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Signed By:
Approval Committee: Governing Body



GILLINGHAM SCHOOL

Hardings Lane, Gillingham

Dorset SP8 4QP

**BEHAVIOUR FOR LEARNING
POLICY**

Behaviour for Learning Policy

Our School Principles

At Gillingham School

- **We are ambitious, take pride in our school and our learning is never disrupted.**
- **We treat everyone with kindness and respect.**
- **We have the right to feel safe and happy.**

This policy is based on guidance provided by Developing Attachment Aware Behaviour Regulation Policy September 2018 (author is Sarah Ahmed) and has included input from: members of staff, the governing body, parents / carers and students.

This policy is for all staff, students, parents / carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

Our school is committed to the emotional mental health and well-being of its staff, students and parents / carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

Our Values and Vision

- Safeguarding and promoting the welfare of children is a priority in our school. We provide a safe and stimulating environment, where students learning and well-being is supported by high quality teaching and pastoral care.
- Our school is characterised by our distinctive ethos of inclusion, achievement, learning together, mutual respect and enjoyment. We are proud of our reputation for high standards in academic work, personal achievement and conduct.
- We recognise young people have many abilities, talents and personalities and learn in many different ways, and are committed to enabling all of our students to achieve their full academic and personal potential. We aspire to enable all students to make the best possible progress regardless of previous achievement or additional learning needs.
- Gillingham School is committed to developing resilient, adaptable and resourceful learners. We aim to develop ability, raise expectations and provide the support necessary for life-long success by offering a wide range of enriching experiences both in and beyond the classroom.
- We have a broad, challenging and inclusive curriculum shaped according to the key knowledge, skills and competencies students need to know, understand and do in order to thrive for the rest of their lives. In order to underpin this, we value high quality, on-going professional learning opportunities for all colleagues.
- Students will understand their role and responsibilities in a dynamic, diverse and multi-cultural society: they will be equipped with the skills necessary to thrive in the 21st Century world.
- In the future, Gillingham will continue to be restless to improve as we expect the very best for all members of our school. We will work in partnership with all

stakeholders in our community and continue to deepen the relationships which we enjoy with our parents, carers and the town as a whole.

How we foster a culture of positive behaviour for learning

- **Putting relationships first.** This requires a school ethos that promotes strong relationships between staff, students and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community. Everything we do is based on building positive attachments (mutually respectful relationships) with our students.
- **Maintaining clear boundaries and expectations around behaviour.** Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help students feel safe, their educational environment needs to be high in both nurture and structure. Students need predictable, consistent routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.
- **Being 'fair' is not about each student getting the same (equality) but about everyone getting what they need (equity).**
- **Restorative justice.** Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible and for those responsible to acknowledge this impact and take steps to put it right.
- **Taking a non-judgmental, curious and empathic attitude towards behaviour.** We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Students with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support. We acknowledge that behaviour is a form of communication of an emotional need.
- Encouraging **parental engagement** and involvement is crucial when addressing and planning support for student's SEMH needs.
- **We look at each event in context** and are committed to explaining our practices to students, offer them reasons to work with us and encourage reflective dialogue and self-regulation.
- **We treat students as individuals**, ensure that the curriculum is appropriate for each student and that teaching styles are apt, and we use praise and rewards as our main tool. There is a lot of encouragement in our school.

When working with young people, we encourage colleagues to:

1. Take care of themselves
2. Listen to and talk with these students
3. Be patient with the student's progress and with yourself

4. Model and teach appropriate social behaviours
5. Be consistent, predictable and repetitive
6. Interact with these students based on emotional age
7. Try to understand that the behaviours resorting to punishment may reinforce the negative responses
8. Nurture all students

Behavioural Development Criteria

Learning Behaviour

Desirable Behaviours

Is attentive and has an interest in schoolwork

The student:

- is attentive, listens to the teacher and is not easily distracted from the task in hand;
- should not find it difficult to work when others around them are talking at a reasonable level;
- shows an interest in most schoolwork;
- gets started on tasks without delay and has the motivation to carry them through;
- generally gets enjoyment from school tasks and consequently completes them without complaint.

Has good learning organisation

The student:

- competently copes with individual learning situations;
- produces tidy work, at a reasonable pace;
- seems to have a good grasp of how to organise learning tasks so that they can be successfully completed.

Is an effective communicator

The student:

- will show good communication skills;
 - should be able to communicate effectively with adults and peers;
 - is coherent, knows when it is appropriate to speak;
 - is able to alter voice pitch and tone appropriately and uses non-verbal signals effectively, eg eye contact, stance, distance;
 - should be able to organize communication in both individual and group situations.
- This item refers to using or ignoring social communication, rather than to medical problems, such as stuttering.

