



Behaviour policy

Statement of behaviour principles

Approved by:	GFM Board	Date:	16 November 2022
Maintained by:	Kerry Payne	Next review due:	January 2024

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Intent

We value, respect and celebrate behaviours that enable all to be happy, to learn and to be treated fairly and respectfully. We expect adult behaviours to model the GFM Way; kindness, care and high challenge, and place high value on mutually respectful, supportive relationships. We work in partnership as a staff, with students and families to advocate positive behaviours. We challenge and address behaviours that compromise these values. We emphasise the value of restorative conversations, relationships, and reflection to support behaviour modification. We endeavour to work as a staff in partnership, with students and families to challenge and address behaviours that compromise our ethos.

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-trust approach to maintaining high standards of behaviour that reflect the values of the trust
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) including:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2022
- Exclusion from maintained schools, academies and student referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement 2022
- Use of reasonable force in schools
- Supporting students with medical conditions at school

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- It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy.

This policy complies with our funding agreement and articles of association.

3. Defining behaviour for the GFM

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Good behaviour in the GFM is defined by the GFM Way:



These principles underpin the high expectations we have for the way we treat each other and conduct ourselves. We value, respect and celebrate behaviours that enable all to be happy, to learn and to be

treated fairly and respectfully. We expect adult behaviours to model the GFM Way; kindness, care and high challenge, and place high value on mutually respectful, supportive relationships. We work in partnership as a staff, with students and families to advocate positive behaviours. We challenge and address behaviours that compromise these values. We emphasise the value of restorative conversations, relationships, and reflection to support behaviour modification. We endeavour to work as a staff in partnership, with students and families to challenge and address behaviours that compromise our ethos.

Misbehaviour is defined as anything that directly compromises the GFM Way and may include:

- Disruption to the learning in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Unkindness
- Disruption to the safe and efficient running of the schools

Serious misbehaviour is defined as:

- Repeatedly disrupting the learning of others
- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/ illegal items. These are:
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items

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- Tobacco and cigarette papers
- Vapes/electronic cigarettes
- Fireworks
- Pornographic images
- Any article a staff member 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 student.)

4. Bullying

Bullying is defined as ‘the repetitive negative behaviour that is intended to make others feel upset, uncomfortable or unsafe’.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Often involves an imbalance of power

and can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, u physical attention, comments about sexual reputation or performanc inappropriate touching
Physical	hitting, kicking, pushing, taking another’s belongings, any use of violence
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Prejudice-based and discriminatory: ● racial	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (eg gender, race, sexuality.) Being unfriendly, excluding or tormenting.

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- | | |
|---|--|
| <ul style="list-style-type: none"> ● faith based ● gendered (sexist) ● homophobic / bipobic ● transphobic ● disability based | |
|---|--|

Anti-Bullying Strategy

Details of GFM school’s approaches to preventing and addressing bullying are set out in our anti-bullying strategy.

Incidents of bullying are extremely rare and when they do occur they are dealt with swiftly using the GFM behaviour policy. Our child on child abuse initiative seeks to recognise the difference between acts of unkindness, banter and bullying. This is achieved by asking staff, when dealing with these situations, to follow up with a written record of the incident. This allows for the pastoral and safeguarding team to have an oversight of the behaviours and can identify patterns of behaviour that can be a ‘one off’, or appear targeted and repetitive by either the perpetrator or the victim. This helps us distinguish between what is bullying, banter and unkindness and most importantly allows us to support those students who most need support whilst dealing with those whose behaviours need to be challenged.

