



BEHAVIOUR FOR LEARNING POLICY

Recommended by:	Senior Vice Principal
Recommendation Date	3 rd July 2025
Ratified by:	Chair of Governors
Signed:	<i>J Goodman</i>
Position on the board	Chair of Governors
Ratification Date	3 rd July 2025
Next Review:	October 2026
Policy Tier (Central/Hub/School):	School

Date	Amendment	Staff
23 rd June 2025	Amended school rules after consultation with students	SBo
1 st Sept 2025	Addition of text regarding covert recording	SBo

Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Supporting pupils with medical conditions at school - GOV.UK](http://www.gov.uk)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles and give schools the authority to confiscate students' property
- [DfE guidance](#) explaining that schools should publish their behaviour policy and anti-bullying strategy. This policy should be read in conjunction with the Gospel Oak School Anti-Bullying policy.

Policy Aims

This policy reflects the school's three core values of Respect, Aspiration and Pride.

We aim:

- To build highly effective relationships between adults and students at Gospel Oak School
- To support behaviour for learning
- To recognise students' achievements
- To support students knowing how to play their part within the school and wider community.

Effective learning for all students is our primary goal. Good behaviour plays a significant role in promoting a safe and orderly environment, in enabling effective teaching and learning to take place, and in encouraging students to become responsible members of society. For us to be a successful learning community, all members should understand their role in supporting this aim. Fostering positive and respectful relationships between all members of the school is seen as crucial to ensuring high standards of behaviour and academic outcomes.

Policy values, principles and standards

- The key principles which underly the behaviour policy are all students demonstrating the key values of respect, pride and aspiration.
- Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- Students should be fully aware of and follow the behaviour policy, which outlines how students learn and behave at the school and in the community. Students are helped to take responsibility for their own actions and understand how these impacts on their own and other students' learning.
- The balance should largely be in favour of celebrating and rewarding positive behaviours.
- Students should be given opportunity to reflect on their behaviour and learn appropriate and acceptable behaviours where the emphasis is on learning as a priority.
- Clear and appropriate rewards and sanctions are used by all staff in line with the behaviour policy.
- There will be times when the Principal will need to use suspensions and exclusions to maintain standards.

Policy Objectives

- To promote a positive environment where learning and progress are the greatest priority and in which staff and students feel safe and respected at all times.
- To encourage and develop a sense of personal responsibility and accountability by students and emphasise that they make clear choices regarding their behaviour.
- To develop self-regulation of behaviour with every student.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure the school's expectations and specific strategies are widely known and understood to clearly define acceptable standards of behaviour.
- To encourage the involvement of both home and School in the implementation of this policy to foster good relationships and create an environment which encourages and reinforces good behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To minimize low level disruption and therefore create a positive climate for learning.

Communication of the Behaviour for Learning Policy

We will take active steps to communicate this Positive Behaviour Policy and the wider personal development curriculum to all stakeholders especially students, parents/carers, staff and governors. It will also be central to all transition communication with new students and available to all on the school website. Gospel Oak School rewards and sanctions will be made clear to all students through year teams, subject based lessons, assemblies, and morning meetings.

In signing the Home/school agreement, parents/carers confirm they have accessed all relevant school policies, including the behaviour policy. All policies can be found on the school website.

Roles and responsibilities

The Governors are responsible, in consultation with the Senior Leadership Team, for establishing the policy for the promotion of good behaviour and for reviewing it at the appointed review date.

The Principal is responsible for reviewing this policy in conjunction with the Local Academy Board, ensuring that the school environment encourages positive behaviour, ensuring that all staff understand the behavioural expectations and implement the policy consistently with all groups of students and ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary.

The Senior Vice Principal (Student Support) is responsible for leading the development of behaviour and attendance and for coordinating support from outside agencies. Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully. Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.

