Gillingham School Dorset

Behaviour Written Statement of Principles

Last review:	Sept 2026
Next review:	**Sept 2027**
Signed:	CG
Approval Committee:	Governing Body

Part of United Learning.

Policy Principles

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 policy is rooted in the principle of equity rather than equality, ensuring that the needs of the individual are taken into account in managing behaviour. We also recognise that in some cases, positive behaviour needs to be taught to allow students to flourish as learners. We are committed to ensuring all students understand what this behaviour looks like, and how to demonstrate it in practice.

Policy Implementation: Roles and Responsibilities

The successful implementation of this Behaviour Policy depends upon a shared commitment from students, staff, parents/carers, governors and school leaders. All members of our community have an important role in creating a culture where everyone feels safe, valued, supported and able to flourish. Our approach is based on high expectations, positive relationships, explicit teaching of behaviour and a commitment to fairness, inclusion and consistency.

Responsibilities of All Staff

All staff will:

- Implement this policy consistently, fairly and professionally.
- Model the values of the school through their conduct, language and interactions with students.
- Teach, practise and reinforce the routines, rituals and habits set out in our Behaviour Curriculum.
- Build positive professional relationships with students whilst maintaining clear boundaries and high expectations.
- Recognise and celebrate positive behaviour through praise, rewards and encouragement.
- Respond to misbehaviour calmly, predictably and proportionately.
- Use de-escalation strategies and restorative approaches where appropriate.
- Promote an inclusive environment and make reasonable adjustments for students with SEND in accordance with the Equality Act 2010.
- Consider whether behaviour may be linked to safeguarding concerns, unmet need, trauma, mental health difficulties or additional learning needs.
- Record behaviour incidents accurately and follow school procedures relating to behaviour, safeguarding and exclusion.
- Work in partnership with parents/carers to support positive behaviour and student welfare.

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Responsibilities of Tutors and Pastoral Staff

Tutors, Year Teams and Pastoral Staff will:

- Monitor behaviour, attendance, punctuality and wellbeing.
- Develop positive relationships with students and families.
- Provide early intervention when behavioural concerns emerge.
- Coordinate support plans, behaviour contracts and pastoral interventions where appropriate.
- Liaise with external agencies and support services when required.
- Support students following behaviour incidents, suspensions and periods of absence.
- Ensure students experience a successful reintegration following sanctions or periods away from learning.

Responsibilities of Senior Leaders

The Senior Leadership Team will:

- Lead and promote a positive behaviour culture across the school.
- Ensure this policy is implemented consistently and equitably.
- Regularly review behaviour, suspension and exclusion data to identify patterns, trends and potential disproportionality.
- Ensure staff receive appropriate training in behaviour management, safeguarding, trauma-informed practice and SEND.
- Monitor the use of sanctions, removals, suspensions, restrictive interventions and reasonable adjustments.
- Maintain effective systems for recording, monitoring and evaluating behaviour incidents.
- Work with governors, parents/carers and external agencies to secure the best outcomes for students.
- Ensure behaviour decisions are lawful, reasonable, proportionate and in line with statutory guidance.

Responsibilities of the SENDCo and Inclusion Team

The SENDCo and Inclusion Team will:

- Support staff in understanding the needs of students with SEND.
- Advise on reasonable adjustments and inclusive behaviour strategies.
- Contribute to behaviour planning and intervention for students whose needs may present barriers to success.
- Ensure behaviour responses do not place disabled students at a substantial disadvantage.
- Work with families and external professionals to identify and address unmet needs.
- Monitor the effectiveness of behaviour support plans and graduated interventions.

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Responsibilities of Students

Students are expected to:

- Follow the school values and behaviour expectations at all times.
- Treat all members of the school community with kindness, dignity and respect.
- Attend school regularly, punctually and prepared for learning.
- Engage positively with the Behaviour Curriculum and school routines.
- Follow reasonable instructions from members of staff.
- Take responsibility for their actions and behaviour choices.
- Respect school property, the property of others and the wider environment.
- Seek support when they are struggling to regulate their behaviour or wellbeing.
- Act as positive ambassadors for the school within the community and online.

Responsibilities of Parents and Carers

Parents and carers play a vital role in supporting positive behaviour and successful learning.

