is found this may be retained or disposed of. Where it is retained it may be returned to a parent/carer but not to the pupil.

Stolen items

Where stolen items are found these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner, or retained or disposed of where returning them to their owner is not practicable if the Principal thinks that there is a good reason to do so.

Smoking materials

Tobacco, cigarette papers or vaping equipment may be retained or disposed of as academy staff think appropriate..

Fireworks

Where fireworks are found these may be retained or disposed of but may not be returned to the pupil.

Pornography

Academy staff finding a pornographic image may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the Academy carries out its own investigation.

Extreme or child pornography must always be handed over to the police.

Articles that have been or could be used to commit an offence, cause personal injury or damage to property

Where found these should be found they may be delivered to the police or returned to the owner. They may also be retained or disposed of.

Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst the Academy carries out its own investigation.

Any item banned under the Academy's rules

Academy staff should take into account all relevant circumstances and use their professional judgement to decide whether to return the item to its owner, retain it or dispose of it.

16. Power to use reasonable force

Please refer to Section 93 and 95 of the 'Education and Inspections Act 2006' and DfE guidance 'Use of reasonable force - Advice for headteachers, staff and governing bodies'.

All Academy staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This includes people who the Principal has temporarily put in charge such as unpaid volunteers or parents/carers accompanying pupils on an Academy organised visit.

The Principal and authorised academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

The Academy Principal may also identify additional items in the Academy Rules which may be searched for without consent. Force cannot be used to search for these items.

Types of force deemed to be reasonable:

- Passive physical contact resulting from standing between two pupils or blocking a pupil's path
- Active physical contact such as leading a pupil by the hand or arm; ushering a pupil away by placing a hand in the centre of his back; or, in more extreme circumstances, using appropriate restrictive holds.

When reasonable force can be used

Decisions on whether circumstances justify the use of reasonable force will depend on:

- The seriousness of the incident
- The chances of achieving the desired result by other means
- The relative risks associated with physical intervention compared to using other strategies.

Where possible a clear oral warning to the pupil that force may have to be used should be given.

Examples of situations that particularly call for judgements of this kind are:

- A pupil attacking another pupil or member of staff
- Pupils fighting and hence causing risk of injury to themselves or others
- A pupil committing, or on the verge of committing, deliberate damage to property
- A pupil is causing, or at risk of causing, injury or damage by accident, rough play, or by the misuse of dangerous objects or materials
- A pupil persistently refuses to follow an instruction to leave the classroom
- A pupil is behaving in a way that seriously disrupts a lesson; or
- A pupil is behaving in a way that seriously disrupts a school sporting event or school visit.

Recording use of force incidents

All incidents where force has been used must be recorded, signed and dated using a pro forma which is available from the Principal and which should follow a standard format. The record will need to give the details of anyone who witnessed the incident.

17. The learning environment

The Academy recognises that management of learning spaces and teaching methods play an important role in influencing pupil behaviour. The learning environment will offer a clear and visible message as to how pupils' efforts are valued.

Where pupils experience behavioural difficulties or have communication difficulties it is recognised that acceptable behaviours may have to be explicitly modelled and taught

Some pupils with recognised behaviour difficulties may need support to achieve acceptable behaviour and it is recognised that some behaviours may not be achievable for all pupils. The Academy will ensure that every pupil understands what appropriate behaviour is for them.

We recognise that the relationship between the teacher and the pupil, strategies for encouraging appropriate behaviour, arrangements of furniture, access to resources and display will all have a bearing on how pupils behave.

Codes of Conduct for expected behaviour in the academy environment and in different learning spaces and settings will be clearly displayed for all members of the academy community. These should be accessible to all pupils and staff and explained in terms they understand.

The Principal decides the Academy's Codes of Conduct for classrooms and other learning spaces. Core principles are set out below:

- Treat others and their work with respect
- Everyone should work in a way that allows learning to take place
- Always arrive to learn well-prepared and on time
- All work and task deadlines will be clearly stated, kept to by staff and completed on time by pupils
- Take care of all learning spaces, the general environment and the surrounding local community.

Specifically this means:

- It is inappropriate to eat or chew in learning spaces
- Pupils should listen to each other and take turns to talk
- Pupils should work where directed by the appropriate adult
- Pupils should remove outdoor clothing in indoor learning spaces
- Pupils should wear any protective clothing provided
- Pupils in work experience placements will still act within the Code of Conduct.

In addition to the specific Code of Conduct for Learning Spaces (above) there are general rules for the whole academy buildings and site.