The Senior Leadership Team is responsible for the implementation and day to day management of the policy and procedures. They will support staff in dealing with poor behaviour and encourage staff to use strategies to avoid such behaviour. They will monitor behaviour in the whole school and offer support and training to deal with any behaviour issues.

Year Team Leaders, Assistant Year Team Leads and Heads of Year are responsible for dealing with matters within the year teams (and beyond as required to meet the needs of the team), supporting staff in their use of rewards and sanctions and seeking support for those students whose behaviour is deteriorating. They will also identify issues which arise in their year groups and seek appropriate support for staff and students. They are responsible for liaising with outside agencies and offering support within school for students where emotional issues may be affecting their behaviour.

All staff are responsible for applying the school's behaviour policy and procedures fairly and consistently, ensuring equal opportunity for all students. As role models to students, staff model high standards; being punctual, preparing lessons and resources thoroughly and remaining professional in their dealings with students, colleagues, parents/carers and members of the community.

Students are responsible for their own behaviour and for adhering to the school and classroom expectations. They will be expected to be polite and respectful to all staff and students, allowing learning to take place and to wear their school uniform correctly. They will arrive to lessons properly equipped and will treat all property and surroundings with respect.

Parents/carers are responsible for supporting the school to realise its high expectations of achievement and behaviour. They are encouraged to work in partnership with the school and to support the Home school Agreement.

Recording, Monitoring and Review

This behaviour policy has been approved by the Local Academy Governing Board. The policy will be reviewed every year or as required to ensure it remains compliant with Equality legislation and the law.

The Local Academy Governing Board will monitor the implementation of this policy in partnership with the senior leadership team.

Recording of Positive and Negative Behaviour

All staff will use Class Charts to record Positive and Negative Behaviours. These are categorised by our values of: **Respect, Aspiration and Pride**. Each element is worth different points.

Suspensions and use of Internal Exclusion are also recorded in ClassCharts.

Monitoring and Review

Review of implementation of this policy will take place through:

- **Lesson Visits:** To review consistency of application and impact of the policy.
- **Class Charts/Arbor Data Review:** To monitor positive and negative points awarded and reward/intervene as necessary. Significant trends in data may result in:
 - One-to-one or small group student interventions to support an improvement in behaviour.
 - Appropriate CPD on a one-to-one, small group or staff-wide level.
 - Whole-school focus on a specific standard for a fixed period of time.
 - Early adaptation of the policy to ensure suitability for purpose.
- **Student Voice:** To review consistency of application and impact of the policy.
- **Staff Voice:** To review impact of the policy and training needs.
- **Parent/Carer Voice:** To review implementation of the policy and impact on student progress.

Rewarding Students

At Gospel Oak School we define our community with the values:

- Respect
- Aspiration
- Pride

Respect:

- Being courteous and thoughtful towards others, including fellow students, staff, or visitors.
- Treating everyone equally, irrespective of race, faith, gender, or ability.
- Always following instructions from staff at the first time of asking.
- Refraining from participation in any form of bullying (verbal, physical or cyber); reporting any incidents to a member of staff immediately.
- Refraining from bringing themselves, fellow students, staff, and the school into disrepute by engaging in disruptive activities.
- Taking care of the environment; putting litter in the bin.
- Walking calmly and quietly down the corridor on the left hand side.

Aspiration:

- Attending school every day, arriving at school on time.
- Actively participating in classroom discussion.
- Completing all work to the best of their ability, and meeting deadlines for completion, including homework.
- Seeking out opportunities to participate in super-curricular activities and clubs.
- Striving to realise and surpass their potential in all aspects of school life.
- Reading aloud.

Pride:

- Always wearing the full and correct uniform, in the correct way, and not wearing coats in corridors and inside social spaces.
- Bringing the correct equipment and learning resources to lessons and follow the schools Behaviours for Learning protocols.

