

The GLC Behaviour Policy [Secondary]

This policy was published for consultation on:	Spring 2024
This Policy was ratified by the Board of Directors on :	Spring 2024
This Policy will be reviewed by the GLC Board on :	Spring 2025

GLC Mission Statement

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

Equalities Statement

The GLC's commitment to equality is enshrined in our mission statement to develop 'active and thriving citizens within a diverse, truly fair and equal community'.

We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.

Table of Contents:

Section 1: Introduction: Aims and Purpose	4
1.1 Aims	4
1.2 Legislation, statutory requirements and statutory guidance	5
1.3 The GLC Motto, Mission and Values	5
1.4 To ensure this policy has impact and achieves the aims, the GLC insists that all stakeholders adhere to the following rights and responsibilities on site, off site and on-line.	7
1.5 Students with Special Education Needs and/ or Disability [SEND]	8
1.6 Creating good order in the classroom [teachers' responsibilities]	9
1.7 Creating good order in the classroom [equipment]	9
1.8 Creating good order around the academy	10
1.9 Character Curriculum	11
1.10 Definitions	11
Section 2: Rewards	13
2.1 Rewards for You [R4U]	13
2.2 Celebrating success across the academy	14
Section 3: Consequences for breaching the Gateway Student Values	16
3.1 Consequences	16
3.2 Student Engagement Team [SET]	17
3.3 SET Room	18
3.4 Restorative Practice	18
3.5 Inclusion Panel/Raising Standards Meeting	18
3.6 Classroom Behaviour Management Procedure	18
3.7 Homework Behaviour Management Procedure	19
3.8 Faculty/Department Intervention	19
3.9 High Priority Students [SET priority]	19
3.10 Detentions	19
3.11 Leadership 2-hour Detention [Friday each week]	20
3.12 HoF/HoD/Progress Leader Detentions	20
3.13 Working with students who are underperforming in the classroom	20
3.14 Progress Reports Cards	20
3.15 Student Learning Plan [LP]	21
3.16 Alternative Curriculum	21
3.17 Community Service	21
3.18 Suspensions and Permanent Exclusions	21
3.19 GLC Behaviour Panel	22
3.21 Students' conduct outside the school gates	22
3.22 Confiscation of property	22
3.23 Confiscated items	23

Section 4: Specific Behaviour Issues	24
4.1 Bullying	24
4.2 Mobile Phones and other electrical devices	24
4.3 Behaviour related to drinks brought into a GLC academy	25
4.4 Punctuality	25
4.5 Malicious and or false allegations against staff and/or students	25
4.6 Gang Related Activity	25
4.7 Behaviour relating to Hate Crime	26
4.8 Sexual Conduct	26
4.9 Drugs and Alcohol	26
4.10 Violence and Aggression	27
Section 5: Training & Monitoring	28
5.1 The powers to use reasonable force	28
5.2 Monitoring Arrangements	28
Appendix 1 – The Gateway Learning Community Home/Academy Contract	29
Appendix 2 - Some strategies for dealing with 'less than good' behaviour	30

The GLC Behaviour Policy [Secondary]

Section 1: Introduction: Aims and Purpose

The GLC Behaviour Policy sets out strategies to ensure a calm, supportive environment that supports the GLC's Mission Statement and is conducive to student learning, including those with SEND, so that everyone feels like they can belong and high expectations are maintained for all students.

Quality first teaching remains the highest priority for all staff. Staff should have the highest expectations, constantly insisting that students 'improve upon their best' and take pride in themselves and their work. It is expected that all staff will try their best to 'make the weather' in each lesson and across the academy by teaching in a way that demonstrates their passion for their subject [and for learning in general] actively fostering strong relationships, engagement, participation and independence by students. Students should be rewarded in accordance to the Behaviour Policy and successes praised and celebrated on a consistent basis. Staff, parents and students will work together to ensure students understand and can uphold the GLC values and take responsibility for their actions and decisions, understanding the impact this can have on their lives and those around them. The academy will continue to focus on celebrating the students who consistently adhere to the GLC values and who personify the attitudes and expectations of the academy. Those who fail to meet these standards will be subject to a range of consequences outlined later in this policy with the aim to modify unacceptable behaviours and attitudes and ensure that the high standard of teaching and learning across the academy is not compromised and our mission and values are adhered to.

This policy has been written in line with the legal duties under the Equality Act 2010, in respect of safeguarding and of students with special education needs and disability.

Supporting policies:

- GLC Teaching for Learning Policy;
- GLC Positive Handling Policy;
- GLC Suspensions and Permanent Exclusions Policy;
- GLC Attendance Policy;
- GLC Anti-Bullying Policy;
- GLC Complaints Policy;
- GLC Curriculum Policy;
- GLC Safeguarding Policy;
- GLC SEN and Disability Policy and / or;
- GLC Searching, Screening and Confiscation Policy;
- GLC Drugs Policy;

1.1 Aims

At every GLC academy, we aim to create a safe, well-ordered, disciplined learning environment which will:

- Enable and encourage our students to develop as active and thriving citizens within a diverse, truly fair and equal community: To realise their full potential and develop their self-esteem;
- Develop each individual, taking into account specific needs, aspirations and talents, within a context of equality of opportunity for all;
- Create a positive culture that promotes our mission and GLC values, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment;
- Ensure a whole-academy approach to maintaining high standards of behaviour that reflect the GLC values and provide a consistent approach to behaviour management;
- Outline the expectations and consequences of behaviour;
- Define what we consider to be unacceptable behaviour, including bullying and discrimination;
- Demand from all members of the GLC a sense of fairness, integrity, tolerance, and respect for others and for the environment;
- Develop a sense of togetherness characterised by shared values and an enthusiasm for learning;

- Celebrate success across the full range of worthwhile endeavours.

1.2 Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education [DfE] on:

- Behaviour in schools: Advice for headteachers and school staff 2024;
- Searching, screening and confiscation: Advice for schools 2023;
- The Equality Act 2010;
- Keeping Children Safe in Education;
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including student movement 2023;
- Use of reasonable force in schools;
- Supporting students with medical conditions at school ;
- Special Educational Needs and Disability [SEND] Code of Practice.

1.3 The GLC Motto, Mission and Values

At the Gateway Learning Community, we believe that ‘making the weather’ and a positive learning environment gives students the best possible chances of achieving high outcomes and to consistently ‘improve upon our best’ in a diverse, truly fair and equal community.

OUR GLC CORE VALUES

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

Responsibility

We own our behaviour and actions. We recognise that we play a fundamental role in shaping our lives, the lives of others and every aspect of the world. We understand the importance of 'making the weather.'



Resilience

We tackle challenges head-on. We approach people and situations with confidence and a positive mindset. We learn from our setbacks and failures.



Compassion

We care for ourselves and each other. We contribute to making the world a better place. We treat others with kindness, respect and dignity.



Aspiration

We aim high and work hard to fulfil our potential. We believe everybody can achieve something great and realise the importance of 'improving upon our best.'



Learning is prized

1.4 To ensure this policy has impact and achieves the aims, the GLC insists that all stakeholders adhere to the following rights and responsibilities on site, off site and on-line.

Each GLC academy asserts its right to:

- Making clear the GLC's statutory power to discipline students;
- Enforce the GLC's Behaviour Policy – including rules and disciplinary measures;
- Not tolerate violence, threatening behaviour or abuse by students or parents. If a parent does not conduct himself/herself appropriately, the GLC reserves the right to ban them from the premises and if necessary, report them to external agencies, including the police if appropriate.

Each GLC academy is responsible for:

- Communicating clear measures to support good order, respect and discipline;
- Ensuring that the GLC's Behaviour Policy does not discriminate against any student;
- Providing appropriate training for all GLC staff [including SEN and disability and mental health], and identifying where further support is needed. This includes a clear induction for new staff regarding the academy's culture to ensure they understand its rules and routines, and how best to support all students to reach their potential;
- Building positive relationships with parents /carers and students, working together to celebrate positives and address behaviour that does not meet expectations;
- Ensuring that the academy environment encourages positive behaviour;
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of students;
- Ensuring that the behaviour data is reviewed regularly, to make sure that no groups of students are being disproportionately impacted;
- Playing an active part in the life of the GLC and their academy including acting as ambassadors;
- Supporting the admission and transition of students with parents, students and other agencies.

