

## **GFM Manual of Practice: Procedural expectations in secondary provision**

|                |                      |                  |            |
|----------------|----------------------|------------------|------------|
| Approved by:   |                      | Date:            | March 2019 |
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The GFM Manual of Practice came into effect at the formation of the GFM to cover the breadth and depth of procedural expectations in the secondary provision.

There are two sections:

- Behaviour management 1 covers procedural expectations in the secondary provision to respond to concerns with progress or behaviour through teacher and subject/department intervention, including the use of 'back up.'
- Behaviour management 2 covers procedural expectations to respond to significant behaviour incidents.

### **Section: Behaviour management 1**

The profession recognises and celebrates that one of the primary responsibilities of the teacher is to manage behaviour in their classroom, ensuring that learners feel safe to take risks in their learning, stretch themselves intellectually and make excellent progress academically. Safer learning environments support social and personal development as well.

#### **Skilful and professional management of a young person whose behaviour or conduct compromises high expectations in lessons:**

It is the expectation of the class teacher to manage the behaviours that compromises high expectations of engagement, learning and behaviour. *(For the GFM secondary Brune Park; each subject area has collectively agreed what these high expectations are and need to be in every classroom.)*

In managing any compromise to high expectations the class teacher is guided by:

Appendix 1 - CLASS TEACHER Skilful and professional management of a young person whose behaviour or conduct compromises high expectations.

1. Address the compromising behaviour directly - using a range of strategies to support the student meet expectations as promptly as possible, and ensuring there is follow up.

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*Indicative Examples:*

*I have asked you to twice to prepare for learning, this is your final warning. We really should not be needing to have to move to a follow up such as call back for such a basic expectation.*

*I have asked you to remove your hoodie, can I clarify that you are refusing to? I will follow this up with you after school so we do not waste any learning time in class.*

*You have not completed sufficient work so we will need to revisit this together in call back so you can make the progress you need to.*

*You are three minutes late, this is not acceptable. You will be set additional homework and I'll let your parent know so they can support you with your homework and ensuring you are clear you must not be late to lessons.*

2. Address the compromising behaviour directly with the student and agree the changes that need to happen - this is most usually away from the lesson.

*Indicative Examples:*

*Talk me through why you are in call back, what targets can you set yourself for next lesson and how will we monitor it?*

*(likely outcome: two or three targets set and agreed, student on report to the class teacher, student shares reflections, targets and commitment to address changes in behaviour with home, teacher contacts home securing support for the student in addressing the target and agreeing shared monitoring of report.)*

*Additional homework completed to a high standard, parent has signed to acknowledge homework has been completed to a high standard, class teacher records completion. Reason for additional homework being completed is expected to not re-occur - class teacher monitors.*

3. Ensure the compromising behaviour is recorded on SIMS, and that as the class teacher you have put strategies in place to support the student change their behaviour.

*Indicative examples:*

*Recorded on SIMS: Late to lesson by 3 mins, extra homework set, parents informed, quality homework produced.*

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4. If the compromising behaviour continues work through a further class teacher strategy, working directly with the student to agree the changes that need to happen.

*Indicative examples:*

*Extra homework and/or a home project is set, completed to a high standard as well as a 'call back' attended where high quality work is produced, and there is positive, forward focused discussion, target setting and an extension of class teacher report.*

5. If the compromising behaviour continues class teacher informs that students that they are going to have a fuller conversation with their parent. At this conversation, the strategies already deployed are shared and the expectations for the next lesson are clarified. Support is sought from the parent, additional homework and call back is agreed. (Ensure this is recorded on SIMS.)

6. If the compromising behaviour continues class teacher informs their subject lead of the strategies previously deployed. The subject lead reviews progress on the report, the additional work completed and the lesson work completed. At this stage the subject lead may steer the class teacher to try other additional strategies.

If not the subject lead will meet with the student and the class teacher and the three will agree targets. The student goes on report to the subject lead, additional homework and call back is set where work is completed to a high standard. The information is recorded on SIMS.

7. If the compromising behaviour continues the subject lead reviews progress on the report, the additional work completed and the lesson work completed. At this stage the subject lead may decide on additional supportive strategies. This review and next stages are recorded on SIMS.

8. If the compromising behaviour continues the subject lead reviews progress on the report, the additional work completed and the lesson work completed. If the student is not modifying or changing their compromising behaviours the subject lead invites the student and their parent to attend a meeting in school. At this meeting each of the strategies deployed are reviewed, the class teacher, subject lead and parents discuss if there are further strategies to deploy / try. The range of strategies already deployed are worked through with the student and next stages discussed and agreed. The student is monitored formally by the subject lead in close liaison with the class teacher, parents are updated on the student's progress against their target.