- Promoting themselves, others, and the school positively, both inside and outside of lessons, within the community and travelling to and from school.
- Demonstrating they are reliable and trustworthy.
- Celebrating their own success as well as others.
- Taking care of the environment; putting litter in the bin.

These values are rewarded daily through the use of our point on Class Charts. Points have a 'monetary' value and student accumulate points which can be spent at our Rewards store throughout the Academic Year. Some examples of ways students might be able to spend their points include:

- Contributions Rewards trips.
- Contribution towards Year 11 Prom.
- Purchase of items from our Reward store.

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will promote this with positive reinforcement and reward. We strongly believe that students should be regularly and fairly rewarded for their achievements to improve students' self-esteem, aspirations and enjoyment of learning. It also provides an opportunity for all staff to reinforce the school's Ethos and Values.

Positive reinforcement and rewards will be applied clearly and fairly to reinforce routines and expectations and promote good behaviour and should be used alongside the school's behaviour policy.

Celebration Assemblies

Termly year group celebration assemblies. Students will be rewarded with a certificate for outstanding attainment and/or effort in subject areas.

RAP cards

RAP cards are linked to our school values. All teachers will issue two RAP cards per lesson. These equate to 5 points.

Postcards

In addition to points, staff may also choose to send a department or school reward postcard home to parents/carers to recognise and reward outstanding contribution or effort.

Feel Good Friday – Calls Home

All staff make contact home each week (usually on a Friday) to give praise to two deserving students.

Value Driven Behaviour: Sanctioning Students

Gospel Oak School will respond to poor behaviour using guidance from: [Behaviour in schools - GOV.UK](https://www.gov.uk/guidance/behaviour-in-schools) (www.gov.uk)

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of our expectations at Gospel Oak School. It is not possible to produce an exhaustive list of behaviours or have an absolute sanction for each behaviour as every incident will be treated individually.

Our key principle is to create a positive culture that promotes positive behaviour, ensuring all students have the opportunity to learn effectively and also become well rounded citizens contributing positively to the school community. It is important that teachers promote high expectations of students and expect them to demonstrate the core values of being **respect**, **aspiration** and **pride**. When this is not the case staff will respond in a consistent, fair and proportionate manner using school specific strategies for the management of high behaviour expectations to seek positive engagement and student response prior to using the school consequence system.

	B1 Chance to change	B2 30-minute detention	B3 45-minute detention
	Do not record	Record by the class teacher as 'Disruption' 'Poor attitude to learning'	Record by the class teacher as 'Persistent disruption' 'Arguing with staff, following a B2' 'Rudeness to staff'
Issue a sanction for the following behaviour infringements.	Being off task Talking Being disruptive Poor attitude to learning. Answering back	Intentionally repeating behaviour infringement.	
Behaviour strategies	Reminders A look Quiet word Moving seats Conversation at the door	Reminders A look Quiet word Moving seats Conversation at the door Parking the student following the departmental rota	Use the call out button – SLT will remove.

Whole school sanctions can be awarded by any member of staff. It is expected that class teachers take responsibility for the management of their own groups. Teachers will use a range of strategies to correct negative behaviour before a formal warning is given.

B1 - Chance to Change

We would like to give all students opportunities to maximise their learning. On occasion, students may get things wrong in lessons. Teachers will try their best to keep students in the classroom to learn.

Once a range of these methods have been deployed and there is no improvement in behaviour, classroom teachers will move to issuing a Formal Warning (Stage 2).

B2 - Formal Warning (30 minute - Detention)

Detentions are issued as a same day centralised detention. This will be logged on Classcharts and parents/carers will receive a notification. Student will remain in the classroom and expecting to continue working. As part of the strategies used by the teacher to manage the students behaviour, the student maybe 'parked' into another classroom. This is allowing the student an additional chance to continue working in the department.