Every staff member at a GLC academy is responsible for:

- Creating a calm and safe environment for students;
- Ensuring the teaching and learning policy is implemented and the highest expectations are set for students in lessons and around the academy;
- Establishing and maintaining clear boundaries of acceptable staff and student behaviour;
- Implementing the behaviour policy consistently;
- Modelling expected behaviour and positive relationships;
- Ensuring a considered approach considering the needs to the student;
- Recording behaviour incidents promptly using the agreed systems;
- Playing an active part in the life of the GLC and their academy including acting as ambassadors.

Every young person who attends a GLC academy has the right to:

- Be taught in environments that are safe, conducive to learning and free from disruption;
- Expect appropriate action from their GLC academy to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment;
- Complain to the appropriate member of staff if they believe that they have been subject to its disciplinary authority unreasonably.

Every young person who attends a GLC academy is responsible for:

- Adhering to and promoting the GLC motto, mission and values;
- Following instructions by GLC staff, obeying GLC rules and accepting consequences in an appropriate way;
- Being in school, on time and equipped for learning;

- Doing classwork and home learning to at least the expected standard, attending additional learning periods if not making expected progress;
- Using electronic devices appropriately including ensuring what is accessed, posted and received is acceptable and follows the GLC motto, mission and values;
- Playing an active part in the life of the GLC and their academy including acting as ambassadors.

Every parent / carer who has a child at a GLC academy has the right to:

- Be kept informed about their child's progress, including issues relating to their behaviour [subject to any GDPR restrictions [please see the GDPR Data Protection Policy];
- Expect their children to be safe, secure and respected in the GLC;
- Have the opportunity to play an active part in the life of the GLC and their academy including acting as ambassadors;
- Have any complaint they make about their child taken seriously by their GLC academy and investigated/resolved as necessary;
- Be supported with strategies and through referral to external agencies in order to manage their child's behaviour as necessary.

Every parent / carer who has a child at a GLC academy is responsible for:

- Respecting and supporting the GLC's Behaviour Policy, motto, mission and values;
- Informing the academy of any change in circumstances which may impact on their child's progress and/or behaviour and actively engaging with the support offered;
- Playing an active part in the life of the GLC and their academy including acting as ambassadors by always setting the best example possible for impressionable young people;
- Discussing any behavioural concerns with the appropriate member of staff promptly and take the necessary action at home to support their child in making positive choices;
- Ensuring their child is in school, on time and equipped for learning;
- Ensuring their child does their home learning to the expected standard, attends additional learning periods if they are not making expected progress;
- Attending meetings with the Head of School or other academy staff, if requested, to discuss their child's progress, attendance and/or behaviour;
- Adhering to the terms of any Parenting Contract, Support plan, the GLC Home-Academy Contract or order relating to their child's behaviour.
- Ensuring their child uses their electronic devices appropriately including actively monitoring what their child is accessing, posting and receiving.

1.5 Students with Special Education Needs and/ or Disability [SEND]

The GLC recognises that students' behaviour may be impacted by a special educational need or disability [SEND].

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

When dealing with breaches of GLC values from students with SEND, especially where their SEND affects their behaviour, the academy will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being 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 co-operate with the local authority and other bodies.

As part of meeting these duties, the academy will anticipate, as far as possible, all likely triggers of breach the GLC values, 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. This may include:

- 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 and inclusive approaches including trauma/attachment awareness;
- Use of separation spaces [sensory zones or nurturing rooms] where students can regulate their emotions during a moment of sensory overload.

Students with an Education, Health and Care Plan [EHCP]

The provisions set out in the EHC plan must be secured and the academy will co-operate 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 contact the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

The Governing Body and GLC Directors are responsible for monitoring this policy's effectiveness and holding the Head of School to account for its implementation in each academy.

1.6 Creating good order in the classroom [teachers' responsibilities]

All staff are responsible for upholding the values and expectations of the GLC. There is a programme of professional development throughout the academic year that incorporates behaviour management training for existing and new staff. In order to create effective learning and working environments, all staff are expected to fully and consistently support the Teaching and Behaviour Policies in their day-to-day working to support good behaviour for learning. As such, we expect that all teachers and Cover Supervisors:

- Will meet the teachers' standards and embed the teaching and learning policy;
- Will have consistently high expectations of all groups of all students in every lesson;
- Ensure that the Classroom Management Procedure [see below] is implemented fairly, consistently and without bias;
- Understand individual learner's needs and demonstrate a thorough understanding of the learning process including appropriate support and scaffolds;
- Will be informed by assessment information about what learners know and what needs to be done to achieve further improvements. [Please see the GLC Teaching for Learning Policy [Secondary] for further details];
- Will create a learning environment that fosters positive relationships;
- Not use any form of corporal punishment. Members of staff are forbidden to strike a student in any circumstances and must avoid physical intervention unless a student is in danger of injuring themselves or others or are damaging property. [See Positive Handling Policy for further details].

1.7 Creating good order in the classroom [equipment]

So that lessons can start promptly and positively, and learning time can be maximised in every lesson, students are expected to attend school each day with the correct equipment. Every student should have as a minimum the basic equipment which includes:

- Black pen;
- Red Pen;
- Ruler;
- Pencil;
- Yellow highlighter;
- Journal;
- School books for timetabled lessons;
- Academy school bag [Year 7, Year 8 and Year 9];

- Laptop and charger.

Tutors will check, each day, that every student has the correct equipment and will liaise with parents as necessary to ensure full compliance. A student who persistently lacks the correct equipment will be referred to their Progress Leader.

1.8 Creating good order around the academy

To establish a conducive learning environment and maximise students' educational experiences, it is essential to maintain proper order both within the academy and outside of classrooms. To achieve this, all students are expected to follow a set of non-negotiable guidelines around the academy.

- **Walk on the left:** All students are expected to walk on the left of corridors and stairwells.
- **Respectful Conduct:** Students are expected to display respectful behaviour towards their peers, and staff members at all times.
- **Timely Transitions:** Students should make efficient transitions between classes, utilising the allotted time effectively and avoiding unnecessary delays.
- **Environmental Care:** Students should actively contribute to maintaining a clean and tidy environment by disposing of their rubbish in bins and reporting any concerns to the appropriate member of staff.

By adhering to these non-negotiables, students contribute to a harmonious and productive learning environment, fostering a positive atmosphere for all members of the academy community.



NB Outside of the academic day, students are allowed to remain on the academy site only for the following activities:

- Additional study in allocated areas;
- Academy extra-curricular clubs;
- Academy events if participating or invited to watch;
- Under the specific direction of a member of staff;
- Waiting in the Library to collect a sibling from the Gateway Primary Free School;
- Detentions;
- Attending the Library;
- Other sanctioned activities.

The GLC will not take responsibility for any unauthorised access to The Gateway Academy site.

1.9 Character Curriculum

We believe in fostering the holistic development of our students, not only academically but also in terms of character and values. Our character curriculum plays a vital role in shaping the ethical, social, and emotional growth of our students and contributing to our mission. It is designed to instil in students a strong sense of integrity, compassion, respect, and responsibility, preparing them to become well-rounded individuals who positively contribute to society. It encompasses the following:

Character Development: Our character curriculum aims to develop students' moral compass, empathy, and ethical decision-making abilities. Through a range of activities, discussions, and reflections, we encourage students to understand and demonstrate virtues such as honesty, compassion, kindness, perseverance, and fairness.

Values Education: We strive to nurture values that promote a harmonious and inclusive academy community. Our curriculum emphasises the importance of compassion for self and others, embracing diversity, resilience, responsibility and high aspirations. By cultivating these values, we aim to create an environment where every individual feels safe, valued, and empowered.

Social and Emotional Learning: Our character curriculum integrates social and emotional learning to support students' emotional well-being, self-awareness, and interpersonal skills. Through various strategies such as mindfulness exercises, conflict resolution techniques, and empathy-building activities, we aim to equip students with the necessary tools to navigate challenges, manage emotions, and build healthy relationships.

By implementing a robust character curriculum, we aim to empower our students to develop as active and thriving citizens within a diverse, truly fair and equal community.

1.10 Definitions

Breaches of GLC Motto, Mission and Values:

- Disruption in lessons, in corridors between lessons, at break, lunchtime, before and after school [including on site, off site and on line];
- Non-completion of classwork, homework and additional learning periods;
- Not adhering to the GLC values [including on site, off site and on line];
- Incorrect uniform/ missing equipment.
- Possession of specific banned items. These are fizzy/energy drinks, large quantities of sweet/"junk" food.
- Use of mobile phones and other electronic devices including air pods, this includes accessing and/or posting inappropriate content on line. This also includes recording staff and/or students without permission. Students use of mobile phones is prohibited at all places and times on the academy site. Mobile phones should never be used, seen or heard at the academy.