- Everyone who is part of the learning community should give and receive respect
- Pupils must have permission to be out of learning sessions
- It is strictly forbidden to smoke on academy premises
- Everyone must respect the safety and well-being of other people.

18. Student behaviour off the academy site

Please refer to Section 89(5) of the 'Education and Inspections Act 2006'.

The Academy has the power to discipline pupils for misbehaving outside of the school premises.

Grindon Hall Christian School sets high expectations for positive, appropriate behaviour, as is reasonable, when pupils are off the academy site. This includes behaviour on activities arranged by the Academy such as:

- Educational visits and sporting events
- Behaviour on the way to and from the Academy
- Behaviour when accessing other learning settings

- Work experience placements

The Academy will decide what to take into account in deciding whether a rule or sanction in a particular case is reasonable. The following factors will be taken into account:

- The severity of the inappropriate behaviour
- The extent to which the reputation of the Academy has been affected
- Whether the behaviour in question was on the way to or from the Academy, outside the entrance, or otherwise in close proximity to Academy.

The Academy will also consider any repercussions for the orderly running of the academy and/or whether the behaviour might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).

Account will also be taken as to whether the pupil was on work experience, taking part in a themed enterprise or community project, or participating in a sports event with another academy i.e. when the pupil might reasonably be expected to act as an ambassador for the Academy and which might affect the chance of opportunities being offered to other pupils in the future.

Many learning activities will take place away from the academy premises. Behaviour during such activities will be dealt with in the same way as for any other on-site activity.

Behaviour during off-site extended activities which are not supervised by academy staff will be dealt with in the same in the same way as described above. The term 'staff' refers to anyone employed by the academy to deliver a learning experience or activity.

19. Communicating the rules for behaviour out of the academy

GHCS will work with any transport providers to agree how behaviour on public or contract transport should be addressed. We will make clear statements about rewards and consequences (including loss of access to transport) to improve behaviour. Expectations will be made clear through a 'safe travel' lesson as part of the PSHE curriculum.

The Academy may discuss policies relating to offsite behaviour with local groups such as Neighbourhood Watch, retail staff, street wardens and police to establish clear communication routes and operational strategies. This is often an effective way to manage complaints by individuals in the community.

The academy will, through standard communication routes, set out how parents can;

- Report inappropriate offsite behaviour of specific pupils
- Be assured that close liaison as necessary with neighbourhood police teams or other agencies, such as transport providers, can deal with the issues.

A standard procedure for applications for educational visits will include clear statements to parents and pupils about behaviour standards and processes. (See Education Visits Policy)

Information for staff will include clarity around expectations and procedures related to transport, educational visits, and work experience and college placements. It will also make clear to staff the procedures related to inappropriate conduct by pupils when off-site.

20. Monitor and review of this behaviour policy

The review of this policy is the responsibility of and is monitored by the Principal. This includes;

- An annual review of behaviour rewards and sanctions
- Liaison with staff to gather their views and inform them of any changes
- Carrying out a regular audit of behaviour incidents to ensure the Academy is delivering an effective programme that meets the needs of all of our pupils.

Parents and pupils will also be encouraged to give their views.

This policy is monitored on a day-to-day basis by the Principal. The Principal reports to the ARC group about its effectiveness.

This policy will be reviewed formally every two years and more often if there are changes to relevant legislation.

Appendices

Management of Pupil Behaviour at Grindon Hall Christian School

Christ's commandment is to "Love one another as I have loved you."

This is our basic principle and it is our aim that we all work to create a truly Christian community in which we care for each other.

Grindon Hall Christian School Expectations

Be Responsible

1. Wear the full, correct uniform at all times
2. Arrive on time at the start of the day and to all lessons
 3. Bring all required equipment every day
 4. Do your homework on time, every time
5. Behave sensibly and safely in and around the school site

Be Respectful

1. Show respect to the school environment
 2. Show respect to all staff
 3. Show respect to all students
4. Follow all reasonable instructions from staff

Be Resilient

1. Work hard and try your best in every lesson
 2. Ask for help
 3. Act on feedback
4. Be positive about learning from mistakes

Be kind, friendly and caring

1. Use kind words
2. Be polite and use good manners
 3. Carry out kind deeds
4. Look after one another

Good order and effective discipline are essential conditions if pupils are to make the most of their time at school. Pupils should be given clear expectations, effective pastoral support and opportunities to build good social relationships. These aims should be supported by a system of rewards and appropriate sanctions.