B2 – Removal by SLT (45 minute – Detention)

If, after a detention is issued and students still misbehave, they will be removed from lesson. The repeated disruption is serious and will be addressed by the Senior Leadership Team. The member of the Senior Leadership Team who is On Call will remove the student who will to be placed in the Isolation toom for the remainder of the lesson. This will incur a 45 minute same-day detention which will override the initial 30 minute one.

We appreciate that all students may make mistakes. Appropriate demonstration of our values is therefore worth more than inappropriate action. Staff should always look for opportunities to praise rather than sanction.

In cases of more severe or serious disruption and the consequence system is not appropriate, the student will be immediately removed from the classroom and/or isolated or suspended. A member of staff will request support on ClassCharts using the call out alert button.

It is important that any consequence issued during a lesson is recorded on ClassCharts by a member of staff with a clear reason given.

All students will be treated equitably under the policy, with any factors that contribute to the behaviour incident identified and considered. Teachers and any paid staff have the statutory authority to discipline students whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). Staff can discipline students at any time the student is in school or elsewhere under the charge of a teacher including on trips or visits. In response to any incidents or misbehaviour a student will either be placed in the school refocus room or suspended. In some cases, depending on the severity, a permanent exclusion may be issued.

Behaviour for Learning

We expect all students to be show **respect**, **aspiration** and **pride** in the classroom, using the opportunity for learning. Therefore, there are set rules at Gospel Oak School:

Students should...

- 1. Be on time to school and all lessons.**
- 2. Attend school everyday.**
- 3. Treat other members of the school community with respect.**
- 4. Behave in lesson time**
 - *Always follow the teacher's (or other member of staff's) instructions.*
 - *Wait until you are invited to speak in the classroom and not shout answers out.*
 - *Respect the teacher's and other students' contributions and not talk while others are giving feedback.*
 - *Ensure the classroom is an orderly environment to learn in and not get out of your seat, unless you have been given permission to do so.*
- 5. Bring the correct stationery and equipment to all lessons.**
- 6. Be correctly dressed in the school uniform.**
- 7. Neither take part in or tolerate bullying nor any form of discrimination.**
- 8. Walk on the left along corridors and on stairs.**
- 9. Remain on the school premises throughout break and lunch times.**
- 10. Only eat food in the designated areas.**
- 11. Stay 'in bounds' during break and lunch times.**
- 12. Follow school rules regarding mobile phones.**
- 13. Not bring in prohibited Items. For example:**
 - *Chewing gum*
 - *Energy drinks*
 - *Matches*
 - *Lighters*
 - *Cigarettes*
 - *Electronic cigarettes (also known as 'e-cigarettes' or 'e-lites' or 'vapes')*
 - *Illegal substances*
 - *Weapons*

Behaviour Stages

Wave 1 The effective inclusion of all students in high quality personalised teaching	Wave 2 A specific, additional and time limited intervention is provided to students who need help to accelerate their progress.	Wave 3 Targeted provision for a minority of students where it is necessary to provide highly tailored intervention.	Wave 4 The highest support school can offer. External intervention – intensive, specialist, therapeutic support.
1:1 support from trusted adult	YTL/AYTL report card	Referral to internal support – Counsellor/Well-being mentors	Offsite direction
HOY report card	Academic interventions	Reduced/Modified Timetable	Work placement – Work and Learn
Regular contact home	Regulation room pass	Huggle pets referral	Alternative Provision
Set change	RAG rated timetable	Counselling (John Liversuch etc)	EHCP application (if appropriate)
Quality first teaching	Behaviour contract	WBA foundation referral	Behaviour hearing - Governors
Parental meeting	Behaviour support plan (BSP)	Referral to external agency – EP/Autism Outreach/CAMHS	Final Principal warning
Changing of bands	Mentoring from YTL	Police intervention	SEN specialist external provision
Completion of PASS survey to identify issues/concerns	In class support (Lesson drop ins)	External SEND testing referral	Fair Access Panel referral
Safe space	Behaviour observations	Well-being crew	Online Alternative provision referral
Time out card	Internal SEND referral	Isolation placement at a neighbouring school	Permanent exclusion
Attendance/Punctuality report		Senior leadership report card	
Round Robin		Internal Isolation	
		Assistant Principal final warning	
		Senior Vice Principal final warning	

Mobile phones

The use of mobile phones and electronic devices by students is not allowed anywhere on the school site at any time. Students should turn their phone off before coming onto the school site and put it away in a bag. They should not turn their phone back on until they have left the school site. If parents/carers need to contact their children through the day they must go through main reception. Students contacting their parents/carers directly will be sanctioned.