Serious breaches of GLC Motto, Mission and Values is defined as:

- Repeated breach of expectations [as documented above];
- Any form of bullying [including on site, off site and on line];
- Sexual violence, such as rape, assault by penetration, or sexual assault [intentional sexual touching without consent] [including on site and off site];
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as: sexual comments, sexual jokes or taunting, physical behaviour such as 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 [including on site, off site and on line];
- Racist, sexist, homophobic or discriminatory behaviour [including on site, off site and on line];

- Vandalism, theft, fighting, smoking [including on site, off site and on line];
- Possession of any prohibited items. These are: knives and weapons; alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, and 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] [including on site, off site and on line];
- Possession of specific banned items. These are e-cigarettes and vapes;
- Possession of a mobile phone on the academy premises, if a student has been prohibited to do so.

Section 2: Rewards

At the GLC, we aim to identify and praise good behaviour. Good practice suggests that in all classrooms there should generally be 4 positive comments to every negative comment. Each GLC academy will regularly recognise those students who make good choices through a system of rewards that provides a framework of consistency recognising success and promoting positive attitudes and engagement in lessons, around the academy and in the community.

2.1 Rewards for You [R4U]

R4U is a points system that is designed to recognise and celebrate students' good attitude to learning. There are a range of rewards for students including: trips; prize draws; small ongoing prizes; certificates; commendation letters; canteen queue jumps; celebration evenings; special lunches in the canteen; VIP cards with benefits etc.

The criteria for awarding R4U points within the class and during Progress and Development [PAD] sessions:

- The **class teacher and PAD tutor** is responsible for entering points onto SIMS that mirror our Student values

	Description	Points		Description	Points
-	Demonstrating resilience	5	-	Working hard	5
-	Showing Aspiration	5	-	Being compassionate	5
-	Being responsible	5	-	Gratitude	5
-	Valuing Learning	5	-	Pride	5
We encourage all staff to reward students for the following:					
	Description	Points		Description	Points
-	Representing the academy	5	-	Academy challenge award	5
-	Community contribution	5	-	Correct PE/Dance kit	1

Administrative staff are responsible for entering points onto SIMS under the following categories					
	Description	Points		Description	Points
-	Head of School's weekly award	20	-	Golden Ticket Reward	20

Head of School Award

Every week, our staff members have the opportunity to nominate students who have shown outstanding excellence either within, or beyond, the academy. The Head of School carefully chooses the recipient of the weekly award, who is then announced over the public address system. In recognition of their achievement, the student receives a positive letter sent home and is awarded 20 R4U points.

Golden Ticket

Each member of staff is invited to award 3 Golden Tickets during the course of the academic year [one per term]. The criteria for awarding a ticket is that the student must be consistently 'improving upon their best', or do something that is exceptional. If this is the case, a student is given a golden ticket and they must exchange

part of the ticket with the Head of School for an award and place part of the ticket in the golden box found in the canteen for the chance to win a prize. The name and a photograph of each student who gains a golden ticket will be on show in the canteen and a letter congratulating the student is sent home. Please note, this award is only for students who constantly meet the expectations of the academy. However, if a student makes a significant turnaround in their attitudes and makes positive choices they will be considered.

Demonstrating Excellence in Academic attainment and/or progress

During each academic term, every Faculty/Department will have the opportunity to nominate two students from each year group for recognition. One student will be chosen for academic excellence, while another will be selected for academic progress. These deserving students will be awarded Faculty badges/trophies during year group assemblies.

Additionally, at the end of each term, we will acknowledge the ten students with the highest rankings in terms of academic attainment and/or academic progress within each year group. This determination will be based on data derived from the student dashboards as well as input from teachers. These exceptional students will be presented with trophies or badges as a testament to their achievements.

Community Contribution

Students are encouraged to support their academy and community. Students who 'go over and above' demonstrating care and supporting others will be awarded R4U points.

Academy Challenge

We advocate for students to play an active role in their year group and feel part of the Gateway 'family'. There are a diverse range of events throughout the academic year for students to get involved in. Students are awarded 5 R4U points for participation and also receive points for their year group.

Star of the Day

On a daily basis, students have the opportunity to be nominated for exemplifying the academy values. Through this nomination process, they may be selected as the "Star of the Day." As a reward, a positive message is sent home to their parents or guardians via Edulink, notifying them of their child's exceptional behaviour. Additionally, their Tutor takes the time to acknowledge and recognise their achievements.

Badges

In recognition of students who demonstrate the GLC values and/or exceptional academic performance, they have the opportunity to receive badges. Staff members nominate these deserving students and, upon selection, the following rewards are bestowed upon them:

- The student is presented with a badge and certificate during their year group assembly, where their accomplishments are celebrated in front of their peers.
- A positive message is sent home to their parents or guardians, acknowledging their child's achievements.

These initiatives aim to encourage and recognise the students who consistently uphold the academy values and/or excel academically.

2.2 Celebrating success across the academy

All staff are expected to take every opportunity to praise student achievements and to celebrate success. This is to promote the values and ethos that the GLC cherish.

Every week during Period 1 [also known as PAD], the tutor will talk with their students to inform them of the points they have accrued. This will be repeated on a 2-weekly cycle.

Other mediums for communicating and celebrating students' achievements include year group and whole academy assemblies, student displays, success badges and trophies.

Students have the opportunity to gain R4U points. Examples of what becomes available for students who gain R4U points include: Trips; vouchers for a termly prize draw; canteen queue jumps; game and movie nights.

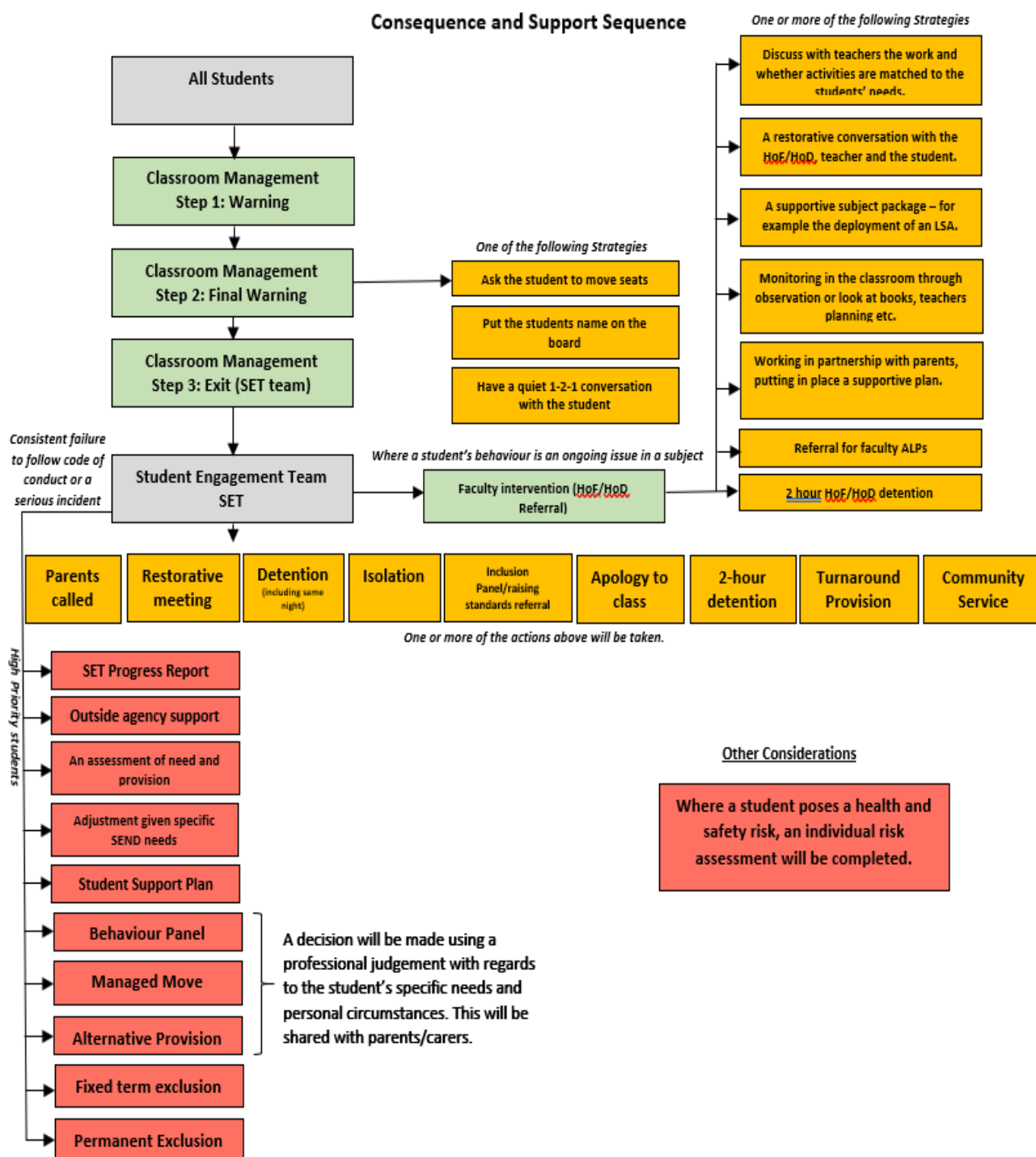
Section 3: Consequences for breaching the Gateway Student Values

3.1 Consequences

When responding to breaches of the values, staff will respond fairly, promptly and assertively to the policy. The first priority will be to ensure the safety of students and staff and to restore a calm environment in which all students can learn and the GLC mission can be achieved. The consequences will include, deterrence, protection and improvement.