5. Roles and responsibilities across the GFM

Staff:

All staff (support and teaching) are expected to build excellent relationships and model positive and expected behaviours at all times, in order to ensure a positive and safe learning environment for all. We provide on-going professional and learning development to support staff in meeting these expectations in:

- building excellent relationships
- modelling expected behaviours
- having high expectations for positive behaviour at all times
- supporting and challenging students in order for them to meet expectations
- have clear rules and routines for behaviour in classrooms
- taking responsibility for promoting good and courteous behaviour both in classrooms and around the school sites, in line with the GFM’s behaviour policy
- establishing a framework for discipline that emphasises praise and uses a range of strategies; praise, sanction and reward consistently and fairly
- (for teachers) managing classes effectively, using approaches which are appropriate to students’ needs in order to involve and motivate them

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- communicating the GFM's expectations, routines, values and standards through every interaction with students
- vigilant in identifying changes in behaviour and being curious in finding ways to understand why and respond appropriately
- being curious to identify, explore and understand patterns of behaviour by drawing on the wider pool and expertise of colleagues
- providing a personalised approach to the specific behavioural needs of particular students
- working alongside the GFM inclusion team following internal procedures as appropriate
- recording behaviour incidents promptly on Arbor
- acting thoughtfully and decisively
- using restorative work to positive effect
- engaging parents and carers to share positives, and to work in partnership to address concerns
- having a positive and visible presence around the school, noticing and capturing successes, challenging and supporting modification.

Tutor or class teacher:

Tutors and class teachers are the first point of contact for most parents and carers and a daily presence in the lives of their tutees. A successful Tutor/class teacher empowers their tutees to feel a sense of belonging in their school, their tutor group and the GFM, to embrace the behaviours of the GFM Way and to be guided and supported as a positive and active citizen in the GFM community. Highly effective Tutors/class teachers have a significant impact on their tutees school experience and learning, and mitigate a number of the risks of negative outcomes such as suspension. Tutors and class teachers are encouraged, supported and expected to:

- build excellent relationships with each of their tutees and their family
- model expected behaviours
- create and sustain a tutor group environment that is friendly, inclusive and kind- where each child knows that they are a valued member of the tutor group, the school and the GFM
- support each tutee in their positive engagement with all aspects of school and GFM life
- support each tutee to remove barriers or obstacles to effective learning, behaviours and school life - this includes monitoring their tutee's learning and progress through to their well-being, happiness, uniform, punctuality and phone
- liaise with teaching staff to share insight into the contextual factors that may impact the learning and behaviour of tutees and working together with staff and the tutee so they embrace the behaviour expectations set out in the GFM Way (in classes and around GFM sites)
- maintain strong relationships with home being the person in school where parents share successes and worries, and any factors that may impact their child's learning and behaviour
- play an active role as advocates for their tutees and hold their tutees accountable as appropriate, this includes monitoring positive rewards and feedback, and sanctions or incidents involving their tutees
- raise concerns if the well-being or behaviour of one of their tutees changes without explanation or if

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they are concerned their intervention as tutor, is not having desired impact

- feel confident to use praise and reward or sanction as appropriate for the time spent as a tutor group and more widely (sa appropriate)
- contribute in full to any referral such as the diagnostic hub, SEND plans, risk assessments for members of their tutor group.

Subject Leaders:

Subject Leaders are expected to provide leadership and direction to those they lead. Supporting all staff in their accountability to build excellent relationships and model positive and expected behaviours to secure a positive learning environment. Subject leaders of teachers are expected to lead individuals and the team in the provision of quality teaching and positive behaviour for learning. Subject Leaders in the GFM:

- model highly effective teaching, a positive disposition, excellent classroom management and de-escalation skills
- have high expectations of all staff and hold teachers and staff to account for these aspects of their practice
- establish and embed these expectations through a range of strategies that balance reward and praise with sanctions, applied consistently and fairly
- provide support and guidance, with high expectations and challenge to subject teachers in promoting behaviours in line with The GFM Way
- provide intervention to support teachers and staff that enables their learning and development through guiding, supporting and motivating the development of a highly effective 'toolkit' of strategies appropriate for their subject area
- lead the subject to be a model of good practice across the GFM with teaching, positive disposition, classroom management and de-escalation skill.