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See appendix 2:

Skilful and professional management of a young person whose behaviour or conduct compromises high expectations: Class teacher referral is made to Subject Lead / Head of Department

9. If, despite all of these interventions and support processes in place, the student is still presenting with behaviours that compromise high expectations, the subject lead refers the student to the AHT link. The AHT link asks questions of both the class teacher and the subject lead to review each stage of the support and intervention that has been put in place. This is likely to lead to the parents being invited in to meet with the AHT link, subject lead, class teacher and student. This meeting reviews all of the behaviours that compromise high expectations, the strategies and intervention in place, the reports to the class teacher and subject lead. The student will then go on report to the AHT link. This meeting is serious and the AHT link clarifies for the student and their parent the severity of reaching this stage. The AHT link is honest with the parent and the student that further compromise to high standards will lead to a further whole school sanction such as exclusion and E Room. This meeting is recorded in full with a follow up letter written to the parents and the student outlining expectations of the compromising behaviour to change.

See appendix 3:

Skilful and professional management of a young person whose behaviour or conduct compromises high expectations: Subject Lead referral to AHT link

10. If the student is still presenting with behaviours that compromise high expectations in this subject the AHT will take the unusual step of referring the student to the Headship team when consideration will be given to a significant whole school sanction such as exclusion or E Room. This is highly unusual given the range of opportunities and strategies deployed with and for the student and their family in order that they learn to change or modify their behaviour.

This process recognises that there will be times when a young person is not responding reasonably to the skilful and professional management of them, or a situation, by the teacher and it is only right and proper that a colleague is supported in knowing there is a line management support structure in place. The processes for accessing support across the GFM secondary provision follow the line management structures.

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**Skilful and professional management of a young person whose behaviour or conduct compromises high expectations:**

| <b>Behaviour concern in lesson/s</b>  | <b>Support and solution managed by:</b>                          |
|---|--|
| Youngster fails to modify conduct sufficiently reasonably <b>within a lesson</b> despite a range of strategies deployed by the teacher    | Back up<br>Follow up by teacher and subject lead/HOD             |
| Concerns with a student's progress and/or behaviour over a <b>series of lessons</b> despite a range of strategies deployed by the teacher | Teacher and subject lead/HOD<br>(HOY copied in to actions taken) |
| Incident in the lesson managed by the teacher but in need of follow up  | Teacher and subject lead/HOD *                                   |

| <b>Behaviour concern around school</b>   | <b>Support and solution managed by:</b>   |
|--|---|
| Incident around school in need of follow up                                      | Reporting staff to Year Office **<br>(Tutor copied in to actions taken)                             |
| Concerns about a youngster are picked up across a number of subjects and lessons | Year Office, with Tutor involved.<br>(Linked AHT informed: actions taken, monitoring and follow up) |

\*If incident is significant and may require an exclusion, teacher and HOD ensure all statements are collected and evidence is shared with their linked AHT and the HT link

\*\* If incident is significant and may require an exclusion, HOY ensures all statements are collected and evidence is shared with their linked AHT and the HT link

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Appendix 1:

**Skilful and professional management of a young person whose behaviour or conduct compromises high expectations: Class teacher**