As we do not authorise students to use mobile phones anywhere on the school site, we will confiscate them if seen or heard and we are not liable if they are lost or damaged OR if they are lost or damaged in other ways whilst on the property; this is stated in Section 94 of the Education and Inspections Act 2006.

Should a student be caught with a mobile phone, they will be issued with a B2. On the first and second occasion, students will be given their mobile phone back after they have sat their detention. The third time a student is caught using a mobile phone, then it will be confiscated and remain in locked away until parents/carers collect.

Other prohibited items

Any items that are prohibited, illegal or age-restricted outside of the school are certainly banned from the site and will be confiscated, possibly leading to further action, including reporting to the Police where appropriate.

These include, but are not limited to:

- Alcohol
- Cigarettes, tobacco, rolling papers, lighters and matches
- Vapes
- Drugs, drug paraphernalia (boxes, grinders) and other so called 'legal-highs'
- Prescription medicines unless stored in the medical room with permission from parents/carers
- Weapons, offensive weapons or items that could be used to hurt
- Fireworks / flares and bangers
- Pornographic or extremist images
- Stolen items
- Articles or documents that have been or could be used to commit an offence or cause harm
- Laser pens
- Permanent marker pens
- High-sugar or energy drinks
- Chewing or bubble gum
- Mobile phones, smart watches or any recording equipment (see above)
- School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline. This is in accordance with the DfE guidance at [Searching, screening and confiscation in schools - GOV.UK](#)

Covert recording

Parents/carers and students are not permitted to covertly record (video and/or audio). Students cannot covertly record conversations with staff or other students in school or while involved in any school activity and a breach of this rule may result in disciplinary action. Parents/carers are not permitted to covertly record conversations, phone calls or other interactions with staff or other students.

Suspensions and Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour. The decision to suspend or exclude can only be made by the Principal and only as a last resort. All suspensions are made in accordance with the DfE guidance at [School suspensions and permanent exclusions - GOV.UK](#)

If the student is sent home at the end of the day parents/carers will be telephoned. We may see it as necessary to send a student home immediately and parents/carers will be asked to come into school and collect their child; then parents/carers are invited in to discuss the incident. Suspensions are carried out strictly according to statutory guidelines, and parents/carers are made fully aware of their rights of appeal.

The Principal may suspend a student for up to 45 school days (9 school weeks) in a school year. For the first five days of any exclusion, it is the parent/carer responsibility to provide care and supervision for their child. After the fifth day, the school will make provision for the student.

Work for the excluded student will be sent home electronically or by post. Additional online learning material is available via for example SPARX Maths.

Suspension procedure:

1. Principal decides to issue a suspension.
2. A member of the senior leadership or Student Support Team must telephone the parents/carers as soon as is reasonably possible when the suspension is issued.
3. A suspension letter must be sent on the day the suspension is issued. The letter is posted.
4. For all suspensions, work must be set within 24 hours of the suspension being issued. Parents/carers may return work and if completed to a satisfactory standard may wish to request more work is set by the school.
5. Parents/carers must attend a reintegration meeting at a mutually convenient time before a student can return to mainstream lessons.
6. The Student Support Team, in consultation with the Designated Senior Leader will decide if the students' needs can be met by:
 - a. Referral to the SENCO.
 - b. Referral to internal support, ie. school counsellor, mentor.
 - c. Referral to external support, ie. WBA foundation and/or John Liversuch.
 - d. Issuing a part-time timetable if appropriate.