Works efficiently in a group

The student:

- works well in a group situation;
- works collaboratively with others and is an effective communicator in group discussions;
- listens to what others have to say and consequently adds positively to group discussions;
- is willing to take on responsibilities in a group context.

Social Behaviour

Desirable Behaviours

Behaves respectfully towards staff

The student:

- respects the teacher and is cooperative and compliant, responding positively to instruction;
- does not talk back to the teacher or aim verbal aggression at the teacher;
- interacts politely with the teacher;
- will not be quarrelsome or deliberately try to annoy the teacher and will not interrupt or answer the teacher rudely.

Shows respect to other pupils

The student:

- respects other pupils and uses appropriate language, eg not swearing or calling them names;
- treats other pupils as equals and does not dominate them by intimidation or abuse;
- respects the views or rights of other pupils and avoids bullying or intimidation.

Only interrupts and seeks attention appropriately

The student:

- does not seek to attract inappropriate attention in the classroom;
- acts in a manner appropriate to the classroom situation;
- does not display attention seeking behaviour;
- does not unnecessarily disrupt or interrupt other pupils who are working;
- does not verbally disrupt the class and keeps unauthorised talking to other pupils to a minimum;
- does not disrupt other pupils by physical disruption such as nudging or poking.

Is physically peaceable

The student:

- does not show physical aggression towards adults or other pupils;
- does not physically pick on others;
- is not cruel or spiteful to others;
- avoids getting into fights with others;
- does not strike out in anger, have temper tantrums or aggressive outbursts.

Respects property

The student:

- respects the property of others, e.g. takes care of school property;
- does not take part in acts of wilful damage or destruction;
- does not steal from others.

Emotional Behaviour
Desirable Behaviours
<p>Has empathy</p> <p>The student:</p> <ul style="list-style-type: none"> • is tolerant and considerate towards others; • understands how others are feeling and tries to act in a way appropriate to the situation, eg the pupil may try to comfort someone who is upset or hurt; • displays emotions appropriate to the situation and is not emotionally detached; • does not laugh at someone who is upset or injured.
<p>Is socially aware</p> <p>The student:</p> <ul style="list-style-type: none"> • will be conscious of, and understand, the social interactions happening around them; • interacts appropriately with other people both verbally and non-verbally; • is not socially isolated and does not spend long periods of time sitting or standing alone; • has friends among their peers, and is not a loner; • is actively involved in activities within the classroom; • does not seem aloof, inactive, passive or withdrawn.
<p>Is happy</p> <p>The student:</p> <ul style="list-style-type: none"> • appears happy by smiling and laughing when appropriate; • should be able to have fun; • is generally cheerful and not tearful and upset; • is not discontented, sulky, morose or miserable.
<p>Is confident</p> <p>The student:</p> <ul style="list-style-type: none"> • is confident in most situations, while not showing bravado, recklessness or unrealistic expectations of their competence; • demonstrates a growth mindset, and is not afraid of new things and does not fear failure when taking on new tasks; • is not self-conscious or shy in most situations and does not feel inferior to other pupils; • is willing to read out aloud in class and put their hand up to answer or ask appropriate questions; • is typically forthcoming in group/ class discussions.
<p>Is emotionally stable and shows good self-control</p> <p>The student:</p> <ul style="list-style-type: none"> • remains relatively emotionally stable and does not frequently swing from positive to negative moods; • soon returns to a stable frame of mind after being upset, shows good emotional resilience and is not moody; • is not easily frustrated or flustered and does not show signs of being touchy or uneasy; • is able to delay gratification when required, and can wait for rewards or pleasurable items.

Rewarding Positive Behaviours for Learning

Our reward system acknowledges, encourages and celebrates the achievements and success of all pupils, both inside and outside the classroom. The ultimate goal being intrinsically motivated, confident and independent learners. Praise should always be sincere and meaningful. It should recognise progress and be mindful of our A2L criteria.

Gillingham school acknowledges and celebrates achievement in a variety of ways.

- Genuine verbal praise in a growth mind set context/notes in student diaries
- Year team/departmental letters and Post cards home acknowledging progress
- Phone calls home acknowledging progress
- Letters home acknowledging termly A2L scores
- Half termly assemblies celebrating excellent progress to promote acceptance of positive achievements
- Celebration events: Founders day, Speech day, Creative Arts award evening, Sports award evening etc
- Credits for Yr 7/8 and Gold ties acknowledging 50 Bronze awards for Yr 9/10/11
- Creative Arts and Sports Ambassadors ties
- Head teacher meetings
- Year group breakfasts acknowledging student progress
- Parental newsletters
- Commendations and Independent learner awards (6th Form)

REWARDS – Year 7 and 8.