Parents and carers are expected to:

- Support the school's values, expectations and behaviour procedures.
- Promote positive attitudes towards learning, attendance, punctuality and conduct.
- Ensure their child attends school appropriately equipped and in correct uniform.
- Engage positively with the school when concerns arise.
- Attend meetings and reviews where appropriate.
- Inform the school of factors which may affect their child's behaviour, wellbeing or learning.
- Work in partnership with staff to support behaviour improvement plans and interventions.
- Encourage their child to take responsibility for their behaviour and learning.

Responsibilities of Governors

The Governing Body will:

- Ensure the school has an effective Behaviour Policy which complies with statutory requirements and reflects the school's values.
- Monitor the implementation and impact of the policy.
- Review behaviour, suspension and exclusion data regularly.
- Ensure the policy promotes equality, inclusion and safeguarding.
- Provide appropriate challenge and support to school leaders regarding behaviour outcomes.
- Fulfil statutory responsibilities relating to suspensions, exclusions and appeals.

We believe that behaviour is learned, practised and strengthened through strong relationships, clear routines and high expectations. Everyone in our school community shares responsibility for creating a calm, orderly and inclusive environment where all students can feel a sense of belonging and achieve their full potential.

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In applying this policy, the school will:

- consider its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability.
- take an anticipatory, proactive approach to supporting pupils with additional needs, ensuring staff understand how inclusive practice and reasonable adjustments help pupils meet the same high behavioural standards.
- consider the needs of pupils with special educational needs, ensuring adaptations support access rather than reduce expectations, so that all children can participate fully in school life.
- have regard to its safeguarding policy where appropriate.

Behaviour Model and Expectations

At Gillingham School, we recognise the importance of providing a learning environment which is both engaging and conducive to learning. It is our firm belief that all pupils deserve disruption-free learning in their classes, to ensure that all subject content can be delivered in the most effective methods by our teaching staff and that pupils are encouraged to have ambitious academic aspirations.

The school takes a positive approach to managing behaviour. Reward and recognition are at the centre of our strategy. All students and parents sign a home-school agreement when they join the school and the importance of collaborative relationships between school, students and parents is critical.

Pupils are inducted into our behaviour policy when they join the school through assemblies and tutor time presentations. In all year groups pupils are reminded regularly about our standards and expectations through assemblies and tutor sessions. Children who join us as in-year admissions are inducted through a meeting with their Head of Year and written material in the welcome booklet and journal.

The role of parents is crucial in helping any school develop and maintain good behaviour. To support the school, we encourage parents to get to know the school's behaviour policy and where possible, take part in the life of the school and its culture. We place value in a close relationship with parents and encourage parents to work in partnership with the school to assist in maintaining high standards of behaviour both inside and outside of school.

In particular, we expect parents to support the school's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extracurricular activities, and homework/private study.

These expectations apply to all pupils. Most pupils will meet them without additional support; some may need these expectations taught, rehearsed or adapted through reasonable adjustments so they can succeed. This is part of our inclusive approach and is always planned case-by-case. High expectations remain the same for all pupils; reasonable adjustments simply ensure every pupil is able to access and practise those expectations successfully.

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At all times in school, pupils should:

- Ensure that all electronic devices such as phones are locked in their Yondr pouch or left at home. Pupils should never use a phone or other electronic device to record another student or member of staff; they should never forward any photo or film of another student they receive.
- Refrain from bringing items of high value into school (the school does not accept responsibility for loss, damaged or stolen items)
- Ensure that standards of uniform and appearance are excellent and meet expectations set out on the school web site.
- Never engage in 'play fighting' or physical behaviour of any kind which could infringe the rights of others or risk physical injury
- Never engage in any behaviour which could be detrimental to their own or any other individual's health or wellbeing, including bullying
- Ensure that toilet visits are taken during break or lunch

When moving around the school site, pupils should:

- Walk with pace and purpose, not blocking the way of any other members of the school community. In buildings, students should walk on the left.
- Refrain from being drawn into large crowds where an incident may have occurred/be occurring, but instead ensure a member of staff is alerted immediately
- Be silent and receptive when lining up as a year group/class and being addressed by member of staff

In class and in relation to homework, pupils should:

- Enter the classroom in a calm, orderly manner, sitting in the seating plan devised by the teacher and commencing the Now Task immediately
- Get out pencil case and diary immediately.
- Listen to the best of their ability and track the staff member addressing the class
- Refrain from shouting or calling out
- Refrain from consuming any food or drink (apart from water); this includes soft drinks, energy drinks, sweets and chewing gum
- Take the necessary care and time to ensure that homework and classwork in books is well presented – titles underlined, dates and handwriting clearly legible. Corrections should be done in purple pen; improvements in blue pen.
- Work to the very best of their ability showing focus and diligence
- Ensure that all homework tasks are attempted and completed to the best of their ability
- Seek a teacher or other adult's help if any aspects of homework or classwork present serious difficulty.
- At the end of the lesson, pupils should be sitting quietly, ready for the teacher to dismiss them row by row in an orderly manner.

In the community and when representing the school in public settings, pupils should:

- Demonstrate an appropriate standard of conduct on their journey to and from the school and in any situation where they are ambassadors for the school
- Arrive at and leave the school in full uniform
- Demonstrate politeness and courtesy at all times, using polite and appropriate language and communication

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- Use public transport, cycle lanes/pedestrian zones sensibly and safely
- Dispose of litter appropriately
- Respect members of the public/wider community and ensure that public areas and property are treated respectfully.

SEND and Safeguarding Considerations in Behaviour Responses

Gillingham School will ensure that behaviour expectations are applied fairly and consistently, while complying with the Equality Act 2010, the SEND Code of Practice, Behaviour in Schools (DfE 2024), Suspension and Permanent Exclusion Guidance (DfE 2024) and KCSIE. This means Gillingham School will:

- uphold the same high expectations for all pupils, including those with SEND;
- make reasonable adjustments to the *way* expectations and sanctions are taught, supported or delivered (see Annex A);
- ensure sanctions remain lawful, reasonable and proportionate;
- consider whether behaviour may indicate unmet SEND or safeguarding need;
- involve the SENDCo and, where appropriate, the DSL in decision-making;
- document adjustments and decisions as part of the Graduated Approach.

The school maintains high expectations for the behaviour of all pupils, including those with SEND. We recognise our duties under the Equality Act 2010 and will make reasonable adjustments to the way expectations are taught, supported or reinforced so that pupils with SEND are not placed at a substantial disadvantage.

Where sanctions are required, we will not lower our expectations of behaviour for pupils with SEND. Instead, we may adapt the format, timing or delivery of a sanction where this is necessary to ensure fairness, while still holding pupils accountable for their actions.

Staff will always consider whether a pupil's behaviour may reflect an underlying need, unmet SEND, trauma or safeguarding concern. The SENDCo and, where appropriate, the Designated Safeguarding Lead, will be consulted before significant sanctions are applied. Any reasonable adjustments made will relate to access (not the standard expected) and will be recorded and reviewed.

Examples of Reasonable Adjustments

Examples of reasonable adjustments may include providing short breaks during a longer sanction; adapting the environment; allowing regulation time before completing restorative work; offering supported reflection with a familiar adult; or tailoring instructions or materials for clarity. These adjustments relate to access, not to the standard expected. We are committed to providing early intervention to ensure students are supported in improving their behaviour and are able to thrive.

Reasonable adjustments may include, but are not limited to:

- An on-call request enabling a pupil to be escorted to the Re-Set room or ILS, avoiding escalation.
- A planned, staged return to lessons after time in the Re-Set room/ILS/SGC, agreed with relevant staff and parents/carers.
- Small group or supported provision within ILS where appropriate.
- Use of visual supports or simplified instructions.
- Providing advance warning before transitions.

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- Issuing a medical or movement pass for regulated breaks.
- Temporary, supervised movement or regulation breaks led by pastoral staff or SEN department.
- Adjustments advised by the SENDCo.

These considerations help ensure that our behaviour responses are lawful, proportionate and supportive, and that all pupils are able to thrive within our school community.

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Additional Support and Understanding Behaviour

Additional support may be used to help pupils meet behaviour expectations, such as pastoral mentoring, targeted interventions, or external agency involvement.