Year Office (secondary):

The Year Office is expected to provide leadership and direction to tutors, playing a key role in their support of Tutors fully understanding and knowing their tutees. The Year office demonstrates positive leadership by knowing the students in their Year Group and enabling policy to have a positive impact of student's well-being, learning and behaviour. Year Offices in the GFM:

- lead and support tutors in delivering their accountabilities for each of their tutees
- design and implement inputs to support their year group develop the behaviours of The GFM Way and the skills of the Gosport Futures, including addressing what may be important for the needs of the young people in their care
- monitor, analyse and understand praise and reward, to provide leadership that places recognition and celebration as a feature of the year group

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- monitor, analyse and understand factors that may present a barrier to well-being, learning or positive behaviour such as metrics with Arbor Negative Points, Sanction Statistics, attendance or punctuality figures -and lead how this understanding is used to remove barriers and address issues
- actively promote positive punctuality and attendance across the the year group
- ensure regular and positive year group communications with home
- plan highly effective assemblies where positives are recognised and celebrated and year group appropriate thought and reflection can take place
- support subject leads in their work with class teachers where knowledge of an individual can guide understanding of adjustments for differentiation
- liaise with internal support and external agencies to facilitate additional support where necessary; including but not limited to the Inclusion Team, Children & Families Team at SGL, Children's Services, CAMHs, Police, School Nursing Team.

Admin teams:

Admin colleagues provide support to Year Offices and the Leadership team to ensure timely and effective communication with parents and carers when sanctions are applied in line with this policy.

This includes:

- processing information including letters, ensuring that they are recorded and stored centrally
- producing letters to inform parents of sanctions and next steps
- ensuring our management information system is keep up to date
- supporting the process of evidence collation and presenting data
- notifying the Local Authority of Fixed term and permanent exclusions.

Inclusion Leadership Team:

Inclusion Leaders are responsible for identifying learners that require intervention and support by:

- close liaison with subject leads to analyse data and feedback that enables a child centred, evidence informed approach to support and intervention
- lead a culture where the 'Team Around the Learner' meetings are child-centred and evidence informed in their approach
- facilitate 'Team around a child' meetings in conjunction with the year office
- use diagnostic hub information to allocate additional support/provision
- facilitate the production of individual behaviour plans that support a learner to be successful
- liaise with parents and carers as appropriate
- support, and hold to account subject leaders in their support of those teachers who work with learners on an individual behaviour plan
- monitor trend data, highlight where additional support is required for staff and learners and be part of the team who ensure appropriate support is directed
- take an active role in supporting the organisations learning and development in the understanding of more complex needs/behaviours.

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School Leaders:

All GFM School Leaders actively support the implementation of this policy by building excellent relationships, modelling positive and expected behaviours and expecting this of all colleagues and children. The School Leadership team are highly visible, routinely engaging with students, parents and staff to enable a culture where everyone feels safe and supported. Specifically school leaders:

- support colleagues in their consistent application of the policy
- support colleagues maintaining consistently high expectations as outlined in this policy
- take an active role in holding line managers to account in their work with colleagues who may require additional support in the implementation of this policy
- work closely with individual colleagues, students and parents as appropriate to implement all aspects of this policy and where appropriate individual support plans
- have a visible and positive presence around the GFM school/s modelling a focus on positive relationships, praise and reward while implementing this policy as appropriate.

School Leaders are responsible for the monitoring of the impact of this policy, and contributing to its ongoing review and improvement.