- In Year 7 and 8 students collect CREDITS. There is a blue section in the front of their diaries and they must set the page up so that it shows: the date of their credit, subject and the teacher's signature.
- As a general rule, only one credit should be awarded at one time. If you are giving more than one credit at the same time for different reasons, please note the reasons down in the diary.

YEAR 7 & 8 - CREDITS

Credit Total	Rewards
We have decided not to issue certificates for	<i>Assistant Head of Year to be responsible for signing off credits and production of certificates(in liaison with</i>

students under 100 however, you may want to mention those	<i>faculty technician). Templates to be standardised and found in <u>T:Drive-Teaching Staff-Tutor Teams-Pastoral Documents-Rewards</u></i>
100 Credits	Certificate awarded in Assembly
200 Credits	Silver certificate awarded in assembly
300 Credits	Names acknowledged in assembly, letter home and meeting with PN/SLT link – Heads PA to arrange
500 Credits	Names acknowledged in assembly, letter home and meeting with PN (with parents/carers if poss) – Heads PA to arrange
Year 8 better your Year 7 total	Pupils with 200+ credits who better their Year 7 score. Meeting with PN/SLT link, letter home.

Note: Credits are not carried forward from Year 7 to 8. Each year is a new start.

Years 9-11- Bronze Awards

- Bronze Awards should not be given out in the same way as credits. As a rough guide: Half termly and never more than one at a time. Standard letters can be viewed in the **T:Drive-Teaching Staff-Tutor Teams-Pastoral Documents-Rewards**.

Bronze Award Total	Reward
50 Bronze Awards	Gold Tie & Certificate in Assembly Letter Home
100 Bronze Awards	Head teachers award – meeting with PN, Parents invited in.

Years 12-13 – Commendations

Commendations are issued to Sixth Form students by both subject teachers and Pastoral staff. There is a list of 8 “Reward Criteria” which are displayed around the school and cover academic achievement, attitude to learning, progress and additional contributions to the school community. Staff should inform the student personally and their tutor (by email) when a commendations has been awarded.

A letter of commendation is sent home when a student receives 20 commendations; if 50 are achieved a Certificate of commendation is awarded, a letter home and a meeting with the Head teacher will be arranged. Students receiving one commendation per half term per subject should go onto get a letter of commendation

In addition to Commendations, each subject awards a book to its most successful student in the final assembly of year 13.

Supporting Students to Regulate their Behaviour

Emotion Coaching

What Emotion Coaching means in practice (how co-regulation works)

Step 1: Recognising, empathising, soothing to calm (*'I understand how you feel, you're not alone'*)

Step 2: Validating the feelings and labelling (*'This is what is happening, this is what you're feeling'*)

Step 3: Setting limits on behaviour (*'We can't always get what we want'*)

Step 4: Problem-solving with the child/young person (*'We can sort this out'*)

All colleagues will be trained to incorporate Emotion Coaching into their everyday practice when working with students to support the development of positive behaviour, resilience and community well-being.

Emotion Coaching¹. (Gottman,1998) is an approach that focuses on the development of emotional regulation through supportive relationships. It can benefit not only students but also parents/carers and professionals, to better understand and regulate their emotions, in order to manage strong feelings and take ownership of behaviour.

Emotion Coaching offers practical steps for responding to behaviour, and is linked to key attachment concepts, such as the importance of connection.

Emotion Coaching is an evidence-based approach that provides an understanding of the neuroscience behind behaviour.

Research also indicates that staff in schools feel more confident managing behaviour when they have increased knowledge of the link between behaviour and emotion.