Where there are breaches of the GLC values, the academy will adopt an escalation procedure as illustrated below. **Note:** *In all incidents: we will take the context of the student's individual circumstances into account as well as their individual needs [including those with SEN and disability] before applying a consequence and make reasonable adjustments at each stage of the consequences.*

Please see the GLC Home Academy Agreement for further information [Appendix 1].



3.2 Student Engagement Team [SET]

The Student Engagement Team [SET] consists primarily of members from the Leadership Team and Progress Team. Their collective responsibility is to observe behavioural patterns within the academy and take appropriate measures to address students who repeatedly exhibit negative attitudes towards the GLC values, subsequently hindering other students' access to learning.

The SET is entrusted with the task of implementing and coordinating detentions for students who persistently disrupt the learning environment across various subjects. This focuses specifically on those students identified as the SET Priority Students. By doing so, it enables teaching staff to dedicate their efforts towards consistently delivering high-quality education in every classroom, aligning with the principles outlined in the Teaching for Learning Policy.

3.3 SET Room

If placed in the SET room, the SET lead will decide the appropriate course of action and the duration of the stay. The SET administration will inform parents of any actions being taken by the end of the school day.

Whilst in the SET room, students will be set appropriate work that must be completed. If the work is not completed to an acceptable standard, the consequences will be escalated.

3.4 Restorative Practice

Where applicable, a restorative approach to resolving conflict and preventing harm will be adopted. This will hold students who have caused conflict or disruption accountable for their actions and support them to build positive relationships with staff and/or other students.

3.5 Inclusion Panel/Raising Standards Meeting

The panel/raising standards team meets regularly to discuss any concerns such as behaviour, progress and safeguarding regarding students from Year 7 to Year 11. It is made up of staff from SET, SEN and Disability, Student Support Team, Curriculum Team, Teaching Team and Progress Leaders. The Panel/Raising Standards Team will work together to support student's in the academy, as well as referring to outside agencies when relevant. All actions are recorded, monitored and reviewed.

3.6 Classroom Behaviour Management Procedure

If a student's behaviour is in breach of the GLC values, the following will be implemented in the first instance:

Step 1. Warning

- The teacher [or other adult] will make the student aware of which aspect of the GLC values has been breached;
- The student must immediately rectify the issue.

Step 2. Final Warning

If the student continues to breach the values, the teacher will explain the reason for giving a final warning and explain if the breach of the GLC values continues, a member of the Student Engagement Team will be called. The teacher will use one of the following strategies to reinforce the seriousness of the situation and to give students the opportunity to address their behaviours:

- Ask the student to move to a different area within the classroom;
- Put the student's name on the board;
- Have a quiet 1-2-1 conversation with the student.

Staff should consider the distinct needs of students [including those with SEN and disability] when considering strategies.

Step 3. Exit

- If the student continues to breach the GLC values, the teacher will refer the student to the SET by sending a 'call out' to SET [with the room number, student's name and reason]. Teachers will decide how best to deal with the student before the SET member arrives: Either allowing the student to remain in the classroom or as a last resort directing them to wait outside of the classroom.
- The SET will take the student immediately to the Student Engagement Room or another classroom. The SET will decide which of the following is the most appropriate action to take based on the context of the situation.
 - Call parents/carers, explain the situation and ask them to speak to their child;
 - Restorative Meeting with teacher at appropriate time;
 - Loss of break and/or lunch;
 - Detention [including same day];
 - Isolation for that lesson or a period of time;
 - Referral to the Progress Team, Inclusion Team and/or HoF/HoD;
 - Formal apology to class;

- Community Service;
- 2-hour detention;
- Move the student to another classroom to learn if appropriate and/or;
- Work in the inclusion area with a member of the Inclusion Team or Progress Team.

3.7 Homework Behaviour Management Procedure

If a student does not do homework within the allocated time, the teacher will decide which of the following is the most appropriate action to take based on the context of the situation:

- Log behaviour point on SIMs;
- Detain student for a period of time at break or lunch [maximum 20 minutes];
- Set same day after school detention [for persistent failure to complete homework];
- Work in partnership with parents to put a supportive plan in place.

For continuous failure to complete homework, class teacher to refer student to Head of Faculty/ Department.

3.8 Faculty/Department Intervention

Students who constantly fail to follow the GLC values within a specific subject area will be referred to the HoF/HoD and one or more of the following strategies implemented:

- A review of the student's curriculum, including ensuring that adaptive teaching is in place if the student is failing to access the learning;
- A restorative conversation with the HoF/HoD, teacher and the student;
- A supportive subject package;
- Monitoring student in the classroom through observation;
- Faculty/Department Progress Report Card;
- Working in partnership with parents;
- Referral for Faculty/Department ALPS [Additional Learning Periods];
- HoF/HoD detention [maximum 2 hours].

If a student is not making expected progress in a subject area they will be expected to attend compulsory intervention activities such as catch-up classes, same day ALPs and; 1-2-1 intervention classes; holiday classes; academic mentoring or attendance monitoring.

3.9 High Priority Students [SET priority]

When a student persistently breaches the GLC values across a number of subjects and/or the academy, the student is likely to become a SET Priority. Management of SET Priority students will be supported by the Student Engagement Team. Some, or all of the actions identified below may be used to support students:

- SET progress report;
- SLT/Progress Leader report;
- Outside agency referrals;
- An assessment of need and provision;
- Student Support Plan;
- Behaviour Panel;
- Alternative provision;
- Managed Move;
- Suspension;
- Permanent exclusion.

3.10 Detentions

The SET may impose break, lunchtime and after school detentions as appropriate. The detentions can happen the same day and parents/carers will be notified within the day if their child is to stay after school the same day. The aim of a detention is to support a student to reflect upon the choices they make and to encourage them to make better choices in the future and to adhere to the GLC values. It is also an opportunity for students to catch up on the learning they have missed.

The SET will inform the student verbally of the time and place for the detention. A phone call or a text will be sent home. Where a student refuses to complete a detention, the consequence will be escalated.

3.11 Leadership 2-hour Detention [Friday each week]

A list of students who have been set a 2-hour Friday detention will be agreed and produced by the SET. SET admin will:

- Text sent to the parent 48 hours before the detention;
- Enter the names of detained students onto SIMS/CPOMS;
- Produce the list of students to be detained for that specific day;
- Arrange for detained students to be collected for their detention.

If a student fails to attend the detention, their parent is phoned on the Friday to inform them that their child failed to attend and that the consequence will be escalated.

3.12 HoF/HoD/Progress Leader Detentions

A list of students who have been set a detention will be agreed and produced by the HoFs/HoDs/Progress Leader. HoF/HoD/Progress Leader admin will:

- Text sent to parents for a same day after school detention [maximum 1 hour]
- Text sent to the parent 48 hours before the detention if 2 hours;
- Enter the names of detained students onto SIMS/CPOMS;
- Produces the list of students to be detained for that specific day.

If a student fails to attend the HoF/HoD/Progress Leader detention, their parent will be phoned by the HoF/HoD to inform them that their child will have a follow up detention set and request a parental meeting if deemed necessary.