Associate Headteachers, Headteachers and Executive Headteachers

The Associate headteachers work alongside headteachers and Executive headteacher/s to:

- review and approve this behaviour policy
- ensure that there is a culture where relationships are positive and supportive and where behaviour inline with the GFM Way is expected, supported and encouraged
- ensure that any behaviour that compromises culture is challenged and dealt with effectively
- ensure that all line managers enable those they line manage to understand and engage with the culture of the GFM and the behaviour expectations of the GFM
- ensure through line management that staff are held to account for promoting a positive culture and the effective management of poor behaviour in line with this policy
- monitor the implementation of this policy to ensure rewards and sanctions are applied consistently to all groups of students;
- ensure induction of new staff is rigorous and thorough and includes the GFM's behavioural culture and policy and its important for the full inclusion of all children and students
- ensure every colleague has a line manager who supports and enables them in building positive relationship, effective behaviour management and de-escalation, and ensure their line manager has access to appropriate training in behaviour management, the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour
- ensure this policy works alongside the safeguarding policy to offer students appropriate support including reward and sanction sa necessary
- Ensure data is regularly reviewed and monitored to make sure that no groups of students are being

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disproportionately impacted by this policy (see section 13.1).

- Provide ongoing support and challenge for colleagues through reflective dialogue for learning and development.

Governance:

The Board of Trustees board is responsible for monitoring this behaviour policy's effectiveness and holding the Schools Executive to account for its implementation.

The Scrutiny and Advisory Group (SAAG) are responsible for monitoring the effectiveness of the policy in practice and holding the Schools Executive to account for its implementation.

5.4 Parents and carers

The GFM asks parents and carers, where possible to:

- support their child in building positive relationships, engaging with The GFM Way and the positive intention of the school's behaviour policy
- get to know the GFM's behaviour policy and reinforce it at home where appropriate
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher or tutor promptly
- take part in any pastoral work if there are incidents with misbehaviour (for example: attending reviews of specific behaviour interventions)
- talk through any worries or concerns about the management of behaviour with the school directly,
- take an active interest in the life of the school, and its approach to culture.

The GFM endeavours to build positive relationships with parents and carers as it is the partnership between home and school that the research shows best supports a child in their school experience, their well-being and their learning. Working in collaboration with parents and carers where there are behavioural issues is key to achieving the best outcomes for young people.

5.5 Children and students

Children and students are welcomed into the GFM with clear expectations for them to be happy, well and successful. We are explicit with all members of the GFM community that we live by the behaviours outlined in the GFM Way and that we focus on positive, supportive and respectful relationships as the foundation of our community. We are explicit with children and students that:

- The GFM Way outlines the behaviours we model, expect and deserve for our GFM Community to be happy and successful
- We consistently challenge and address any behaviours that compromise these expectation
- They can expect compromising behaviours to be consistently challenged and addressed
- they can expect that those who compromise behaviour expectations will be supported, challenged

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- and will work through strategies to support them modify their behaviour
- They and staff in the GFM live by the GFM Way because it is a positive way to work and be together in our community
- Their views will be sought on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for mid-phase and term arrivals.

6. GFM Schools behaviour curriculum

The GFM Way guides the GFM culture and behaviour expectations. Across the curriculum and all aspects of the school The GFM Way underpins the development of learning cultures and the development of excellent behaviour across all settings in the GFM. Our curriculum explores well being, character and behaviour to ensure that all learners are equipped with the tools to embrace The GFM Way. Subject and Tutor time provides space for students to reflect and target set, based on which aspect of The GFM Way they are doing well in and which they need to focus more on. Across a GFM site we expect to see:

- Clear and consistent routines in the school and classroom
- A strong focus on attendance and punctuality, including clear and effective attendance policies that staff apply consistently and fairly
- students who are committed to learning, know how to study effectively, are resilient to setbacks and take pride in their achievements
- An environment where students feel safe
- Relationships between teachers and students that reflect a positive and respectful culture
- Zero tolerance for bullying, child on child abuse and discrimination
- Staff responding to issues, where they occur, consistently, effectively and in line with the school policy.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

6.1 Mobile phones

We have a consistent approach to the use of mobile phones across all schools and settings in the GFM; devices are turned off and placed in school bags by the time the 'ready to learn' is signalled through a bell or local procedures. After this time mobile devices and headphones are likely to be confiscated if seen by a member of staff. Students are not permitted to walk around the site with a phone in their hand or headphones in. Confiscated items are labelled with the student's name and year group and placed securely in reception. They can be collected after school by the student and will require collection from a parent on second and subsequent occasions. There may be occasions when teachers will allow students to use mobile devices and/or headphones in lessons with their explicit permission.