Involving parents / carers

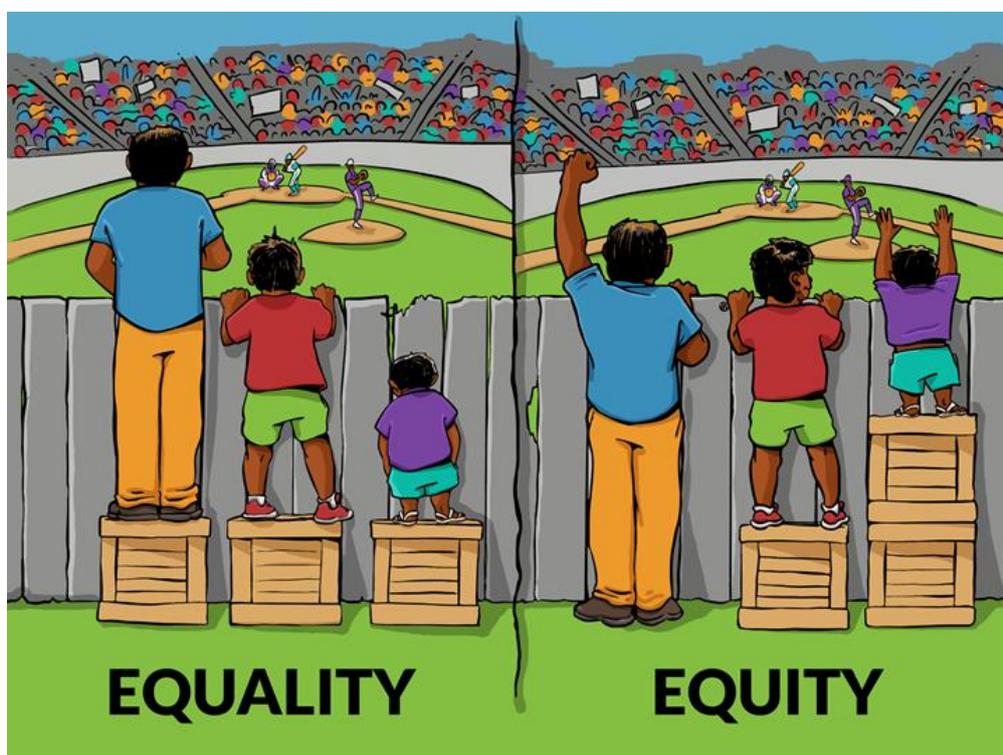
Student diaries are the primary communication between school and home in the first instance. In addition, Tutors monitor notes to identify issues arising, or patterns in behaviour, which may require further support.

Subject Teachers can alert Heads of Department to repeated concerns and, likewise, Tutors can discuss concerns with their Pastoral Teams. Phone calls home are encouraged at this stage to foster a supportive and close working relationship with parents and carers.

Where students do not show desirable learning traits

- The student may be asked to leave the classroom. This will be followed up by a restorative discussion with the classroom teacher
- In some cases it might be appropriate for the student to use their safe space eg Pastoral hub.
- Repeated concerns will result in referral to the HoD and the implementation of the department's policy on managing undesirable learning behaviour
- If issues continue then the involvement of the SEND/Year Team will be sought which can result in any number of wide ranging responses (some of which are outlined below)

Please note: In an attempt to reduce the risks of coronavirus transmission, where students conduct may compromise the health and well-being of our school community, the student may be asked to work in a virtual school setting from home



Student Guidance Centre (SGC)

A student may be referred, by a Year Head or member of SLT, to the Student Guidance Centre for continually disrupting the learning of others, exhibiting unacceptable behaviours during unstructured time or pending investigation into a serious matter. Ordinarily, there will be a discussion between the student and a member of staff to identify the issues underpinning the referral and to identify the most effective way to resolve them. Repeated referral to SGC will result in further intervention, such as a Team Around the Student meeting or a Pastoral Support Plan.

Team Around the Student Meetings (TAS)

Students who repeatedly present challenging behaviours will be the subject of a Team Around the Student meeting, involving all adults working with the student. Key data will be reviewed to assess the current position, and key targets for improvement identified. Pertinent background information will be shared in confidence, and common strategies identified for all adults to use when working with the student.

Pastoral Support Plans (PSPs)

At Gillingham School we use a variety of strategies to try and support children whose behaviours highlight the need for a greater level of intervention.

Pastoral Support Plans (PSPs) are used to help support a student who is having difficulty in school. A PSP will outline the type and manner of support that a student will need paying particular attention to the student's negative behavioural triggers and positive behavioural influences.

Strategies are usually in place for 2-3 weeks prior to any review and adapted based on successes or challenges experienced with the strategy.

PSPs are developed in conjunction with parents, carers, pastoral colleagues and SLT.

Exclusion

At Gillingham School exclusion from the school community is used as a last resort and for the shortest time possible. It is not a punitive measure but a planned intervention initiated by the Head Teacher or, in their absence, the Deputy Head when it is felt that it is unsafe for a student to be in school, and when other strategies have failed. It is done in the interests of a student's own health and safety, and the health and safety of others because we feel that, at that time, the school is not an appropriate environment for the student.

Although exclusion is a tool that may be used it is normally kept to a maximum of 2-3 days (exclusion are most frequently set at 1 day) as we feel that 1-3 days represents enough time for a student to reflect on their behaviour.

The length of the exclusion will relate to the age, specific needs of the student and will take into consideration previous behaviour. The school will work with parents / carers and the student to prevent exclusion and will only exclude under severe or extreme circumstances. Wherever possible exclusions are not used as an instant reaction for a serious incident.

Reintegration meetings after exclusion

We arrange a re-admission meeting usually on the day of the student's return to school from exclusion. This should involve and/or the Head of Year/SLT link, the student and their parents/carers. If this is not possible the meeting will take place prior to the student's return. It is important that the meeting takes place before the student returns to Gillingham School.