Behaviour management at Grindon Hall Christian School is often 'traditional' as well as 'modern'. Respect is sought, individuals are treated as such but misdeeds are addressed. Staff and pupils know the context in which they work and what is expected. Staff realise that children are what they are and that there will be many occasions of misjudgment and immaturity. As professionals and adults we are bound to deal with such instances in the correct manner, by taking concerns seriously but applying context and not over reacting.

Following the Byron report of 2007 and the publishing of 'Safe use of new technologies', we are even more aware of our responsibilities to monitor pupil 'online behaviour'. We have taken heed of high profile national cases of technology contributing to a threat to children's safety. Our response is to work towards Grindon Hall Christian School children receiving the very best of awareness training. In assemblies, tutorials and through the curriculum we regularly reinforce 'e-safety'.

The purpose of these guidelines is to:

- outline the philosophy behind our approach to behaviour management
- suggest means whereby the incidence of misbehaviour may be pre-empted or reduced, and
- outline procedures and sanctions available to teachers when misbehaviour is encountered.

Much of what follows may seem to be strikingly obvious and many recommendations merely describe existing good practice. The guidelines are intended to provide a reasonably complete framework in order to secure the consistency of approach which is so important to our success. Our approach to positive behavior is based on the following five 'pillars'. Staff will be given additional CPD on these areas over the coming year.

1. Consistent, calm adult behaviour (consistency, adult behaviour, emotional control, teacher expectations)
2. First attention for best conduct (rewards, recognition, praise, motivation, engagement)
3. Relentless routines (rules, routines, follow-up, teacher habits, non-verbal cues)
4. Scripting difficult interventions (de-escalation, disruption, delivering sanctions, confrontation)
5. Restorative follow up (structuring sanctions, working with the most troubled, developing relationships)

Consistent, calm adult behaviour

There are rules to follow at Grindon Hall Christian School but it must be made clear that high standards of behaviour and good relationships do not result from rigid adherence to rules

alone. Our rules are based on common sense, mutual tolerance and understanding. We must all recognise that standards of pupil behaviour and motivation are likely to be more heavily influenced by the following than they are by strictly enforced bureaucracy.

Students are to be treated with unconditional positive regard. We may disapprove of their behaviour but we respect them as individuals. The importance of good relationships via consistent, calm adult behaviour cannot be over emphasised. It is more likely to be born from mutual respect than from draconian sanctions. Good relationships between pupils, between staff and between pupils and staff are essential if calm discipline is to be achieved, and may be nurtured by:

- giving and expecting to receive respect
- greeting and expecting to be greeted
- smiling
- listening
- showing interest in pupils individually
- acknowledging achievement, in whatever form this takes
- providing a suitable and positive role model to which the adolescent can respond and aspire towards.

When dealing with misbehaviour;

- avoiding aggression, confrontations and hasty accusations
- dealing with the problem and not the person
- avoiding labelling and sarcasm
- allowing individuals to retain their self-esteem
- avoiding over reaction and over punishment. All punishments should be proportional to the 'crime,' contextual to the maturity of the child and administered with the benefit of a degree of hindsight.

The physical environment Attractive, tidy classrooms, clean corridors and a well-maintained building generate a pride in our school which is likely to carry over to the way in which pupils perceive and approach their work. It is therefore important that faults and breakages be reported promptly for repair. The teacher should maintain a well organised classroom. Interesting and stimulating wall displays, especially of the pupils' own work, need to be maintained - and changed - before they become dowdy.

The classroom Pupils who wish to do well at school are less likely to misbehave than pupils who have little interest or motivation. Pupils are less likely to misbehave in those lessons where they are set tasks in which they can achieve some success. We should therefore take care to plan lessons and set tasks appropriate to the attainment level of the pupils we are teaching.

Tight lesson structure and careful preparation are calculated to keep pupils actively involved in tasks as well as gaining respect for the teacher - in tutorial as well as in subject time. "The devil makes work for idle hands!"

Factors such as the constraints imposed upon subject departments by the structure of the timetable, the way in which pupils are allocated to teaching groups and pupil-teacher ratio all have a bearing on pupil discipline. Such factors should be carefully considered when timetable parameters are established and when Subject Leaders devise their timetable submissions for the following academic year.

Extracurricular activities A sense of identity with the school and a feeling of community may be nurtured by making available a range of extracurricular activities e.g. sporting, social, recreational, provision of rooms for homework, revision or study etc. Such activities, made available at lunchtime or after school, may have a positive effect on pupil attitudes. Their absence may contribute towards misbehaviour, particularly at lunchtime.