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There are times when it is appropriate to ask learners to hand their phones/devices to a member of staff. Internet enabled devices, such as watches, will also be confiscated if they are a distraction to learning, and/or being used to communicate or listen to music. Students are permitted to take out and use their phones once they have left the classroom following their last lesson of the day.

7. Training, learning and development

The induction process provides staff new to the GFM and/or new to roles in the GFM specific training, learning and development linked to this policy.

All GFM staff have a line manager who is responsible for supporting and signposting their ongoing learning and development through directed time (teachers) and a suite of learning opportunities including:

- Positive behaviour management
- Creating positive learning cultures
- Being an emotionally available adult
- The appropriate use of physical intervention
- The needs of the students at the school
- How SEND and mental health needs impact behaviour
- The impact of trauma
- Restorative conversation
- De-escalation

A staff training log can be found in appendix 2.

8. Monitoring arrangements

8.1 Monitoring and evaluating school behaviour

Each GFM school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

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The data will be analysed each term by the Associate headteachers, headteachers and Executive headteachers with responsibility for inclusion. The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

8.2 Monitoring this policy

This behaviour policy will be reviewed by the Executive HTs and The Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Director of Schooling

9. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Anti-bullying policy

A: Responding to behaviour Secondary phase

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A.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the GFM Way and Gosport Futures in their classrooms, referring to these to celebrate success and reinforce expectations
- Follow the 5 pillars that underpin good behaviour as laid out in the [Behaviour blueprint](#). When facing a challenging conversation use the scripts provided on [Behaviour blueprint](#) to guide the conversation.
- Develop a positive relationship with students, which should include:
 - o Greeting students in the morning/at the start of lessons
 - o Establishing clear routines
 - o Communicating expectations of behaviour in ways other than verbally
 - o Highlighting and promoting good behaviour
 - o Concluding the day positively and starting the next day afresh
 - o Having a plan for dealing with low-level disruption
 - o Using positive reinforcement

A.2 Safeguarding

GFM schools recognise that changes in behaviour may be an indicator that a student or child is in need of help or protection.

We will consider whether a student or child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy.

A.3 Responding to good behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will capture success and acknowledge it with positive recognition. The GFM Way is used to align success to, this includes recognising the behaviour observed. This provides an opportunity for all staff

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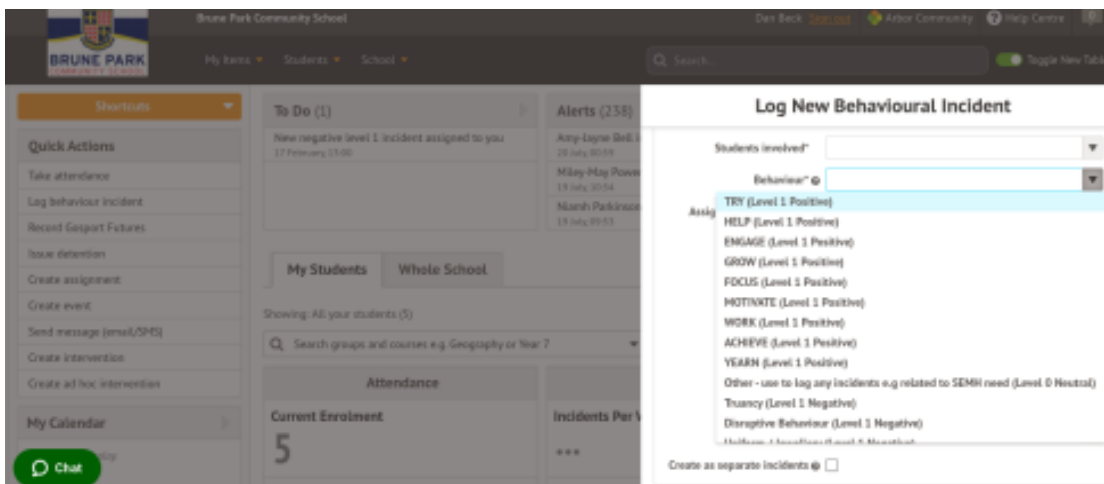
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to reinforce the school's culture and ethos. There are site and phase specific procedures outlined in attached addendums