3.13 Working with students who are underperforming in the classroom

Whilst teachers will not set detentions for behaviour, they are encouraged to invite students to attend at an agreed time after school, break or lunch if a student is not making expected progress within a lesson. If these discussions are held at break or lunchtime, teachers must leave enough time for students to eat and use the toilet. If a student is not making expected progress over a period of time it is expected that the teacher will implement the following strategies:

3.14 Progress Reports Cards

A student may be placed on a progress report if they constantly fail to meet the expectations of the academy. The report is a short-term intervention that allows staff to monitor a student's performance across one subject or their whole curriculum depending on the need. Parents will be notified by telephone when their child has been placed on a report.

Head of Faculty/Head of Department/Progress Leader Progress Report

- The Head of Faculty/Head of Department/Progress Leader and the student's teacher will discuss with the student and their parent the concerns;
- The duration of the report and a set of targets will be agreed and monitored at the end of each day;
- The parent will be informed of the progress of their child on an agreed basis;
- If the student fails to respond, a referral will be made to the SET. The HoF/HoD/Progress Leader and SET team will agree on further actions to be taken.

Tutor Report

- The student's tutor will place the student on report and discuss with parents the targets set;
- The duration of the report and a set of targets will be agreed and monitored at the end of each day;
- The parent will be informed of the progress of their child on an agreed basis;
- If the student fails to respond, the report could be escalated.

Academic Report

- Decisions regarding the recipients of the report will be made during raising standards meetings.
- The duration of the report and a set of targets will be agreed and monitored at the end of each day;
- The parent will be informed of the progress of their child on an agreed basis;
- Students will be monitored until their next data drop and discussed during the raising standards meetings.

SLT Report

- A member of SLT will discuss with the student and their parent the concerns;
- The duration of the report and a set of targets will be agreed and monitored at the end of each day;
- The parent will be informed of the progress of their child on an agreed basis;
- If the student fails to respond, the SLT will apply further consequences which could include a suspension.

3.15 Student Learning Plan [LP]

For students where the strategies have not improved poor attitudes to learning, sometimes it may be necessary to implement a learning plan. This will outline key targets for improvement and the support that will be necessary to give the student the best possible chance of success. Additionally, the consequences that will be imposed should the targets not be achieved will also be made explicit. There will be a clear time limit to the learning plan with regular monitoring meetings with parents and their child agreed in advance of the launch of the learning plan. This plan will also take into consideration the views of the parents and student.

3.16 Alternative Curriculum

The GLC acknowledges that some children need to revisit some key building blocks of childhood development before they can move forward socially, emotionally and academically to function in a 'mainstream' classroom setting. The Gateway Academy currently has the capacity for a small number of young people to work within some alternative curriculum classes led by skilled and trained teachers and support staff. Here, students access a tailored curriculum with additional emotional support via social interaction and purposeful activities planned each week. The academy does not offer a full-time alternative provision for students over an extended period of time.

In addition, the academy may judge that external alternative provision may be an appropriate strategy to apply if available and compliant with DfE regulations.

3.17 Community Service

The academy operates a programme of community service as part of its range of consequences.

Students are likely to be given community service as a consequence for a number of reasons, including: Littering; defacing the building with graffiti or causing damage to the building or to the general learning environment. A student may be asked to complete a number of different tasks as part of the community service that may include: Litter picking, tidying, sanding, painting or working alongside the site team. Students will be provided with the appropriate protective equipment to complete these jobs. In some circumstances, a student may need to leave the academy site in order to complete the community service. If so, the student will be accompanied by an appropriate adult at all times and parents and carers will be contacted in advance of this occurring.

3.18 Suspensions and Permanent Exclusions

Only the Head of School can issue a suspension or permanently exclude a student. A subcommittee of the GLC Board of Directors will be called to review the decision to permanently exclude a student, either ratifying or overturning the decision [please see the GLC Suspensions and Permanent Exclusions Policy]. The GLC follows the statutory guidance issued by the DfE in relation to suspensions and exclusions from school.

Please see the GLC Suspensions and Permanent Exclusions Policy for further information.

3.19 GLC Behaviour Panel

The GLC Behaviour Panel is comprised of the CEO/Head of School/Vice Principal and where possible, GLC governors /directors and/or other senior GLC staff who meet with a student and their parents. The Behaviour Panel tends to be convened at the end of a series of interventions that have not been successful in addressing the behaviour of the student in question. Typically, a Behaviour Panel is called where strategies have been exhausted and the student is at serious risk of a permanent exclusion.

3.20 Managed Move

Where a student's behaviour has not improved over time and is significantly impacting on the learning of other students at the academy, senior colleagues at Gateway will use their professional judgment to consider whether a 'managed-move' to another school would be possible, or appropriate, to provide the student with a fresh start. If a student is deemed by the academy to be suitable for a managed move, and this is agreed by the parents and the receiving school, the student will attend the receiving school for a trial period and if successful, will then transfer to this new school on a full-time basis.

3.21 Students' conduct outside the school gates

All GLC students are expected to be ambassadors for the GLC and should follow the GLC values at all times. Teachers and other adults have the power to discipline students for misbehaving outside of the school premises 'to such an extent as is reasonable'.

GLC staff may discipline students for breach of expectations when the student is:

- Taking part in any academy-organised or academy related activity;
- Travelling to or from their GLC academy, or wearing the academy uniform or in some other way identifiable as a student of the GLC;
- Misbehaving at any time whether or not the conditions above apply, that could have repercussions for the orderly running of the GLC, or poses a threat to another student or member of the public or could adversely affect the reputation of the GLC.

3.22 Confiscation of property

The DFE Guidance Behaviour and Discipline in Schools highlights two sets of legal provisions which enable school staff to confiscate items from students:

- 1) **The general power to discipline** enables a member of staff to confiscate, retain or dispose of a student's property, so long as it is reasonable in the circumstance; and
- 2) **Power to search without consent** for prohibited items including:
 - Knives and weapons;
 - Alcohol;
 - Illegal drugs;
 - Stolen items;
 - Tobacco and cigarette papers;
 - Vapes and E-Cigarettes;
 - Fireworks;
 - Pornographic images;
 - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

Mobile phones can also be searched for as they are prohibited to be used, seen or heard in the academy.

If a student is in possession of any prohibited items or there is strong evidence to indicate that they are distributing any of the items above, this could result in a suspension or permanent exclusion. Please refer to the GLC Suspensions and Permanent Exclusions Policy for further information.

The criteria for confiscation used at the GLC are [the following is not exhaustive]:

- An item that poses a threat. For example, a multi-tool item which may contain some form of blade or a laser pen is being used to distract or possibly harm other students or staff;
- An item that poses a threat to good order for learning. For example, a person using a personal music player or a mobile phone on the academy premises [should not be used, seen or heard];
- An item that poses a health or safety threat. For example, a student wearing a large ornate ring in PE may represent a safety threat to other students;
- An item that students are found to be selling/trading in school. For example, sweets and energy drinks.

3.23 Confiscated items

Staff must confiscate the following if found in the possession of a young person:

- Any weapons or items which could be used as weapons;
- Illegal drugs; and alcohol or tobacco products.

All staff have the power to confiscate other items of property [for example, mobile phones, jewellery that is not permitted as outlined in the uniform policy] which ensures that staff and students feel safe and secure and the environment is calm, supportive and conducive to learning.

Confiscated items

- Knives, controlled drugs, harmful substances and other offensive weapons will be handed to the police or disposed of;
- Tobacco, cigarette papers, fireworks, and alcohol items will be destroyed under orders from the Head of School;
- Pornography [dependent on the nature and details including on electronic devices] will be handed to the police or destroyed;
- Stolen Items [dependent on the nature and details] will be handed to the police, the owner, retained or disposed of;
- Fizzy drinks/energy drinks will be disposed of;
- Mobile phones if used, seen or heard or used inappropriately including off site; They will normally be returned to the young person at the end of the day. However, if the student does not display the appropriate behaviour, the incident is deemed serious or if it is a repeat offence, a parent will need to collect the item;
- Other items will normally be returned to the young person at the end of the day. However, if the student does not display the appropriate behaviour or if it is a repeat offence, a parent will need to collect the item;
- Confiscated items which have not been collected after six months will be disposed of under direction of the Head of School.

The GLC Academies general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

NB. Any student who refuses to be searched could be suspended or permanently excluded. If necessary, the academy will refer the matter to the police and other appropriate agencies.

For further details, please see the Searching, Screening and Confiscation policy.

Section 4: Specific Behaviour Issues

4.1 Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. Please refer to the Anti Bullying policy at the GLC for further information.