The demeanor of teachers Calm discipline does not happen automatically: it arises out of the quality of the teacher/pupil relationship. All contact with pupils, whether formal or informal, contributes to standards of behaviour - the example set by teachers (whether it be good, bad or indifferent) will be taken as a definition of what is acceptable. Because the pupil's model of what is acceptable or not acceptable in school is based almost entirely on the example that we set - written rules, sets of expectations and bureaucratic norms become virtually meaningless by comparison. Consequently, if in our actions we contradict the written code, it becomes at best confusing and at worst positively harmful. Staff must act consistently and with the authority of the reasoned adult. Such matters are clearly outlined in the 'Teachers Standards' of 2012.

All staff, including support staff, should therefore:

- set high standards of speech, manner, dress and approach to their professional duties;
- regard themselves as being 'on duty' whenever they are in contact with children ;
- apply all rules consistently - everyone has a professional obligation to put School guidelines into practice, even if they do not agree with every detail;
- do and say nothing in front of pupils to undermine the authority of another member of the staff;
- deal with all misbehaviour — to ignore it is to condone it. It should be remembered that a teacher's response to a situation will be noted by a pupil regardless of whether the teacher is "on duty" or not.
- Be aware that misbehaviour can manifest itself in many forms, and that we need to be increasingly aware of the 'new' technologies in this respect.

Home-school relationship

The attitude of pupils towards school and what it has to offer is clearly strongly influenced by parents. Cultivating the support of parents is likely to result in a more positive attitude on the part of pupils.

The support of parents may be gained by:

- A clear demonstration that the School values their son/daughter as an individual
- Providing opportunities for discussion of pupils' progress

- Providing meaningful and constructive reports
- Providing early warning of problems
- Providing opportunities to become involved in efforts to overcome behavioural problems
- ensuring effective channels of communication
- Through creating a welcoming atmosphere for parental visits to School.
- Providing parents with whatever up to date information we can. This is particularly relevant in the area of internet safety. Many parents are in the position of knowing less than their sons/daughters about computers, the internet, chat rooms and social media.
- Ensuring that parental contact is coordinated. The Head of Year is best placed to do so and so that person should be involved/informed of all communications.
- Rewarding achievement

First attention for best conduct We consider that positive relationships are by far the most important features of our reward system. Young people, like adults, respond better to praise than to criticism. It is particularly important that the efforts and good behaviour of the overwhelming majority of our pupils are rewarded systematically and regularly. All subject and tutorial teachers are enjoined to reward pupils in an appropriate manner.

The Grindon Hall Christian School 'reward system' has evolved greatly over recent years. We believe that we do now have a reward system that motivates, is practical to manage and actually reflects what young people want.

Our findings tell us that the most sought after reward by pupils is to be congratulated by the teacher, told when they have done something well, and advised how to do it better. It is not 'rocket science' but such simple points can often overlooked. This principle is now central to our reward system: All teachers should mark pupil work regularly according to the school Teaching and Learning policy. Supportive comments with advice on how to improve should be given, verbally and in the process of marking.

In addition:

- The school has invested a great deal of time into considering approaches to marking to make the business of feedback and reward through pupil work more interesting to them. Whether by the use of stamps, stickers, postcards or letters home, rewards are available to use on a daily and formative basis. A simple 'praise points system' has been created to recognise and reward the behaviours we expect to see. Stamps are put in student planners so that children can show their parents. Such points are recorded on the Behaviour Watch system so students can see the impact of their positive actions over time.
- After a round of formal assessment (roughly every 12 weeks) teaching staff have the opportunity of formally issuing rewards via departments in the form of postcards home.
- Pupils should use their planner to record their successes.
- Each department is also encouraged to use additional rewards of their own, as and when they wish. Just as the pupils are individuals, so are the staff and we believe it unnecessary to shackle professional people as to how and when they can reward a pupil.
- In reward terms, the culmination of our year is the Award Afternoon. These are flagship events held towards the end of the Summer Term. The staff are justifiably proud of many aspects of these events.

Procedures and sanctions for dealing with misbehaviour

Although the majority of our pupils conform and are co-operative, there will always be some who present problems.

Sanctions

The following matters should always be taken into account when considering a sanction:

- (a) whether the imposition of the penalty constitutes a proportionate punishment in the circumstances of the case, and
- (b) any special circumstances relevant to its imposition on the pupil which are known to the person imposing it (or of which he ought reasonably to be aware) including in particular age, any special educational needs and any disability.