At the meeting we will discuss the reasons behind the exclusion and how we can all work together to ensure a successful return to school.

Both the parent or carer and the student should attend this meeting, which is usually held at Gillingham School. Parents/carers are invited to bring a friend for support or someone who might help discuss the student's welfare (e.g. someone from an advocacy group, an interpreter or a signer). Parents/carers are asked to let the school know who they would like to attend.

Malicious accusations against school staff

Where a child has been proved to have made a malicious accusation against a member of the school staff, sanctions may be made. This is in line with current government recommendations set out in *Ensuring Good Behaviour in Schools: Guidance for Governing Bodies, Head teachers, School Staff and Employers*.

The decision on how to proceed should be dealt with sensitively and according to circumstances. In order not to deter genuine allegations from being made by children, the child found to have made a malicious accusation should:

- Be offered confidentiality *and may (according to the circumstances):*
- Receive counselling to help identify the reasons why they made the allegation
- Be excluded
- Possibly face criminal proceedings

Government guidance on how staff against whom a malicious allegation has been made, should be treated, states that:

"Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references".

Use of reasonable force

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. 'Reasonable in the circumstances' means using no more force than is needed. It should be used as a last resort.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Restraint means to hold back physically or to bring a pupil under control. In more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Colleagues should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Colleagues are expected not to block any exit when a student is agitated – only intervene if a child is putting themselves at risk or others.

For further guidance refer to 'Use of reasonable force' Advice for headteachers, staff and governing bodies.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

APPENDIX 1

Guidance On Setting Sanctions For Serious Misbehaviour, Where Exclusion Is Or May Be Appropriate

Sanctions may be applied for Serious Misbehaviour within any school-related activities, which are considered to be:

- On the school site during the school day
- Any place if involved in extra-curricular activity
- When travelling to or from school, particularly if in uniform or otherwise identified with the school
- In the vicinity of the school during breaks, lunchtimes or immediately pre-or post-school
- Any place if truanting
- Any place outside the family home during periods of home study leave, particularly if in uniform or otherwise identified with the school
- On the school site at any time
- Any time/any place if behaviour towards school staff is involved

Factors in deciding within a range:

- Severity of incident
- Any provocation
- Age/experience of student
- Immediate impact on other students
- Longer term impact on behaviour within the school
- Impact on staff
- Previous conduct history of students
- Other mitigating or aggravating factors
- Particular circumstances pertaining to the student
- Student's response, including honesty, contrition, responsibility for action

These ranges are intended as a guideline. Each case will be different and it may be appropriate to give longer or shorter exclusions.

- Combinations of offences are likely to lead to exclusion longer than for a single offence
- Previous history of different sorts of offences may still lead to longer exclusion than for a first offence
- If exclusion is set outside these ranges the reason must be clearly established
- Any justifiable exceptions to these ranges should be noted for future revisions of this document
- Exclusion may be appropriate for offences not covered in this document; these should be noted for future revisions

Key:

- LFT = loss of free time (break/lunch)

- SGC xd = 'x days in Student Guidance Centre'
- SGC to xD = 'minimum of 1 or more days in SGC up to maximum of x days of exclusion'
- xD = 'x days of exclusion'. On occasion, 'half day exclusions' will be used. Exclusions will ordinarily not exceed five days in the first instance. Exclusions can be extended 'pending further investigations'
- P = 'Permanent exclusion' (*may include permanent full time placement in alternative provision such as PRU*) or managed move to another school
- 15 days or more exclusion in one academic year may lead to a 'managed move' on In year Fair Access (IYFA) referral

NB: Items shown in red apply to 6th from students only.

NATURE OF BEHAVIOUR	FIRST OFFENCE	REPEATED OFFENCE
Offensive language – overheard repeatedly, without immediate apology	SGC to 3D	2D to 5D then increase if repeated
Offensive or insulting language directed at staff	2D to 5D	5D
Refusal to accept a reasonable instruction or to cooperate with a member of staff – (lack of cooperation can include lying)	SGC to 3D	2D to 5D then increase if repeated; could lead to P
Persistent disruption to teaching and learning, including unwarranted demands on staff time and energy	SGC to 2D	2D to 5D then increase if repeated; could lead to P
Threats to staff	Normally 5D to P	P
Graffiti	SGC to 3D (5D+ if personal comments included)	3D to 5D then increase if repeated (7D+ if personal comments included)
Vandalism/deliberate damage	SGC to 5D	5D to 12D then increase if repeated
Theft	1D to 5D	5D to P
Serious verbal assault against another student	SGC to 3D	2D to 5D
Threatening behaviour causing a student real fear of violence	SGC to 3D	2D to 5D
Failure to take clear opportunity to avert serious violent or unacceptable behaviour	SGC to 3D	2D to 5D
Minor violence towards another student, for example throwing one punch or a deliberate kick	SGC to 3D	2D to 5D then increase if repeated; could lead to P
Failure to report others' possession of a bladed item	SGC to 5D	
Carrying a bladed item	5D to Permanent - (5D for minor incidents or/ if mitigating circumstances are accepted) or P	P
Carrying/Displaying in public / Threatening to use or using a bladed item	P	P
More serious violence towards other students, for example fighting or physical bullying	1D to 5D (if exclusion not appropriate then SGC 5D)	5D to P
A planned fight or assault	5D	10D to P
Violence towards staff	Likely to be P; 5D + extended SGC placement maybe considered for minor	P