Bullying is, therefore:

- Deliberately hurtful;
- Repeated, often over a period of time;
- Difficult to defend against.

If a student incites others to fight or bully or is engaged in bullying [including on line] Students will be isolated and take part in a restorative justice process that, in some circumstances [particularly for racist incidents] will be referred to the police or other appropriate agencies.

Students may be referred to off-site provision if deemed necessary. Please note that repeat incidents or in severe circumstances could result in the student being suspended or permanently excluded.

4.2 Mobile Phones and other electrical devices

- Students are not allowed to use mobile phones/electrical devices anywhere in the academy. The academy is “Mobile Free” and student mobile phones should not be used, seen or heard anywhere on the academy premises;
- If a student has a phone confiscated more than once in an academic year, the mobile phone will only be returned, after 15:00 [when possible], to a parent or carer. Mobile phones will not be returned to brothers, sisters or friends. Only a member of the Senior Leadership Team can authorise the return of a mobile phone. Students should not be rude or disrespectful to academy staff in an attempt to get their phone back. If students are rude to staff in an attempt to have their mobile phones returned, they will be sanctioned in accordance with the academy’s Behaviour Policy;
- If a student has a mobile phone confiscated on more than two occasions in an academic year, the academy may impose more serious consequences which will include [unless extreme mitigating factors] student prohibited from having a mobile phone in their possession whilst on academy premises;
- Students are not permitted to record or take pictures of other staff and/or students without their permission on phones/electronic devices and appropriate consequences will be put in place on a case by case basis dependent on the situation, this could include a student being prohibited from having their mobile phone in their possession whilst on academy site;
- Students are expected to use their phones/electrical devices responsibly outside of the academy, inciting hate crime, bullying, violence and aggression is not tolerated and appropriate consequences will be put in place on a case by case basis dependent on the situation, this could include a student being prohibited from having their mobile phone in their possession whilst on academy site;
- If a student refuses to give their mobile phone to a member of staff when asked, it will be treated as an act of defiance and the student will be sanctioned in line with academy’s Behaviour Policy;
- Mobile phones must not be used to contact parents/carers. In an emergency, the academy will allow students to use an academy phone to contact parents/carers or agree to contact parents/cares on their behalf;
- Parents/carers should not contact students on their mobile phones during academy hours. Urgent messages can be relayed to students by telephoning the academy on 01375489000;
- Headphones: Headphones are subject to the same rules as mobile phones unless a member of staff allows their use in lessons, for educational purposes, whilst plugged into a PC or laptop. Small number of students with SEN and disability are permitted to use headphones as their normal way of working. When this is the case, it is agreed with parents, the student and staff are made aware;

- Smart watches or other electronic devices: If smart watches are used for communication purposes, they will be confiscated in line with the academy's Behaviour Policy;
- All staff are responsible for challenging students who are not following the policy on phones/electrical devices;
- If students are at an academy event after school hours, the staff member responsible will determine if students are allowed to contact their parents using their phones, for example to confirm pick up time, etc;
- In a small number of cases a student will be allowed to use their mobile phone if they have a specific medical condition. For example, students with diabetes might use continuous glucose monitoring with a sensor linked to their mobile phone to monitor blood sugar level;
- Students are allowed to access their mobile phones with the permission of a member of staff, if they are raising issues that have occurred online.

The academy is "Mobile Free". Devices brought in bags but not seen are the responsibility of students. The academy holds no responsibility for items that are lost or stolen, however will investigate [as much as reasonably possible] any incidents of lost or stolen items and try to resolve the situation.

Students are permitted to use GLC laptops in lessons when instructed to do so by a member of staff or if it is their normal way of working. Students are also permitted to use their GLC laptops at breaktime, lunchtime, before and after school unless a member of staff states otherwise.

If a student's mobile phone is used, seen or heard anywhere in the academy it will be confiscated by a member of staff and given to SET.

4.3 Behaviour related to drinks brought into a GLC academy

At the GLC, all students are encouraged to carry a bottle of water with them which they are allowed to drink during lessons [except for those where there may be a safety concern: ICT and Science for example]. Students are not allowed to bring fizzy/energy drinks such as Coke, Prime, Lucozade, and Red Bull to any GLC academy. If they do, these will be confiscated and not returned to the student.

4.4 Punctuality

Where a student is late to school, students will receive a same day detention for 30 minutes. If they fail to attend then a detention, it will be reset and a parental discussion will take place if a student is persistently late.

Where students are late to class without a credible reason, students will also receive a same day detention. Where students have not improved in reducing their late marks, a punctuality report will be initiated as well as a discussion with their parents. If this fails to improve the student's punctuality, more serious consequences could be taken in line with the escalation procedure.

4.5 Malicious and or false allegations against staff and/or students

The GLC takes its role of safeguarding staff and students very seriously, where a student makes an accusation against a member of staff/student and that accusation is shown to have been malicious and/or false, the academy will deal with such acts in the strongest possible manner. Unless there are exceptional mitigating circumstances, acts of this nature may result in one or a number of the following consequences: Isolation, a formal apology to the member of staff/student, a managed move, a suspension or exclusion from the academy. Please refer to the GLC Safeguarding Policy for more information on responding to allegations of abuse.

The Head of School will also consider the pastoral needs of staff accused of misconduct and of the student who has made the accusation.

4.6 Gang Related Activity

For purposes of this policy, a "gang" is any group of two or more persons of associates, friends or members of a family with a **defined** leadership and internal organisation that identifies with or claims control over

territory in a community and engages, either individually or collectively, in illegal, and possibly violent, behaviour. "Gang related activity" includes, but is not limited to, the prohibited conduct as set out below.

Prohibitions: It is expected that no student on site or at any academy event will:

- Wear, possess, use, distribute, display, or sell any clothing, jewellery, badge, symbol, sign or other items that evidences or reflects membership in or affiliation with any gang;
- Engage in any act, either verbal or non-verbal [including on social networking sites], including gestures, handshakes, showing membership or affiliation with any gang;
- Engage in any act in furtherance of the interests of any gang or gang activity, including, but not limited to:
 - soliciting membership in, or affiliation with, any gang;
 - soliciting any person to pay for "protection," or threatening any person, explicitly or implicitly, with violence or with any other illegal or prohibited act;
 - painting, writing, or otherwise inscribing gang-related graffiti, messages, symbols or signs, on school property;
 - engaging in violence, extortion, or any other illegal act or other violation of school policy;
 - soliciting any person to engage in any type of violence against any other person.

Membership or affiliation with a "gang" outside of the academy could have repercussions for the orderly running of the GLC, or poses a threat to another student or member of the public or could adversely affect the reputation of the GLC and their academy. Teachers and other adults also have the power to discipline students for misbehaving outside of the school premises. Unless there are exceptional mitigating circumstances, "gang related activity" may result in one or a number of the following consequences: Isolation, community service, activate participation in a supportive pastoral plan, managed move, an exclusion from the academy, either suspension or permanent exclusion.

4.7 Behaviour relating to Hate Crime

'A hate crime is any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.'

At the GLC, Hate Crime is taken very seriously. Parents will be informed of the incident and, where appropriate, the student will be referred on to an internal/ external educational programme. If the incident is of a more serious nature or there is a repeated incident, isolation, a suspension or permanent exclusion may be the consequence, the police and relevant authorities would also be contacted.

4.8 Sexual Conduct

Students that are found to be involved in illegal, or what the academy deems to be inappropriate, sexual conduct, which also includes the criminal act of 'upskirting' and/or sexual harassment will be referred for the appropriate support as well as their parents being informed. The academy will consider what consequences and internal support will be necessary on a case-by-case basis. If a student commits sexual assault, the police and other relevant agencies will be informed immediately. If inappropriate sexual conduct in relation to a student is reported to the academy by an external agency, the academy will review all of the information available to them and put in place appropriate measures. Unless there are exceptional mitigating circumstances, acts of this nature may result in isolation, a suspension or permanent exclusion.

4.9 Drugs and Alcohol

If a student or students bring drugs or alcohol onto the site of a GLC academy or they are under the influence of alcohol and/or drugs, a member of the SLT team will refer to the GLC Drugs Policy for guidance.