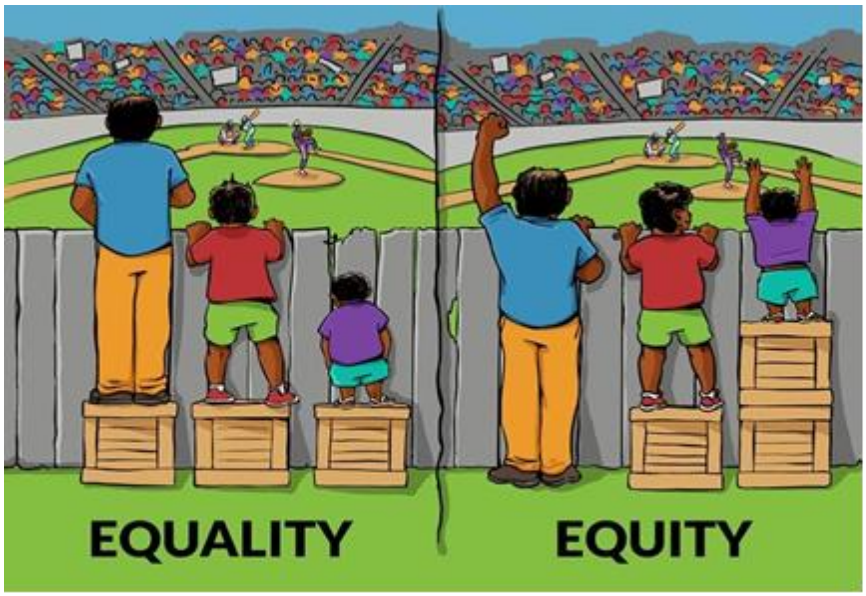
Staff will consider whether behaviour on a particular occasion may have been affected by SEND or unmet need, and where it is appropriate and lawful to apply a sanction, will also consider whether any adaptations are required to ensure the sanction is fair and accessible.

Identifying Unmet Needs

Where behaviour gives rise to concerns that a pupil may have unidentified SEND, staff will follow the school's referral and identification pathways. This may include meetings with the SENDCo, liaison with parents/carers, or screening/assessment by inclusion staff.

Safeguarding Considerations

Staff always consider the context and motive of a pupil's behaviour and whether it raises concerns for the pupil's welfare. Any concerns that a pupil may be at risk of harm will be referred to the Designated Safeguarding Lead without delay.



Definition: *equality means things are "the same" and equity means things are "fair."*

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Our Values and Vision

Our vision and values inform all aspects of school life. They form the backbone of our behaviour policy. These values and their relationship with this policy are as follows:

We take pride in our school, and our learning should not be disrupted

- We are committed to enabling all our students achieve their full academic and personal potential. 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.
- We aim to develop ability, raise expectations and provide the support necessary for lifelong 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.

We believe hard work often beats talent

- We are proud of our reputation for high standards in academic work, personal achievement and conduct. 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.
- We promote and teach skills and habits, to help our students flourish as adults - hard work, perseverance, resilience, organisational habits, effective time management, self-regulation and the importance of delaying gratification.

We treat everyone with kindness and dignity

- Our school is characterised by our distinctive ethos of inclusion, achievement, learning together, mutual respect and enjoyment.
- 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 and be aware their rights and responsibilities in relation to the Protected Characteristics and 2010
- Equality Act
- Whole school CPD is provided for staff to ensure they all understand the laws surrounding the Equality Act, reinforced by assemblies, information on the school website and posters in classrooms and around the school
- The consistent communication of the importance of diversity and inclusion is reflected through the curriculum, with texts and resources selected to reflect all members of society, with a particular emphasis on those with protected characteristics as part of a 'usualisation' approach. The process of decolonising the curriculum is underway
- Any forms of discrimination to be challenged immediately

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We have the right to feel safe and happy

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.

How we foster a positive culture of behaviour

- **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. Strong trusting professional relationships are based around clear boundaries, established routines, well planned lessons and high expectations.

- **Teach behaviour, don't tell.** Not all students start with the same behaviour abilities. Having an immersive behaviour curriculum, which focuses on the behaviours we wish to promote, enables all students to clearly understand what the expectations are. This curriculum helps students understand how and why certain behaviours will help them flourish. Our behaviour curriculum also teaches adults in the school how to proactively and reactively manage behaviour.

- **Make it easier for students to behave than not; develop shared routines, norms and habits across the school.** We will focus on proactive rather than reactive behaviour management strategies based around defined norms; explicitly teaching, practicing, and revisiting routines, and maintaining our norms and desired habits over time.