All adults:

- Positive praise, smiles and non verbal cues are purposeful and used extensively across the school with an expected ratio of five positive comments for every negative one .
- Adults will identify students who have demonstrated the GFM Way behaviours in their learning and behaviours. The GFM Way is displayed and utilised across the school life. Arbor is used to capture success against the GFM Way.
- Arbor is used to capture positive behaviours:



Teachers and Support Staff will:

- promote a positive, safe learning environment where students want to behave well
- promptly log positive behaviour on Arbor at a ratio in excess of 5:1
- regularly share successes with parents (phone calls and emails home, postcards, scheduled meetings, letters home)
- Awards evening nominations
- Silent referral 'thank you' (via Google form) for those learners that always do the right thing.

Subject Leaders:

-analyse subject behaviour and recognise good behaviour within departments

- regularly share successes with parents (phone calls and emails home, postcards, scheduled meetings, letters home)

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- Awards evening nominations
- Silent referral 'thank you' (via Google form) for those learners that always do the right thing.

Year Office:

-analyse year office behaviour and recognise good behaviour within departments

- regularly share successes with parents (phone calls and emails home, postcards, scheduled meetings, letters home)
- Awards evening nominations
- recognition events for year groups
- Annual celebration event per year groups to recognise those that have achieved thresholds of points within Arbor.
- In our year group assemblies, success is recognised and celebrated.
- Certificates are used at the end of each term to celebrate those students that have gained the most Arbor positive points

Senior Leadership:

- regularly share successes with parents (phone calls and emails home, postcards, scheduled meetings, letters home)
- Awards evening nominations and celebration at the awards evening
- SLT recognition events at the end of each term
- Certificates are used at the end of each term to celebrate those students that have gained the most Arbor positive points

A.4 Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond predictably, promptly and assertively in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students

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know with certainty that misbehaviour will always be addressed.

De-escalation techniques are used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour sending the student out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility

- School-based community service, such as tidying a classroom
- Referring the student to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Removal of the student from the class
- Suspension
- Permanent exclusions, in the most serious of circumstances

Restorative Practice

All colleagues across the trust are expected to support and implement a restorative approach to behaviour incidents. Where possible, we promote the use of a restorative approach. The restorative approach enables those involved in conflict to retain ownership of and responsibility for their actions, thoughts, feelings and needs. Restorative approaches are a range of practices that help students to develop the skills and attitudes necessary to build, maintain and repair relationships with others.

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What we do:

Support for students to develop social and communication skills.

Formal and informal discussion to discuss difficult situations when there has been conflict. Structured conversations in internal sanctions including SDDT and fixed term suspension Restorative reintegration meetings after a fixed-term suspension.

Ongoing training and development for staff and students.

The implementation of structured questions which are used when dealing with students:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

The questions are neutral and non-judgmental, they are about the behaviour that does not meet our expectations and its impact upon themselves and others, and they are open questions which require an answer. They take everyone from the past (what happened) to the future (repairing harm) people to reflect on who has been affected. They are likely to help develop some empathy for those affected.

The principles of Restorative Approaches across The Trust are:

Focus on harm caused by the wrongdoer and actively seek ways of repairing that harm. Create dialogue and communication.

Respect.

Within a safe environment they will allow all participants to engage and learn. This should lead to accepting responsibility, reparation, reintegration, restoration, and behavioural change.