Drugs

- If there is evidence, or a strong suspicion, that drugs have been brought onto a GLC site, the student will be searched and the Police will be informed immediately;
- If a student is found in possession of drugs on a GLC site, the drugs will be confiscated and locked in the academy safe until the police collect, parents and the relevant authorities will be informed;
- Any student caught with or is strongly suspected to be in possession/ using drugs will be referred to the relevant external agencies.
- A student is liable for a permanent exclusion if there is evidence that they are in a possession of or dealing drugs at a GLC site;

Alcohol

- If there is evidence, or a strong suspicion, that alcohol have been brought onto a GLC site, the student will be searched;
- If a student is found in possession of alcohol on a GLC site, the alcohol will be confiscated and destroyed;
- Communication home will occur; the student will be isolated and could be referred to an outside agency.
- A repeat case will result in a further call home; a meeting with parents and a series of consequences will be put in place including but not exclusive of isolation, detentions, community service, a ban from certain areas on the academy site, suspension or permanent exclusion.

4.10 Violence and Aggression

The GLC will not tolerate acts of physical violence and aggression on or off the academy site. Any such acts will be dealt with in the strongest possible manner by the academy. Unless there are exceptional mitigating circumstances, acts of this nature may result in isolation, a suspension or permanent exclusion. The consequence will reflect the level of aggression used and if the incident was premeditated.

- Following any such act, the academy will consider the implementation of a Restorative Justice programme to enable a resolution to the conflict;
- The GLC supports national attempts to eradicate criminal offences, involving the carrying and use of weapons. Any person found to be in possession of an offensive weapon on any GLC site, or makes a threat to use an offensive weapon, will be reported to the Police. The academy will enforce the highest level of consequences available under current legislation.

4.11 If a student swears directly at a member of staff

Depending on the circumstance, a referral will be made to SET and the student will be isolated for the remainder of the day. A phone call will made to the parent/carer to explain the situation. A restorative justice meeting will be convened before the student returns to normal lessons. Please note repeated incidents or a serious incident could result in the student getting suspended or permanently excluded.

4.12 If a student misuses academy IT equipment and personal electronic devices

They may lose their IT privileges such as internet access for a specified period of time and have their use of computers and other equipment closely monitored. They may also be isolated for a period of time, suspended or excluded depending on the situation. In some circumstances a referral may be completed to social services, police or other appropriate agencies depending on the nature of the situation.

Section 5: Training & Monitoring

5.1 The powers to use reasonable force

The legal provisions regarding school discipline provides members of staff with the power to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the academy.

The physical intervention used will be proportionate and necessary and would only become necessary when other de-escalation techniques have been employed to diffuse any poor behaviour. Any incident which requires a physical intervention will be recorded on the day of the incident and reported to parents.

Safer handling training is completed by identified staff every two years.

Please see the GLC Positive Handling Policy and Searching, Screening and Confiscation Policy for further details.

5.2 Monitoring Arrangements

Data will be analysed from a variety of perspectives including:

- At academy and across The GLC;
- At year group;
- At the level of individual members of staff;
- By time of day/week/term;
- By protected characteristic.

The Academies and The GLC will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle them.

Appendix 1 – The Gateway Learning Community Home/Academy Contract

All members of the Gateway Learning Community commit to working together to support the GLC mission and to uphold the GLC values at all times [including on line]:

Each GLC academy is responsible for:

- Communicating clear measures to support good order, respect and discipline;
- Ensuring that the GLC's Behaviour Policy does not discriminate against any student;
- Providing appropriate training for all GLC staff [including SEN and disability and mental health], and identifying where further support is needed. This includes a clear induction for new staff regarding the academy's culture to ensure they understand its rules and routines, and how best to support all students to reach their potential;
- Building positive relationships with parents /carers and students, working together to celebrate positives and address behaviour that does not meet expectations;
- Ensuring that the academy environment encourages positive behaviour;
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them. Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of students;
- Ensuring that the behaviour data is reviewed regularly, to make sure that no groups of students are being disproportionately impacted;
- Playing an active part in the life of the GLC and their academy including acting as ambassadors;
- Supporting the admission and transition of students with parents, students and other agencies.

Every young person who attends a GLC academy is responsible for:

- Adhering to and promoting the GLC motto, mission and values;
- Following instructions by GLC staff, obeying GLC rules and accepting consequences in an appropriate way;
- Being in school, on time and equipped for learning;
- Doing classwork and home learning to at least the expected standard, attending additional learning periods if not making expected progress;
- Using electronic devices appropriately including ensuring what is accessed, posted and received is acceptable and follows the GLC motto, mission and values;
- Playing an active part in the life of the GLC and their academy including acting as ambassadors.

Every parent / carer who has a child at a GLC academy is responsible for:

- Respecting and supporting the GLC's Behaviour Policy, motto, mission and values;
- Informing the academy of any change in circumstances which may impact on their child's progress and/or behaviour and actively engaging with the support offered;
- Playing an active part in the life of the GLC and their academy including acting as ambassadors by always setting the best example possible for impressionable young people;
- Discussing any behavioural concerns with the appropriate member of staff promptly and take the necessary action at home to support their child in making positive choices;
- Ensuring their child is in school, on time and equipped for learning;
- Ensuring their child does their home learning to the expected standard, attends additional learning periods if they are not making expected progress;
- Attending meetings with the Head of School or other academy staff, if requested, to discuss their child's progress, attendance and/or behaviour;
- Adhering to the terms of any Parenting Contract, Support plan, the GLC Home-Academy Contract or order relating to their child's behaviour.
- Ensuring their child uses their electronic devices appropriately including actively monitoring what their child is accessing, posting and receiving.

Appendix 2 - Some strategies for dealing with 'less than good' behaviour

The following strategies are designed to give some guidance regarding the management of behaviour:

1. Use of Body Language

Body language is an integral part of human communication. The way we sit, stand and move all convey messages about our feelings. It is important for teachers to consider what messages their own body language is conveying to students. They start to pick up on messages from the instant we approach and enter the classroom. Although we might not feel it, we must always try to convey to them that we feel confident, relaxed, pleased to see them and enthusiastic about the lesson. Students are more likely to arrive to your lesson in a positive mood if they know they will be greeted by a smile and a relaxed 'hi', rather than an aggressive stance, look of fear/dread or silent sigh of 'Oh, You're here'.

2. Positive Body Language

- Smiling;
- Relaxed muscles / stance;
- Respecting students' personal space;
- Open-palmed hand directions.

3. Negative Body Language

- Frowning / staring with a menacing expression;
- Tense muscles / stance;
- Invading students' personal space / towering over a student;
- Wagging / pointing / jabbing finger.

4. Use of Voice

What we actually say to students is greatly affected by how we say it. Using a calm, confident voice is essential to convey to students that we are in fact, calm and confident [Even though we may not feel it]. A pleading tone will imply that we don't expect them to co-operate, that we have no confidence in our abilities. If we have confidence in ourselves, our students are most likely to have confidence in us. Directions 'yelled' or 'spat' at children will be construed as aggressive orders. They are more likely to lead to confrontations than co-operation. Shouting directly at children serves no other purpose than to aggravate situations and encourage them to shout back. A 'quiet word' with a student [sometimes conducted away from peers] reduces the class audience. The student will not have the opportunity to impress their peers with 'clever' answers, so very often won't bother using them.

5. Tactical Ignoring

The purpose of most negative behaviours is to attract attention. To students who display these behaviours, our attention, albeit negative, still acts as a reward – proof to the student that they have been noticed. *Obviously, seriously negative or dangerous behaviour cannot be ignored – but some minor behaviour can be – tactically.* Tactical ignoring is not about 'letting students get away with it'. It is about not rewarding with attention. It can help create the ethos that teachers are only interested when students are on task – that they don't have the time or inclination to react to 'silliness'.

To make ignoring 'tactical', teachers need to:

- Continually scan the room, this serves 2 purposes;
- Letting us monitor disruption without actually looking at the disrupter;
- Reassuring the rest of the class that we have a sense of what is going on;
- Know how long to ignore before they say / do something;
- Know beforehand what alternative approach to take if tactical ignoring is unsuccessful;
- Acknowledge positive changes in student behaviour;

6. Name, Pause and Direction

Particularly during stressful points of our lessons, it is easy to find ourselves 'snapping' directions 'SIT DOWN', 'COME HERE'. When we do, students invariably don't comply immediately. We become impatient and repeat the direction in a more menacing tone. If they still do not comply we can find ourselves practically spitting / shouting at the child.

It is better to use the 'Name, Pause and Direction' strategy

- Call the child's NAME;
- PAUSE until they give you their full attention [You may need to repeat their name several times. Do not give your direction until you have established eye contact];
- Use a calm, confident voice to give a clear, simple direction;
- EXPECT COMPLIANCE. Avoid staring – rather get straight back to what you were doing, perhaps allowing a degree of take up time.