- **Adults as role models.** Adults should be consistent, fair and predictable. Teacher habits develop student habits. Adults should for example, avoid using their phones in school, dressing casually or being late for lessons. Adults should always demonstrate kindness, dignity and take pride in our school. Adults will minimise points of conflict in the classroom where possible.

- **Maintaining clear boundaries and expectations around behaviour.** 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. There are clear natural consequences (predictable, proportionate and fair) that seek to deter unwanted behaviours and nudge students into better habits. These must be in place and modelled appropriately, within the context of a safe and caring school environment. Their behaviour matters, because they matter.

- **Being 'fair' is not about each student getting the same (equality) but about everyone getting what they need (equity).** In keeping with the Equality Act 2010 we take into account that some behaviours are more likely to be associated with particular types of SEND. As far as possible, preventative measures are in place to anticipate likely triggers of misbehaviour to prevent these. Other instances of misbehaviour may result in a graduated approach being taken. This also applies to other defined students with needs. Exceptions are exceptional, but there are always exceptions.

- **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 behaviour choices and not on the student. Having high expectations lets the child know that we care for them and believe in them; 'we know you are better than that'. Students with behavioural difficulties need to be regarded as vulnerable and explicitly taught how to behave and flourish. We acknowledge that some behaviour is a form of communication of an emotional need.

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- 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 to promote positive behaviours.

- **We actively model the role and responsibilities both of our school values and those of British society** and ensure that pupils understand their roles and acceptable behaviour within this context. Assemblies, the tutor programme and SMSC in the curriculum all contribute to this process. An explicit focus on the Protected Characteristics is designed to ensure all pupils are aware of the laws relating to the Equality Act 2010

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. Nurture all students

Climate for Learning: Graduated staff response

All staff have a collective responsibility for upholding behaviour at Gillingham School. There are clear routines and rituals in place to ensure that all students feel welcome and have a sense of belonging in our school. By working together, we demonstrate high expectations for our young people by maintaining high standards of uniform, ensuring an absence of distractions from mobile phones and demonstrating courtesy and respect for all members of our community.

Support in managing behaviour in lessons should involve the following graduated steps below:

Stage 1: Teacher responses

Each teacher needs to ensure they are committing to our Universal Provision:

- Establishing routines and rituals, including whole school scripted episodes: welcoming students into the class, starting lessons promptly, being ambitious for all students by setting high expectations and ensuring the work is appropriately challenging
- Recognising, modelling and rewarding scholarly behaviours – use of EduLink to issue learning awards
- Building relationships with students; showing kindness, combining assertiveness with warmth
- Adapting teaching so all children can access the curriculum
- Being consistent in all responses, remaining calm and rational by regulating your own emotions
- Adapting seating plans where necessary

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- If disrupting the learning, the teacher should have a conversation with the student about their behaviour and if they do not regulate their behaviour, the student may be asked to briefly step outside the room to settle themselves down and return as soon as possible. If upon return to the classroom the student continues to be disruptive, they will be sent to work in a designated departmental room
- Contact home to make parents/carers aware of any concerns and discuss strategies for improvement
- Using an emotional coaching approach to discuss with the student what barriers may be affecting their ability to learn – see 'Supporting Students to Regulate their Behaviour' p.14 of this policy
- Issuing a short detention if appropriate if behaviour falls below our expected standards
- Referring student to an SLT 'Natural Consequences' lunchtime correction for uniform, equipment, inappropriate language, late misdemeanours or non-engagement in the NOW task* which will be recorded in the relevant page in the homework diary
- Use of diaries: notes to record positive learning behaviours/concerns including using the Natural Consequences section
- Upholding the school policy on our Phone Free School (see Appendix 6)

Stage 2: Departmental responses

Heads of Department should intervene to support teachers if the previous strategies are not resulting in the desired outcome. This should be informed by the departmental climate for learning policy, which will include:

- HOD intervention to identify barriers to learning and to reinforce expectations regarding behaviour – this includes reviewing the above strategies with the classroom teacher
- Departmental detention/logbook if appropriate
- Overseeing students who may be temporarily removed from the classroom to prevent further disruption to learning
- Contact with parents/carers