NATURE OF BEHAVIOUR	FIRST OFFENCE	REPEATED OFFENCE
	incidents or if 'mitigating' circumstances are accepted	
Single incident of low-level bullying	SGC to 3D	1D to 5D
Persistent or serious bullying (including cyber bullying)	2D-5D	2D-5D then could lead to P
Consistent refusal to work acceptably in class	Suggested conclusion: SGC/AP programme	1D to 5D / managed move
Consistent disruption of others' learning	Suggested conclusion: SGC to 3D/AP programme	1D to 5D / managed move
Consistent refusal to accept the uniform code	All free time removed/ long-term SGC until improved - meeting with parents/carers	SGC
Inappropriate sexual behaviour or comments	Suggested conclusion: 1D to 5D	1D-5D; could lead to P
Racist abuse	SGC to 5D	1D to 5D
Abuse of a member of staff outside school	1D to 5D	Normally P
Computing and online		
Taking photos, video or recording of staff without permission	SGC, 1D-3D	3-5D; could lead to P
Uploading photos, video or recording of staff on internet or other medium without permission	1D-5D to P; loss of ICT privileges	Likely to be P; loss of ICT privileges
Inappropriate use of or damage to school computer equipment, software or network (minor incidents)	SGC to 2D; loss of ICT privileges	2D to 5D; loss of ICT privileges
Inappropriate use of or damage to school computer equipment, software or network (serious incidents leading to disruption to the smooth running of equipment or the network)	1D-5D	If smooth running of network affected; could lead to P; loss of ICT privileges
Minor inappropriate activity online including email or social media sites	SGC to 2D; loss of ICT privileges	2D to 5D; loss of ICT privileges
Out-of-school online activity which creates upset/ anger/ discord/ misbehaviour etc within school	SGC-5D; loss of ICT privileges	1D to 5D
Abuse of staff online including email or social media sites/ misuse of staff information on line	Min 3D; loss of ICT privileges	5D - P
Tobacco / smoking / e-cigs (vaping)		
Possessing/acquiring tobacco		

NATURE OF BEHAVIOUR	FIRST OFFENCE	REPEATED OFFENCE
or smoking paraphernalia (including e-cigs/vaping)	LFT1 & inform parents-2d 6 th form: Warning	1D-3D 6 th form: HoY det-1d-2d
Using tobacco, e-cigs/vaping or other smoking related products <u>and / or</u>	SGC-2D 6 th form: Warning/HoY det	1D-5D 6 th form: 1d-5D (+ agency referral?)
Supplying/encouraging others with tobacco, e-cigs/vaping or other smoking-related products <u>and / or</u>		
Promoting/ importing a culture of smoking/vaping/failure to report others' possession/use		
Alcohol (includes anything believed to be or passed off as alcohol)		
Possessing/acquiring alcohol	SGC-3D	3D-5D 6 th form: 1D-15D
Using alcohol or alcohol-related products <u>and / or</u>		
Supplying/encouraging others with alcohol or alcohol-related products <u>and / or</u>		
Promoting/importing a culture of alcohol/failure to report others' possession/use		
Illegal Drugs, Legal Highs, Misuse of Medicinal Drugs, Solvents, (includes any substances presumed to be or passed off as any of these)	<i>Note that, at time of writing, legislation is being considered in relation to 'legal' highs under which the default would be to consider all of these substances illegal</i>	
Possessing/acquiring illegal drugs or 'legal highs'	5D-P (managed move. Agency referral)	P
Possessing/acquiring medicinal drugs other than for intended use, particularly psycho-active effects	5D-P (agency referral) 5D-P (agency referral)	P P
Using illegal drugs or 'legal highs'	P P	- -
Using medicinal drugs other than for intended use, particularly psycho-active effects	5D-P (agency referral) 5D-P (agency referral)	P P
Supplying/encouraging	5D-P (managed move.	-