It can be helpful to say 'Thanks' immediately after this direction. This conveys to the child that you are so sure they will comply that you are prepared to thank them in advance.

7. What Not Why

WHY questions are less effective than WHAT questions. WHY questions encourage unnecessary disputes. For example:

- Teacher: 'Why are talking?'
- John: 'I'm not'
- Teacher: 'Yes you are'
- John: 'I'm not. I was just

WHAT questions encourage student reflection and place responsibility for some sort of feedback from the child? For example:

- WHAT are you doing?
- WHAT should you be doing?
- WHAT did I ask you to do?

Invariably some students will respond with 'Nothing!', or 'I don't know!'

'Nothing' should be replied to with a statement of what they are doing, followed quickly by questioning what they should be doing. For example:

- Teacher: 'John [pause]. What are you doing?'
- John: 'Nothing.'
- Teacher 'Actually you're talking to Dave. What should you be doing?'

If the student claims not to know what to do, direct them. For example:

- John: 'Dunno'
- Teacher: 'I want you to copy the text from the board, thanks.'
- [Simple direction. Expect compliance].

If the student argues, reassert the direction or give a simple, clear choice.

8. When / Then

'WHEN you have ... THEN you can ...' is a far more positive approach than 'NO you CAN'T ... because you HAVEN'T ...' It is a strategy especially useful to direct impatient students [the child who wants to start another activity / task before finishing the first].

It encourages their understanding of the order of events and places control of the outcome in their hands. For example:

- Science – Carrie wants to do the second practical before having cleared up the first.
- Carrie: 'Sir, I need some more litmus paper.'

Negative response

- Teacher: 'No. You're not having any. I told you what you had to do. Sit back down.'

Positive response

- Teacher: 'When you've cleared up after the last experiment, THEN I'll give you some more. Come back when your desk is tidy, thanks' [Expect compliance].

If a child starts to argue, repeat the same sentence calmly. If they persist, offer them simple, clear choice.

9. Re-stating via the Rules

'Don't call out', 'Stop Running', 'No Throwing'. These are all orders that focus the child on negative behaviour – what they are doing wrong.

Re-stating or reminding via the rules is a way of encouraging students to focus on what they should be doing right. Keeping it in the positive. For example:

- Tina throws a rubber to a friend.

Negative Response

- Teacher: 'Don't throw things around the room.'

Positive Response

- Teacher: 'Tina [to gain attention, use the child's name first]. You know the rule for passing equipment.

This should be said with established eye contact. Spoken briefly, clearly, expectantly. So expectantly you will turn away as soon as you have restated the [fair] rule. Don't let the student become involved in a discussion about it with you. If they try to start, keep repeating the statement.

10. Primary and Secondary Behaviour

- Primary Behaviour = The initial behaviour that leads to your intervention;
- Secondary Behaviour = the behaviours that result because of the intervention [sulking, stomping, muttering under breath].

When children display secondary behaviours, it is easy to find ourselves thinking 'I'm not going to let them get away with that attitude. I'm the boss and I'm going to make sure they know it.'

Although sometimes hard to restrain, this approach rapidly results in confrontations. It is far more constructive to remain focused on the primary behaviour. If they moan / sulk, it is usually best to use tactical ignoring and just repeat the initial statement [they usually get bored of waiting for a response and stop their secondary behaviour without direction]. For example:

- Carol is out of her seat. You ask her to sit down, several times. Eventually she does, but in a real strop. She slams her bag on the table and drops into her seat, arms firmly crossed.

Negative Response

- Teacher: 'Right! I'm not having that – get out of my class – now. I said now!'

Positive Response

- Ignore secondary behaviour and comment on improvements.
- Teacher: 'Well done for getting settled. Do you need any help making a start?'

11. Partial Agreement

Acknowledging a child's point of view, regardless of whether we agree with it, can save unnecessary disputes. For example:

- Jackie is talking when she should be writing.

Negative Response

- Teacher: 'Stop talking and get on with your work.'
- Jackie: 'I'm not the only one.'
- Teacher: 'Everyone else is getting their work done.'
- Jackie: 'Wendy's talking [she points]. Why don't you tell her to stop?'
- Teacher: 'I asked you.'
- Jackie: 'That's not fair ...'
- Jackie: 'That's not fair ...'

Positive Response

- Teacher: 'Jackie [pause]. On with your work, thanks.'
- Jackie: 'I'm not the only one talking.'
- Teacher: 'Maybe you're not but could you get on with your work thanks.'

Examples of other 'Partial Agreement' responses

- 'I wasn't' 'Maybe you weren't but could you ...' - 'I didn't do it' 'Ok, but I'm asking you to ...'
- 'This is boring' 'Perhaps it is but you have an exam on it'
- 'Mr Smith lets us ...' 'Maybe he does, but I'd like you to ...'

12. Giving Children Choices

If previous strategies [simple directions, re-stating the rule, partial agreement, etc.] have not worked, children need to be given clear choices, focusing on their behaviour and the likely consequences. Choices are far more effective than threats as they allow the students some feeling of control. For example:

- Teacher: 'You can either work quietly here, you know the rule, or I'll have to ask one of you to work over there'

If a child argues or does not respond, repeat the choice. If they still do not comply – apply the consequence – reminding them that they had been given a choice. For example:

- Teacher: 'Barry [pause]. Take your books over there. I gave you both a choice.'

It is important to always apply the consequences, or children will start to think that we aren't serious. We might decide to give them the opportunity of 'working – off' their consequence if their behaviour improves. If the child does not co-operate at this stage, it may be necessary to remove them from the classroom and speak to them privately.

13. Distinguishing Between Person and Behaviour

When dealing with disruptive students it is essential to focus on comments on their behaviour, not them as a person. For example:

- Mandy keeps calling out during your explanation.

Negative Response

- Teacher: 'I'm fed up with you – you're always calling out. Stop it now or I'll send you out'.

Comments like 'I'm fed up with you', 'you're an idiot', 'you're a trouble maker', should be strictly avoided. The student will feel personally attacked and become confrontational. Instead focus on what they are doing – what behaviour they need to change and why.

Positive 'Distinguishing' response

- Teacher: 'Mandy [pause]. You're calling out. I need the whole class quiet so that you can all hear me explain, thanks.' [Expecting compliance].

If the student does not respond, repeat, pause, and then offer a simple clear choice.

14. Avoiding Teacher / Student Disputes

Children can push our patience to the limit. Whatever we may be feeling inside though, it is essential that we maintain a calm exterior and do not become involved in unnecessary disputes. To help avoid disputes, we must be aware of how we use our body and voice. An aggressive approach [moving into the child's personal space, towering over them, raising our voice] is likely to lead to confrontation.

Disputes are more likely to be resolved successfully for both teacher and student if ...

- They are not carried out publicly.
- Respect is shown toward the student.
- The teacher does not use dominant / threatening behaviour.
- A compromise can sometimes be offered.

If we are too angry to speak rationally, it is better to cool off by explaining that we're too uptight and follow up later. It is ok to show your temper, but not to lose it. When children are too angry or uptight, use time-out as a means to cool off and follow up at a later time.

Remember: There are very rarely any 'winners' in student / teacher confrontations. There is often too much at stake for some students to back down [particularly in front of their peers] and even if a teacher feels they have 'won', the student will invariably try to re-establish the confrontation at a later stage.

15. Isolating Disruptors

At times, it may be necessary to isolate disruptors from the classroom. This can be difficult – especially if they are already 'wound-up'. For example:

- A typical reaction to being directed out of a room is 'You can't make me.'

In fact, there is no point disputing this. They are right. We can't.

Negative Response

- Teacher: 'It's my classroom – get out now!'

Positive Response

- Agree with them but be clear as to the consequences if they don't.
- Teacher: 'That's right Keith, I can't make you, but if you don't I'll have to ask you to stay back and explain to me why you can't work by our class rules'.
- 'I'll have to ask you ...' is better than 'I'll make you' or 'I'll send you.'

Most children will comply if the teacher decisively communicates the direction in a non-aggressive way. In extreme cases [when space allows] one option is to remove the rest of the class and leave the disrupter in their seat. Usually if this is suggested the student will agree to leave. If they don't, instigate an orderly class move. ALWAYS, ALWAYS save time to speak to the isolated student. Don't leave problems unresolved or they are likely to repeat in the following lesson. Allow them to express their view. Where appropriate, try to achieve some sort of compromise. Students respond much better to teachers if they view them as reasonable / fair.