Reintegration

After suspensions, the students will report to a member of the Student Support Team. Parents/carers with parental responsibility **MUST** be present for the reintegration meetings.

On their return, students:

- May spend some time in Refocus to reflect upon their inappropriate behaviour.
- May be placed on report.
- May be placed on a specific Behaviour Contract for serious offences or continued disruption.
- May complete restorative conversations with staff to ensure the continued development of positive relationships.

Suspensions and Looked After Children

For Looked After Children, where the school has concerns about a child's behaviour, the Virtual School Head, the social worker and carers will be informed at the earliest opportunity and we will work with them to put in place behaviour management strategies to ensure challenging behaviour is managed in the most effective way for that individual child.

Where a student is at risk of suspension this will include consideration whether an alternative placement may be required and assessing suitability of provision for SEN. Regard is given to the DfE guidance ([School suspensions and permanent exclusions - GOV.UK](#)) and, as far as possible, the Principal will avoid permanently excluding any Looked After Child.

When a child leaves care, we recognise that their past experience may continue to impact on their behaviour. The Designated Teacher will ensure support is provided to improve behaviour and with the child's parents/carers or carer's consent may seek advice from the Virtual School Head.

Suspensions and Special Educational Needs

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND). 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 plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other professional bodies. If appropriate, the school may request an emergency review of the EHC plan.

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. Where there are concerns about the behaviour of, or risk of exclusion of a child with SEND, the school will assess if it appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Permanent Exclusion

Some of the behaviours that may automatically warrant a **PERMANENT EXCLUSION** are the following:

- I. Using a weapon
- II. Possessing or bringing drugs into the school
- III. Using or selling drugs in the school
- IV. Persistent disruptive behaviour
- V. Any action(s) that in the opinion of the Principal may endanger students or staff as they go about the business of education

This is not an exhaustive list of behaviours that may warrant permanent exclusion.

Appendix 1 – Removal from classrooms

A student may be placed into Refocus for the following reasons:

- A serious incident or persistent transgression of our behaviour policy, including failure to wear correct uniform or remove jewellery.
- When an investigation is being conducted into an alleged incident or transgression.
- Any other reason the senior leadership or Student Support Team deem to be appropriate.
- A student may be placed into Isolation for the following reasons:
 - Failed subject parking following removal from a lesson.

In response to serious or persistent breaches of this policy, the school may remove a student from the classroom for a period of time. Students who have been removed will continue to receive education 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. Students will only be removed once all other behaviour strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Students will not be removed from classrooms for a prolonged period of time without explicit agreement of the Principal.

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.

The school will consider alternative approaches to support the behaviour of students who are frequently removed from class, such as:

- Short term behaviour report cards.
- Short-term preventative placement at another school.
- Managed move to another school
- Offsite direction to another school.
- Managed move to a Pupil Referral Unit (PRU) or Alternative Provision (AP) placement.
- Multi-agency assessment.

Appendix 2 - 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. The best behaviour is achieved by working together. This could include measures such as:

- Reintegration meetings
- Daily/weekly contact with student support leads.
- Report with personalised behaviour goals.
- Mentoring.
- Change of timetable (where appropriate to not affect academic progress).
- Internal mentoring/counselling.
- External mentoring/counselling.