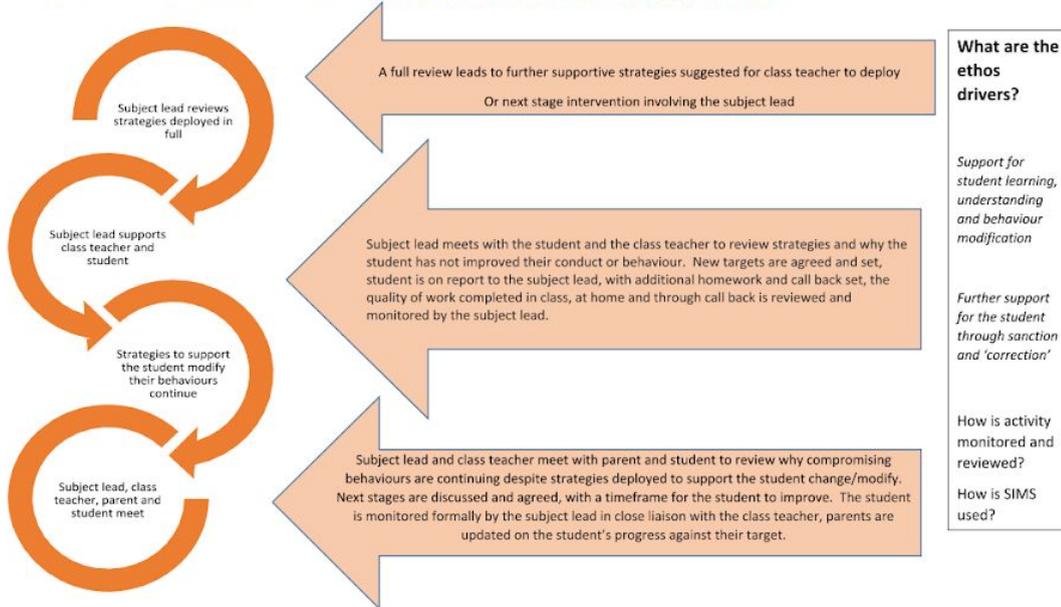


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## Appendix 2

**Skilful and professional management of a young person whose behaviour or conduct compromises high expectations:**

Class teacher referral is made to **Subject Lead / Head of Department**

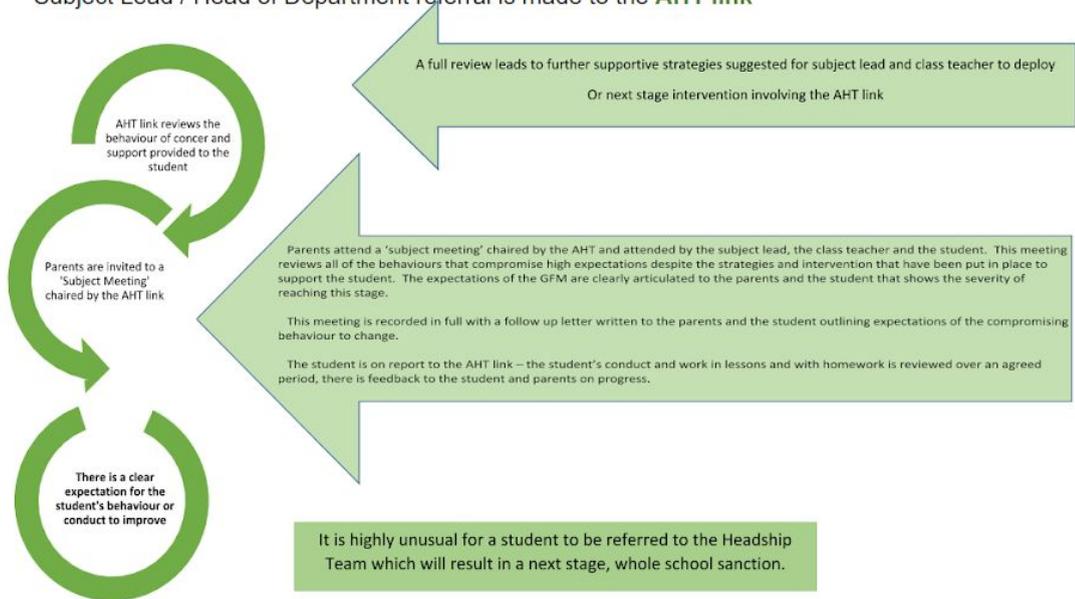


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Appendix 3

**Skilful and professional management of a young person whose behaviour or conduct compromises high expectations:**

Subject Lead / Head of Department referral is made to the **AHT link**



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## **Manual of Practice - behaviour management 2**

Expectations across the GFM are for all in the school community to contribute in a positive way to ensure all are safe, secure and happy, where we are purposeful and supportive in our interactions with each other and through our work.

There will be times when young people make mistakes, and choices that may compromise the expectations of the GFM.

### **Management of significant behaviour incidents**

In these situations it is the responsibility of the staff in the school, working with the young person and their family or carers to support the young person understand the consequences of their choices, to ensure the pupil learns they must not and cannot disrupt or compromise the expectations of the GFM community. The young person has to be supported to understand their poor choice/s cannot be repeated. Where the behaviour choice / incident is significant, a significant sanction may need to be deployed.

Exclusion (internal, external and fixed term) is a sanction deployed to send a very clear message to the pupil and their family / carers that their behaviour / choice has compromised the expectations of the GFM community. The message is also clear to other youngsters, and staff across the GFM community that behaviours that compromise expectations in the GFM are absolutely not accepted.

### **Exclusion procedure**

A decision to exclude a youngster is considered and reflective.

The school leadership team respondent takes accountability to ensure attention has been paid to:

- collecting detailed statement/s from the young person whose behaviour/choice has compromised the GFM community
- collecting detailed, factual accounts from any other young people involved or witnessing the incident
- collecting detailed, factual and non emotive statements from staff involved or witnessing the incident

The respondent considers the range of statements and considers if the record is accurate and appropriate. From this a brief overview of events is recorded and the level of sanction discussed with one of the Headship team. The relevant school managers and appropriate staff are emailed the summary overview and consequence imposed.