Alternative arrangements for sanctions can be considered on a case-by-case basis for any student where the school believes an alternative arrangement would be more effective for that particular student, based on their knowledge of that student's personal circumstances.

A.5 Reasonable force

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Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Be reasonable, proportionate and necessary;
- Always be used as a last resort unless otherwise stated on an individual plan
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be logged on our physical intervention form (secondary intranet)
- Be recorded and reported to parent (by the DSL/SLT)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

A.6 Searching, screening and confiscation

Any prohibited items (listed in section 3) found in a student's possession will be confiscated. These items will not be returned to the student.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#) and logged on the safeguarding spreadsheet

A.7 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform

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- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

A.8 Online misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

- A student feels threatened or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

A.9 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the DSL/year office or member of the school leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

A.10 Zero-tolerance approach to sexual harassment and sexual violence

All members of the GFM community have the right to engage fully with the life of the school, free from sexual harassment or violence. Staff and students are expected to report anything that makes them

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uncomfortable, no matter how 'small' they feel it might be. This is viaCPOMs and linked on the secondary intranet and unkindness form for young people. Staff are aware and vigilant of more vulnerable groups including girls and those with SEND. Staff are also expected to discuss any concerns with the safeguarding team, their line manager or SLT as appropriate.

In line with section 5 of Keeping Children Safe in Education 2022 the Trust will ensure that all incidents of child on child sexual violence and sexual harassment are met with a suitable response, and never ignored.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:

- o Manage the incident internally
- o Refer to early help
- o Refer to children's social care
- o Report to the police

Please refer to our child protection and safeguarding policy.

A.11 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

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In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

B. Serious sanctions

The GFM uses a stepped approach to sanctions, enabling opportunities for students to reflect and change their behaviour. It also provides opportunities to identify the appropriate support that is required. There are phase specific sanctions outlined in the addendums to the policy.

B.1 Detention

students can be issued with detentions during break, after school or on weekends during term time.

The school will decide whether it is necessary to inform the student's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

If it is not possible for a child to complete their detention we would expect it to be completed before the child returns to lessons.

B.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the

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behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow learning to resume in the classroom
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

students who have been removed from the classroom are supervised by a member of the duty team and will be removed for a maximum of the remaining part of the day, the length of time will be determined by the duty team.

students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Meetings with pastoral and inclusion leadership team
- Use of diagnostic assessment to identify areas of need
- Use of LSAs
- Short term behaviour report cards
- Long term behaviour plans
- student support through one of our adjusted curriculum provisions
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the student in the behaviour log.

B.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort. Please

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refer to our suspension and exclusions policy for more information..

C. Responding to misbehaviour from students with SEND

C.1 Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned. These may include but are not limited to:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of inclusion spaces where students can regulate their emotions during a moment of sensory overload

C.2 Adapting sanctions for students with SEND

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When considering a behavioural sanction for a student with SEND, the school will take into account:

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the appropriate provision for the student for their SEND need was not in place?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

C.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's SEND Leader and/or Special Educational Needs Co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. This may include utilising the relevant parts of the Diagnostic Hub assessment tool.

Where necessary, support and advice will also be sought from appropriate outside professionals. This may include specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

C.4 students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will cooperate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

D. Supporting students following a sanction

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.

This could include but is not limited to:

- Reintegration meetings

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- Daily contact with a member of the Year Office
- Regular review meetings with parents
- Mentor identified with action plan to improve behaviour
- Team Around the Learner meeting to ensure support is in place
- Challenging behaviour risk assessment (diagnostic hub)
- Adjusted school day/provision
- A report card with personalised behaviour goals

Diagnostic hub assessment tools will support in identifying potential barriers to learning and should be used as appropriate/direct when supporting students following sanctions.

E. Student Transition

E.1 Inducting incoming students

The school will support incoming students to meet behaviour standards by providing an induction process to familiarise them with the behaviour policy and the wider school culture.

E.2 Preparing outgoing students for transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.