Detention

Teachers have a power to issue detention to pupils (aged under 18).

Grindon Hall Christian School regards detention (including detention outside of school hours) as a legitimate sanction.

Staff and support

The individual member of staff

Children need to be corrected when they misbehave. The responsibility of the individual teacher or indeed responsible adult, lies at the heart of our approach to behaviour management. Every adult who works in the school is encouraged to speak to children about their behaviour as and when necessary. Teachers are able to use the whole range of sanctions themselves before referring to anyone else.

Availability of Support

All of us encounter behavioural problems amongst pupils with whom we come into contact and there are occasions when all of us are unable to find an effective solution to these problems. It is vitally important that staff seek support in these circumstances, if only to talk about the problem and seek advice — a problem shared is a problem halved!

As well as the support available from Subject Leaders, Pastoral Leaders and Form Tutors and teachers may seek support from:

- **Senior Staff, Subject Leaders** and/or **experienced colleagues**, who may provide opportunities to talk over a problem, to offer advice, to support action already taken, occasionally to take over or share the problem. In supporting teachers, Senior Staff are helped greatly if procedures have been followed and all relevant facts are given clearly and objectively
- The **pastoral leaders** — particularly if it is felt that home circumstances may be a relevant factor in behavioural problems.
- **SENCO** — where it is felt that behavioural problems may stem from learning difficulties and/or resources and teaching methods inappropriate to the needs of pupils being taught.

- Educational Psychologist **via the Vice Principal/Pastoral Leader** — where it is felt that the pupil's behaviour and/or educational performance would benefit from psychological assessment.
- **Child Protection Staff** via the Pastoral Leader — where it is felt that the pupil's behaviour and/or educational attainment may be influenced by some form of abuse. Such cases occur relatively rarely and should be handled with extreme caution, sensitivity, and confidentiality.

The On Call facility

This is a lesson emergency facility available to all teachers if they feel that a pupil needs to be removed from a lesson for a short period of time. On referral to 'On Call' the teacher will be expected to follow up the incident themselves – the referral is not the end of the matter. Parents are informed whenever a child is sent to On Call. The Pastoral Leaders will monitor the facility daily. On Call figures and names are sent to the SLT at the end of each week. All parties should know that every single referral to 'On Call' is followed up.

Withdrawal

If the Pastoral Leader or any of the senior staff feel that a child should be removed from lessons for a slightly longer period of time, for example a full day, and would benefit from one-to-one monitoring during that time, he/she may choose to place the child on 'withdrawal'.

Withdrawal means that the child will shadow the pastoral leader for that period of time. The withdrawal period and conditions should always be proportional to the 'crime'. The person withdrawing will take sole responsibility for the child and will ensure that the child is removed from others and works alone under close supervision. The decision may be taken to remove break and lunch privileges and the child may be detained after school. These conditions of withdrawal are under the control of the person who does the withdrawing. Parents should always be informed by phone and their co-operation gained during that conversation. The reasons for withdrawal should be fully explained.

The decision to withdraw should not be taken lightly and the impact upon other teachers should be considered. If an exam subject is likely to be affected, the withdrawing teacher should consult with the class teacher to arrive at a compromise. It may well be that the child could be released from the withdrawal to take an exam or work closely with the class teacher.

We classify withdrawal as a serious matter. Along with referral to the LSR (Learning Support Room) and cases of serious bullying, it is one of three misdemeanours that we enter routinely into the Behaviour Watch Management system.

Pastoral Support

Grindon Hall Christian School's pastoral support system consists of two facilities, the Pastoral support room and the Learning Support Room. Each facility is intended to support the school's behaviour policy and to support all pupils in their learning:

The Learning Support Room

- As an alternative to external fixed-term exclusion, pupils may be scheduled to spend time in the Learning Support Room where they will continue their studies whilst having their behavioural issues addressed. The decision to place pupils in the Learning Support Centre must be taken by the relevant pastoral Leader.
- Pupils with a long-term history of behavioural problems may be on occasion placed in the LSR as a preventive intervention measure, aimed at reducing the risk of being excluded at some later date.
- Where a pupil in an exam class is disrupting teaching and learning in a particular subject, he/she may be placed in the LSR where they can continue to study that subject in isolation. However, as for withdrawal, if an exam subject is likely to be affected, pastoral staff should consult with the class teacher to arrive at a compromise. It may well be that the student could be released from the LSR to take an exam or work closely with the class teacher in exam preparation. If necessary, the student should be escorted to and from the lesson by PS staff.
- Where a student returns to school after a substantial period of absence, he/she may be placed in the LSR in order to support their reintegration into full-time school attendance.