An exclusion can only be given where the evidence, in a documented form, on the balance of probabilities indicates guilt. The documentation for every exclusion must include a statement for the offending pupil, signed and dated. In the majority of cases there will also be witness statements signed and dated.

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The decision to exclude internally will be deployed when the respondent and Headship colleague/s feel the young person will benefit from structured and supported reflection time in school, but out of circulation. The decision to exclude internally will follow the site centric processes and procedures for internal exclusion.

The decision to exclude externally for a fixed term is taken to send a clear message to the young person and their family / carer that any behaviour that compromises the good order of the GFM community will not be tolerated and cannot be repeated. The decision to externally exclude for a fixed term is not determined by a judgement about the 'level' of the indiscretion. The expectation is that a pupil will learn from the strong message. The decision to exclude externally will follow the site centric processes and procedures, and statutory County procedures for fixed term exclusion.

Fixed term exclusions have to be confirmed/ratified by a member of the SLT. Parent/carer must be contacted and informed by telephone prior to the exclusion starting. This communication is followed up with a standardised letter in which a description of the misdemeanour is clearly outlined, and details of the readmission/reintegration meeting are given.

Every exclusion is followed by a readmission/reintegration meeting to which parent/carers must attend with their child. The first part of the meeting is just with the parent/carers to discuss matters and explain the expectations of the school and how a united front to the young person is important. The pupil then joins the meeting for its second part. A behavioural contract is agreed which includes expectations of behaviour and strategies to support the pupil.

A readmission/reintegration meeting following a three or four-day exclusion meeting must have a member of SLT present. One following a five-day exclusion must have the Headteacher or her/his duty delegate in attendance. Every readmission meeting is written up and a letter sent home summarising the meeting and reinforcing the behaviour expectations and support given to modify conduct.

If a young person has been externally excluded previously, and has been involved in a further incident that compromises the good order of the GFM, they are indicating that the strength of the message from a 1 day exclusion has been insufficient to support them recognise the expectations of the GFM. In this case the fixed term exclusion will be for 2 days. Any subsequent incidents will result in a next stage 3 days, 4 days and 5 days.

Short term fixed exclusions are therefore defined: 1 day for first use of this sanction, 2 days for second use and so on. Fixed day exclusions rarely extend beyond five days, even for a sixth exclusion.

The policy is incrementally reinforcing that unacceptable behaviour has an impact on the good order of the school and is anti-social, thus bringing into question how tenable it is for the pupil to

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remain part of the community. We cannot and will not tolerate conduct that affects the wellbeing of others including their opportunity to progress with their learning.

There may be times when the behaviour incident is of such grave concern that once the range of statements have been considered, a decision will be taken between the school leadership team colleague and the Headship team to agree a consideration of permanent exclusion. In this case a presentation of the evidence to the Headteacher may result in a 5 days in the first instance exclusion while further evidence can be collated to see if the young person's future in the GFM is tenable.

In cases of extreme behaviour where permanent exclusion is considered a possibility because of the severity of the misdemeanour, the pupil is excluded for five days in the first instance. This is a decision that has to be ratified/agreed by the Headteacher or her/his senior colleague delegated with the duty. Either will expect to be able to review the documentation as outlined above. (It may be that the exclusion enables further investigation of a case where prima-face evidence confirms a level of guilt)

Parents/carers in this instance are informed by the PA of the Headteacher or her/his duty delegate. The phone call is followed up with a letter explaining the course of action and including are arrangements for an 'interim meeting' with the parents/carers.

At the interim meeting it is explained that by the fifth day of the exclusion, the Headteacher, or her/his delegate, is legally bound to decide whether or not to permanently exclude the young person. If the decision is not to permanently exclude, then a further decision is required regarding whether the pupil returns to school after the five days or a longer fixed term exclusion is the outcome of this initial exclusion of five days in the first instance. Either of these alternatives to a permanent exclusion require a readmission/reintegration meeting as described above.

The interim meeting is followed up, with a letter to the parent/carer from the Headteacher outlining the meeting. A further letter is sent following the telephone communication informing the parent/carer the decision whether or not to permanently exclude.

All letters will comply with the legal requirements in connection with excluding children from school.

All documentation, witness statements and copies of letters etc, is stored carefully.

As with 'back up' procedures, note: although the 'workload' of recording choices of behaviour and consequences implemented at the time may seem onerous, not completing the records will undermine further strategies to modify behaviour' it will undermine the 'authorial' authority of the school to present a narrative and thus not be supportive to our colleagues and ultimately ourselves.