Removal from classroom

- A student may be briefly asked to step outside a classroom to calm down, or for a restorative conversation. A student may also leave a room to regain calm in a safe space. 'Time Out' cards are issued to some students to give them permission to leave and go to the Hub/6LC for support.
- A student may be removed from the classroom and placed in the Departmental Transgressors Room (Normally the Head of Department's room) if necessary for a short period, after other behaviour strategies have been attempted (unless the behaviour is so extreme as to warrant immediate removal).
  * This will be to restore stability after an unreasonably high level of disruption and return to a calm learning environment. This will be under the direction of the HOD.
- Parents will be informed if this sanction is applied and the period of removal will be based on the needs of the individual in relation to their learning and/or the needs of the class. Before a student returns to the classroom a restorative conversation will take place.
- *If a student refuses to follow the reasonable request of the Head of Department, then a Member of SLT/HOY/HOD, who is on duty, will be called to move student to the Re-Set Room'. This will automatically become a Stage 3 response. Please see Appendix for more details.

Stage 3: Year Team responses

If departmental interventions are not successful in ensuring the pupil is conforming to behaviour expectations, it should be referred to the Head of Year. It is likely that there may be wider issues that the Year Team will have knowledge of, which will inform the next steps. These may include:

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- HOY or AHOY working with the student to identify and address wider barriers that may be affecting their ability to regulate their behaviour
- Year group detention if appropriate/ removal from classroom
- Other measures detailed in this policy under the section 'Supporting students to regulate their behaviour' (p.14-16) including emotional coaching, referral to the Hub, SGC, ILS use of logbooks, behaviour contracts, parental involvement, alternative provision or referral to outside agencies

Stage 4: SLT response

Continued failure to meet the expectations outlined in the behaviour code – despite previous interventions – will result in referral to the Year Team's SLT link for further action.

A range of supportive measures will be implemented to address and manage behaviour, as detailed on pages 14–16. These include emotional coaching, use of the SLT logbook, behaviour contracts, parental engagement, alternative provision, referral to external agencies, and after-school detention.

After-school detention is reserved for students who persistently breach our school values and do not respond to earlier support strategies. Its purpose is to serve as a deterrent against repeated misconduct. Referrals to this detention are made by the Year Team, and sessions are held on Fridays from 3:30 to 4:00pm, supervised by a member of SLT. Parents and carers will be notified in advance.

In cases where a student poses an immediate risk to themselves or others, SLT will respond without delay.

SLT Natural Consequences

Our school's behaviour curriculum is grounded in the explicit teaching of routines and rituals that help students develop positive habits for success – both in school and later in life. At the beginning of the academic year, students will engage in a structured programme during morning registration that teaches the purpose and importance of these routines. This learning will be consistently reinforced by tutors and classroom teachers throughout the year.

Once students have completed the start-of-year sessions, they are expected to meet our standards in relation to uniform, equipment, inappropriate language, late misdemeanours or non-engagement in the NOW task. To support the development and maintenance of these habits, we use a 'Natural Consequences' lunchtime correction. This intervention is designed for students who do not meet expectations and lasts approximately 10 minutes, starting at 1.30pm in the school hall. It is led by members of the Senior Leadership Team (SLT).

The process is as follows:

Recording:

- The teacher or tutor writes the reason for the correction in the Natural Consequences section of the student diary (lateness/uniform/equipment)

Timing:

- If issued before lunchtime, the student attends the session on the same day o If issued during Period 5, the student attends the following day

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Reflection:

- During the session, SLT will discuss with the student the importance of building good habits and strategies to avoid repeated issues

Confirmation:

- The student's name is recorded in a central record, and the diary signed by the SLT member to confirm attendance
- Parents/carers are expected to sign the diary in the evening to acknowledge the correction and support habit-building at home

Follow up:

- Tutors check diaries the next day to confirm attendance

Escalation:

- Non-attendance will result in either o Attendance the next day and additional time in correction (if missed once) o Referral to a Year Team detention (if missed more than once)

Home Learning Expectations

Home learning is an integral part of our curriculum, supporting students to develop their confidence and independence. It is also a vital tool preparing for the rigours of examinations. Home learning focuses on revision, independent practice and reading. It is planned carefully and modelled to students to ensure they understand the tasks set. They are expected to complete this work and will be rewarded for their engagement in home learning.