All referrals to the LSR should be made, after consultation with the Vice Principal by the Pastoral Leader directly to the PS staff. The Principal may direct that a pupil attend the LSR. A placement in the LSR will always be recorded by an entry into the Behaviour Watch Management System.

Pastoral Support

Grindon Hall Christian School employs two pastoral support workers who are both trained safeguarding officers. Students may access pastoral support during lessons if they have been given a pastoral support pass, the pass must be shown to the relevant teacher before the student leaves the lesson. If students who do not have a pastoral support pass have any concerns that they want to share or discuss, they may go to the pastoral support office at break time or lunch time.

A summary

The following staff responses to pupil misbehaviour are likely to result in the maintenance of good relationships and the achievement of calm discipline:

- Establish authority firmly but fairly
- Stay calm and remain in control, both of the situation and of yourself
- Use humour (not sarcasm) if it helps defuse the situation
- Listen and establish the facts - it earns respect
- Only make threats that can be carried out, and preferably, don't make any threats at all
- Be consistent in your application of the schools praise and sanction system - pupils do respond to fair application of rules
- Where the situation requires it, you may need to be flexible, not rigid
- If you need to apply sanctions, seek the advice of experienced colleagues and consult the child's parents. If you have the parents 'onside' at the outset the whole procedure will be far easier.

Conversely, experience suggests that the following teacher responses are likely to have a negative effect:

- Humiliating - it breeds resentment and often makes people do the opposite of what is being asked of them.
- Losing your temper - it may be seen as losing control.
- Over-reacting - it may lead pupils to provoke you.
- Shouting - it diminishes your authority.
- Blanket punishments - the innocent will resent it and it will lead to further problems. Staff should think very carefully about detaining whole classes or large groups.
- Sarcasm - the victim will bear grudges
- Over-punishment - what will you do next? Keep something in reserve.
- Over-reliance on referral – students and other staff will see it as a sign of weakness

Detention Policy

Grindon Hall Christian School strives to encourage pupils to take responsibility for their behaviour and to reward good behaviour. **If it is necessary to use sanctions, they should be reasonable and proportionate to the offence.** Detaining pupils is one of the sanctions that staff have at their disposal.

The “Education and Inspections Act 2006” states the following:

“All schools, except independent and non-maintained special schools, have clear legal authority to detain pupils without the consent of the parent”. This covers both lunchtime and after school detentions. However, all parents, pupils and staff must be made aware of this and the following guidelines should be taken into account:

- The child’s age
- Any special educational needs
- Any religious requirements
- Whether the parent can reasonably arrange for a child to get home from school after the detention
- The time of year and the weather – what is deemed reasonable on a fine warm summer evening may not be so after school in December.

When issuing a detention, the following guidelines should be noted:

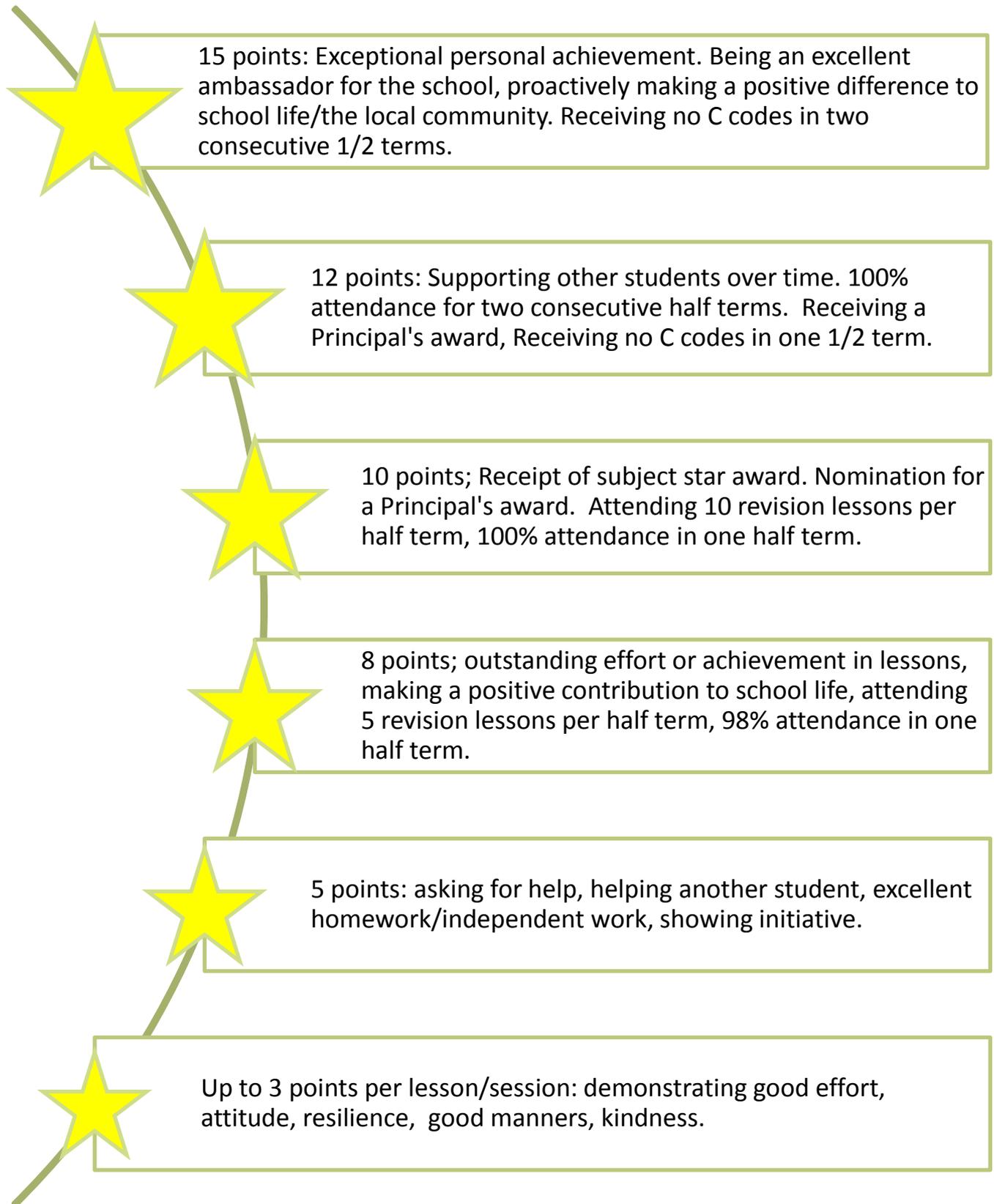
- By law, at least 24 hours’ notice of a detention should be given to the parent stating that their child has been given a detention, the reason for the detention, when and where and for how long the child will have to remain at school.
- Notification of detention can be done by completing a ‘slip’ on Behaviour Watch.
- Although parental permission is not required, if parents do object to a detention, the school should take their objections into account. Relevant facts such as if the detention would be on the day of religious observance for the family, concern about the length and safety of the walking route between the school and the child’s home or the need for transport home if the parent cannot collect the child that day or make reasonable alternative arrangements.
- The Principal, or other authorised teacher, may decide that the child should have the detention despite the parent’s representations.
- A parent who remains dissatisfied can complain to the Principal or the governing body via the usual complaints procedures, although the detention may have already taken place before the complaint has been considered.
- It is possible that the detention could be revoked altogether or deferred because of the parent’s representations.

SUMMARY

1. Notification of the detention, stating the reasons for the detention and when, where and for how long it will take place, should be sent to the person who has parental responsibility (this will be generated after completed the slip in BW). A phone call or other method could be used but should also be recorded in BW.
2. At least twenty four hours' notice should be given: the Education Act recommends that for example, a detention imposed on a Monday should take place on Wednesday at the earliest.
3. The time spent in the detention should be used constructively: appropriate work should be considered.
4. Notice to parents is not required if students have been given a 'call back' during break or lunchtime.