Appendix 3 - Maintaining Accurate Records

- Maintaining accurate and timely records of student behaviour is essential for good home/school communication.
- All positive and negative incidents and behaviours must be recorded on ClassCharts in a timely fashion, although this may not be during the lesson itself it is expected by the end of the week for positives.
- The school maintains accurate records of behaviour incidents.
- All staff are advised of the need for timeliness, accuracy and completeness in the recording of behaviour incidents and has advised staff of the correct procedures for recording statements.
- ClassCharts is used for logging of incidents and monitoring of trends as appropriate.
- Admin staff are deployed to undertake routine administration and record keeping.
- During an investigation, students will be placed into the Refocus or an alternative environment to complete statements until an outcome is finalised.
- Behaviour points from previous academic years will remain on a student's file for the duration of their school career at Gospel Oak School and may be referred to in sanctions for "persistent disruptive behaviour"

Appendix 4 – Behaviour Outside the School Gates

The school can intervene and impose punitive sanctions when a student is off-site and has behaved in a way that they believe will have further negative impact on the smooth running of the School or the senior leadership team believe has brought the school into disrepute.

This may include:

- Taking part in any school-organised or school-related activity.
- Travelling to or from the school.
- Wearing School uniform.
- In some other way identifiable as a student from the school.

Sanctions may be applied where a student's misbehaviour at any time could:

- Have repercussions for the orderly running of the school.
- Poses a threat to another student or member of the public.
- Adversely affect the reputation of the school.

This does not always mean that the school will investigate and/or take action with:

- Interactions between students on social media or between students and children who do not attend the school on social media or between students and other adults on social media – this includes via email, text, WhatsApp, Twitter, Facebook, Snapchat, etc.
- The school will sign-post the most appropriate body / person that these matters should be reported to, including the social media platforms themselves and the police.

It will be the school's senior leadership team that determines whether an incident off-site is investigated and sanctioned by the school.

Appendix 5 - Incidents of child-on-child abuse

The school will ensure that all incidents of abusive behaviour by one child towards another are met with a suitable response, and never ignored or dismissed as 'banter' or 'part of growing up'. In Keeping children safe in education - GOV.UK (www.gov.uk)

- Bullying
- Abuse in an intimate personal relationship between children
- Physical abuse
- Sexual violence and harassment
- Causing someone to engage in sexual activity without consent
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Upskirting

Sexual violence and sexual harassment

Can occur online, face-to-face, both physically and verbally. It is important that all staff understand these terms; sexual violence refers to offences under the Sexual Offences Act 2003 and includes rape, assault by penetration or sexual assault (intentional sexual touching without consent).

Sexual harassment related to unwanted conduct of a sexual nature that occur online, inside and outside of School. Examples include sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes and 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.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

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:

- Ensuring the victim is listened to and reassured that they are being taken seriously.
- Recording information on MyConcern.
- DSL to decide on how best to proceed which may include contact with the police, home and outside agencies.
- If the alleged perpetrator is in the school, they must also be safeguarded, it may be appropriate for them to remain in a supervised room until further action is decided.
- Further action will be decided between the DSL and key student support and senior staff to coordinate next step.

Appendix 6 - 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, a member of the senior leadership team or Designated Safeguarding Lead (DSL) 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 DSL will make a tandem report to children's social care, if appropriate.

Appendix 7 – The use of Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with students. Section 93 of the Education and Inspections Act 2006 enables School staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continue to do, any of the following:

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

As such Gospel Oak School, cannot have a 'no contact' policy. Staff will always try to intervene verbally before using reasonable force. Where staff fear for their own others safety, or when the student is not responding to a verbal request, reasonable force may be necessary. Incidents of reasonable force must:

- Always be used as a last resort.
- 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.

At Gospel Oak School, reasonable force may be used by any member of staff to:

- Remove a dangerous student from a classroom where they have put themselves or others at risk.
- Prevent a student behaving in a way that affects the safety of others.
- Prevent a student from attaching a member of staff or another student.
- Stop a fight on the School grounds or on a trip or visit.
- Restrain a student at risk of harming themselves.

In all cases reasonable force will only be used when it is appropriate and safe to do so. Adjustments will be made depending upon the age, size and gender of the student, and circumstances and needs of the student.