NATURE OF BEHAVIOUR	FIRST OFFENCE	REPEATED OFFENCE
<u>others</u> illegal drugs or 'legal highs'	Agency referral) P	-
<u>Supplying/encouraging others</u> medicinal drugs other than for intended use, particularly psycho-active effects	5D-P (managed move)	P P
<u>Promoting/importing a culture</u> of illegal drugs or 'legal highs'	2D-5D 2D-5D	5D-P (managed move)
<u>Promoting/importing a culture</u> of medicinal drugs other than for intended use, particularly psycho-active effects	2D-5D 2D-5D	5D-P (managed move)
<u>Failure to report</u> others' possession, use, supply or promotion of these substances <i>Judgement is needed here, as the likelihood of the culprit being permanently excluded can act as a perverse incentive, discouraging some students from abiding by this.</i>	1D-5D 1D-5D	5D-P (managed move) 5D-P
Possessing or dealing in illegal drugs (may include 'legal high')	P	

APPENDIX 2

Policy and Procedure regarding Tobacco, Alcohol, Drugs and Related Substances & Items

Policy Overview

- The school believes that each of these substances has potential to cause harm to young people
- The school believes that young people should be educated about these substances
- The school believes that young people should not have their learning or well-being affected by the behaviour of others due to these substances in school or during school-related activities
- The school believes that young people should not have their learning or well-being affected by feeling under pressure to engage with these substances in school or school-related activities
- Additional protections and restrictions applied to under-18s in law in relation to these substances support these beliefs
- The school believes that young people should exercise care for others who are engaging with these substances and therefore at risk, by reporting any instances of which they become aware
- The school believes that young people should exercise care for the security and wellbeing of the school community as a whole, by reporting any instances of which they become aware

Consequently, the school operates a **'zero tolerance'** policy to the possession, use, supply and promotion of any of these substances. If a student is found to have contravened this policy they will receive an appropriate sanction, guided by our sanctions 'tariff'.

In the case of illegal drugs or 'legal' highs, it is the policy of the school to permanently exclude any student who is found to have imported drugs or 'legal' highs into school or school-related activities – unless there are very substantial mitigating circumstances in the view of the Headteacher (examples of this would be: compelling evidence is produced that the substance was planted on someone without their knowledge; compelling evidence makes it likely that someone was put under extreme pressure to carry the substance on behalf of another; significant and serious safeguarding concerns). If, in the view of the Headteacher, it is decided that mitigating circumstances do apply, then the school will implement a comprehensive substance education and reintegration programme. In these circumstances, students will be placed out of mainstream lessons for a significant amount of time. They will be instructed to engage with external counselling, clear attendance targets will be set alongside tangible learning goals. The Headteacher may also consider the potential benefit of a 'managed move' ahead of any permanent exclusion – this will be organised alongside the local

authority. If the managed move is successful, no permanent exclusion will be issued and the student will be taken off roll. If unsuccessful, then the school may still issue a permanent exclusion depending on the individual concerned.

The school recognises the need to deal with each incident individually and sensitively. The school is committed to the health and well-being of our pupils and believes that maintaining a substance-free environment – as far as is possible – is in the interests of the entire community. The school maintains a very supportive pastoral system and a substance education programme. Any student who requests help with tobacco, alcohol or drug-related problems will be supported to find help, including from outside agencies, and will not be subject to sanctions for this request. Nonetheless, this does not exempt them from abiding by the school's rules.

The school's non-acceptance of drugs is also reflected in the Gillingham School Code and Sixth Form Code, both of which have been written and agreed by students themselves. Although periodically updated in detail, the general tenure of this policy has been in place for many years, and has been widely supported by governors, students, staff and parents. Opportunities to discuss or review the Policy are provided periodically within meetings of the Governing Body, in staff meetings and in Year and School Councils. At the time of writing the school has received very few requests to alter the policy, but many comments supporting it.

There are a limited number of circumstances in which this policy varies (within the law) for 6th form students – see red items and later section.

Scope

This policy applies to the following substances/actions:

- Tobacco / smoking / e-cigs (vaping)
 - Possessing/acquiring tobacco or smoking paraphernalia (including e-cigs/vaping)
 - Using tobacco, e-cigs/vaping or other smoking related products
 - Supplying/encouraging others with tobacco, e-cigs/vaping or other smoking-related products
 - Promoting/importing a culture of smoking/vaping
 - Failure to report others' possession, use, supply or promotion of these substances

- Alcohol (includes anything believed to be or passed off as alcohol)
 - Possessing/acquiring alcohol
 - Using alcohol or alcohol-related products
 - Supplying/encouraging others with alcohol or alcohol-related products