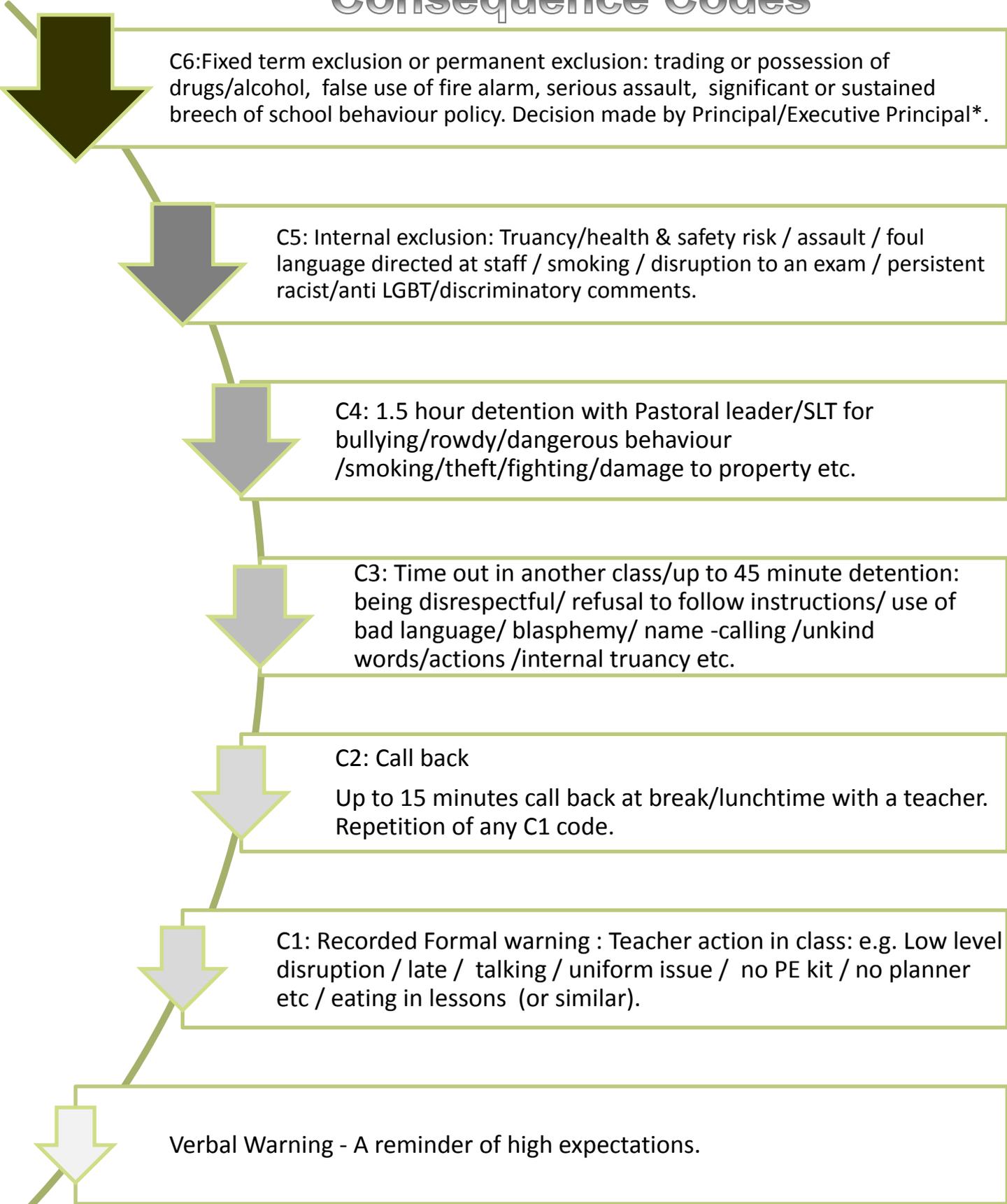
Grindon Hall Christian School

Praise Points



Grindon Hall Christian School

Consequence Codes



C6: Fixed term exclusion or permanent exclusion: trading or possession of drugs/alcohol, false use of fire alarm, serious assault, significant or sustained breach of school behaviour policy. Decision made by Principal/Executive Principal*.

C5: Internal exclusion: Truancy/health & safety risk / assault / foul language directed at staff / smoking / disruption to an exam / persistent racist/anti LGBT/discriminatory comments.

C4: 1.5 hour detention with Pastoral leader/SLT for bullying/rowdy/dangerous behaviour /smoking/theft/fighting/damage to property etc.

C3: Time out in another class/up to 45 minute detention: being disrespectful/ refusal to follow instructions/ use of bad language/ blasphemy/ name -calling /unkind words/actions /internal truancy etc.

C2: Call back

Up to 15 minutes call back at break/lunchtime with a teacher. Repetition of any C1 code.

C1: Recorded Formal warning : Teacher action in class: e.g. Low level disruption / late / talking / uniform issue / no PE kit / no planner etc / eating in lessons (or similar).

Verbal Warning - A reminder of high expectations.

*These might include, but not exhaustively: * serious actual or threatened violence against another student or member of staff;* swearing at/threatening a member of staff or subjecting them to serious verbal abuse; * sexual abuse or assault; * supplying an illegal drug; * stealing, or bringing stolen goods onto the school premises, or * carrying an offensive weapon;



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