All incidents where reasonable force has been applied will be recorded on MyConcern and parents/carers also informed. Note – It is illegal to touch a student however there are occasions when physical contact, other than reasonable force with a student is proper and necessary. Examples of where touching a student might be proper and necessary:

- When a student is being congratulated or praised (e.g. a handshake).
- Demonstration of how to use a musical instrument.
- Demonstration of exercises or techniques during a PE lesson.
- To give first aid to a student.

All complaints about the use of force will be thoroughly and speedily investigated in line with the school's complaints policy. The onus is on the person making the complaint to provide evidence that their allegation are true and not the staff member to show they acted reasonably.

Appendix 8 - Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE guidance [Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/searching-screening-and-confiscation-in-schools)

The Principal, and staff authorised by the Principal, have the power to search students, or their possessions where they have reasonable grounds to suspect the student has prohibited items or any other item that is banned under School rules. The authorised member of staff carrying out the search will be of the same sex as the student where possible, and there will be another member of staff present to witness the search. The school may also invite the police to conduct the search if appropriate.

If a student refuses to agree to a search, an appropriate behaviour sanction and further action will be taken. The authorised member of staff will contact the Principal to try and determine why the student is refusing to comply. The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

All searches for prohibited items, including incidents where no items were found, will be recorded in MyConcern. The school does not have to notify parents/carers a search has taken place. There is also no legal requirement to record any searches have taken place. However, where alcohol, illegal drug or any harmful item is found, parents/carers will be informed, even though there is no legal duty to do so.

Any prohibited items that are found during a search will be confiscated and not returned to the students and parents/carers. Possession of prohibited items will result in an immediate sanction and in some cases permanent exclusion.

The school may require students to undergo screening, such as a walk-through metal detector, regardless of any suspicion of a particular student carrying a prohibited item. A refusal from a student would give the school the power to prevent that student from entering the school premises.

Appendix 9 – Substance Misuse

Gospel Oak School is committed to tackling substance misuse amongst students and therefore supporting Safeguarding policies.

If a student is suspected of criminal behaviour involving a suspected substance, which includes but is not exclusive to: drugs, alcohol, prescription medication or “legal highs”, the school will make an initial assessment of whether to report the incident to the Police.

The staff member(s) dealing with an incident will, wherever possible, take possession of any quantity of a suspected substance. The suspected substance must be placed in a sealed envelope and the details/time/quantity should be recorded on the outside. The envelope should then be placed in the school safe.

Where a student is suspected of concealing a suspected substance on their person or possessions, every effort will be made to secure the voluntary production (e.g. asking a student to turn out their pockets and bags in the presence of a minimum of two staff members). If the student refuses, the Police will be called to deal with the situation.

If a decision is made to report a suspected substance to the Police, then the designated safeguarding lead (DSL) or Principal will make the report. If in the event this is not possible the report will be made by another member of the Senior Leadership Team. If a report is made to the Police, the DSL will make a tandem report to children’s services, via the LADO if appropriate.

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

The Principal will retain the responsibility for deciding how to respond to all incident involving suspected substances. The Principal will consider each individual incident and recognise a variety of responses may be necessary. The implications of any action taken will be considered carefully.

Out of school procedures

The school has no role in dealing with suspected substances outside of school hours and premises other than:

- On school trips and visits, when same rules and procedures should be applied as far as is reasonable and practical.
- To the extent that the effect of some substances may extend into school time.
- By passing relevant information onto relevant agencies when the safety or well-being of students is compromised.
- To assist the Police in preventing the use of land surrounding the school for suspected substance trading.

Appendix 10 – Year 11 and Prom

A Year 11 Prom will be arranged on an annual basis to celebrate Year 11 students coming to the end of their compulsory education at Gospel Oak School. Invitations will be issued to those students who have maintained Gospel Oak School expectations in terms of attendance, punctuality and conduct. Students must also have not received a suspension during the academic year.

Should extenuating circumstances be appropriate, the final decision regarding whether a student is invited to attend the Prom will rest with the Principal.