- Being in a public house, bar, or similar licensed premises, during the school day, unless for an exceptional, acceptable purpose with explicit staff permission (eg final leaving day of year 13) – whether drinking alcohol or not
 - Promoting/importing a culture of alcohol
 - Failure to report others’ possession, use, supply or promotion of these substances
- Illegal Drugs, Legal Highs, Misuse of Medicinal Drugs, Solvents (includes any substances presumed to be or passed off as any of these)
 - Possessing/acquiring illegal drugs, ‘legal highs’, solvents or medicinal drugs other than for intended use
 - Using illegal drugs, ‘legal highs’, solvents or medicinal drugs other than for intended use
 - Supplying/encouraging the use of illegal drugs, ‘legal highs’, solvents or medicinal drugs other than for intended use
 - Promoting/importing a culture of illegal drugs, ‘legal highs’, solvents or medicinal drugs other than for intended use, including possessing paraphernalia associated with these (eg bongos, syringes, rolling papers)
 - Failure to report others’ possession, use, supply or promotion of these substances

Note: ‘importing of culture’ includes displaying slogans and images promoting the use of substances, boasting about use (whether true or not), possessing paraphernalia, promoting others’ use, passing a substance off as something it isn’t (e.g. tobacco as cannabis; paracetamol as an illegal drug etc.).

This policy applies to any school-related activities, which are considered to be:

- On the school site during normal term-time school days
- Any place if involved in extra-curricular activity
- When travelling to or from school, particularly if in uniform or otherwise identified with the school
- In the vicinity of the school during breaks, lunchtimes or immediately pre-or post-school
- Any place if truanting
- Any place outside the family home during periods of home study leave, particularly if in uniform or otherwise identified with the school
- On the school site at any time, including evenings, weekends, night-time, school holidays.

APPENDIX 3

Policy and Procedure regarding Bullying

At Gillingham we understand bullying to be a wilful, conscious desire to hurt, threaten, frighten or intimidate someone. It can be any bullying that focuses on a student's protected characteristics eg race, religion. It can be physical or verbal and includes hitting, name calling, teasing, blanking, threatening messaging and racial or sexual harassment, including sexting and homophobic or transgender comments. It may also include threatening behaviour, looks and sarcastic comments.

All students are expected to comply with the school's internet and ICT 'Acceptable use policy'. Where out of school incidents of on line bullying occur yet impact on school life the school will endeavour to intervene where appropriate.

Gillingham school's approach to preventing and responding to Bullying involve establishing and maintaining high quality behaviour management throughout the whole school with the support of parents and stakeholders.

We also note that when students occasionally argue or fall out, although this can be unpleasant, is not necessarily bullying as described above. Such incidents will be dealt with through the usual pastoral team channels. Provocative victims are students who provoke others and then react to their response without regarding their own behaviour. In this case both parties will be subjected to the same preventative work and sanctions.

Students who are bullied are instructed not to react aggressively but to walk away and report the incident to the Pastoral Hub, their tutor or pastoral team.

Preventative approaches to tackling bullying

- Our school Principles, written and agreed by our students are 'We treat everyone with kindness and respect' and 'We have the right to feel safe and happy' are central to everything we do
- Detailed anti bullying logs form accurate records of incidents enabling the school to identify any patterns or repeated behaviour and to subsequently react appropriately
- Students are made aware of the next steps should they be victims of bullying
- As part of our SMSC curriculum students experience lessons on friendship, communication, tolerance and kindness
- Students are encouraged to use the slogan '**Stop**' means '**Stop**'
- Trained peer to peer mentoring programme providing targeted support
- Trained Anti bullying student ambassadors will provide support and escalate where appropriate
- Regular Year Group assemblies that reinforce our School Principles and British values

- Professional development for all staff with regard to behaviour management is continuous and rigorous.
- Investment in improved break and lunchtime supervision
- Co-Created behaviour agreements written and agreed to by both parties and facilitated by a member of staff.

Procedures for any students who wish to report a bullying incident

- Any witness or victim of bullying should immediately confide in a member of staff, this could be the pastoral hub team, tutor, AHoY, HoY or their safe person. Alternatively (for Year 7), they can use an online reporting tool available in the Pastoral Hub which will be acted upon by the Anti Bullying Ambassadors and relevant staff member
- The victim should be reassured that the school community disapproves of this unacceptable behaviour
- The victim and any witnesses will be asked to produce a written statement detailing names, times, location etc
- On receiving the written statements and collection of available evidence along with a discussion with the perpetrator a decision will be made by the members of staff dealing with the incident
- A first low level offence would usually warrant a warning.
- A repeat low level offence or more serious first offence would usually warrant a period of time in the Schools Guidance Centre. At this point it may be deemed appropriate to generate a Co-Created behaviour agreement between both parties.
- Repeated offences or a single serious incident could result in a fixed term exclusion and a Co-Created behaviour agreement.