We recognise that some students find learning at home challenging and therefore provide opportunities in school for this to take place. This can either be in support sessions at lunchtime, or through attendance to our after-school homework club which is run by Sixth Form students. As with our climate for learning behaviour responses, we have a graduated approach to managing students who fall below expectation in relation to home learning:

- Students will be set a hand in date for home learning
- If they are unable to meet the date, they will be invited for support at lunchtime within the relevant subject area. Access to laptops can be made available, and teacher assistance will be provided
- If required, or the first session is not attended, students will be invited for a second session of support
- If home learning remains incomplete, parents will be contacted to reinforce the importance of this work to their child's study and progress

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Behaviour Expectations:
Desirable Traits (Non-Negotiables)

Social Behaviour: 'We treat everyone with kindness and respect'

Desirable Behaviours

Behaves respectfully towards staff

The student:

- Calmly enters the learning space and greets the teacher
- Arrives on time, wearing the correct uniform and removing coat on arrival
- Respects the teacher and is cooperative, responding positively to instruction and sitting in the allocated seat
- Sits up in lesson, silently and listens to the teacher when they are talking
- 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

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- 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 students' right to focus on the task
- Treats other pupils with kindness, using appropriate language, eg not swearing or calling them names
- Listens to others and respects their views and avoids bullying or intimidation
- Celebrates the successes of others
- Treats other pupils as equals and does not dominate them by intimidation or abuse
- Respects differences in relation to the protected characteristics and treats all pupils with kindness, avoiding unkind remarks or inappropriate giggling

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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

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

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 attempt to damage or deface their mobile phone pouch or No Phone card
- Does not take part in acts of wilful damage or destruction
- Does not steal from others

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Behavioural Development Criteria:
‘We believe hard work often beats talent’

Learning Behaviour

Desirable Behaviours

Is attentive and has an interest in schoolwork

The student:

- Fully engages with all tasks as soon as they enter the learning space
- Works hard, asks questions and demonstrates perseverance because learning is challenging
- Participates and follows the routines set out for all activities
- Seeks help if needed
- Tracks the teacher when they are talking
- Practises often and for extended periods to show and reinforce their knowledge and
- skills
- Treats every task as an opportunity to do their best
- Seeks to improve the quality of their work, reflecting on strengths and how it can be improved
- Acts on any feedback given and undertakes dedicated improvement and reflection activities in purple pen
- Records all home learning in the diary and completes it to a high standard
- Takes advantage of the support offered to complete home learning in school

Has good learning organisation

The student:

- Is prepared for their learning by having the correct equipment
- Has diary and equipment on desk from the start of lessons
- Completes home learning on time
- Takes pride in producing high-quality work which is clearly presented

Is an effective communicator

The student:

- Fully engages in discussion and presentations using appropriate language
- Is coherent, knows when it is appropriate to speak
- Is able to alter voice pitch and tone appropriately and uses non-verbal signals effectively, e.g. eye contact, stance, distance;
- Is able to communicate in both individual and group situations, demonstrating both speaking and listening skills

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Emotional Behaviour:

‘We have the right to feel safe and happy’

Has empathy

The student:

- Works collaboratively in any group setting, fully engaging in discussion tasks
- Listens to what others have to say and adds positively to group discussions tolerant and considerate towards others
- Understands how others are feeling and tries to act in a way appropriate to the willing to take on responsibilities in a group context
- Is able to work with different students and contribute positively to the task situation, e.g. 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

Is confident

The student:

- Celebrates their successes with pride, including wearing their reward tie
- 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 willing to read out aloud in class and put their hand up to answer or ask appropriate questions

Is emotionally stable and shows good self-control

The student:

- Is able to delay gratification and can wait for rewards or other forms of success
- 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

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Responding to Positive Behaviour

Our school values provide the framework for positive behaviour. These values are explicitly taught through the tutor programme, assemblies and in teacher interactions with students. Positive reinforcement of expected behaviour should run throughout the school day, with staff explicitly commenting on positive actions and traits demonstrated by students ('that's great that you are immediately starting your retrieval work - it means you are helping yourself to remember more'). We aim to create an environment where positive behaviour is celebrated as a model to other students. Our reward system is based on our core school values. It acknowledges, encourages and celebrates the achievements and success of all pupils. The goal is to develop intrinsically motivated, confident, independent learners both inside and out of the classroom, whilst also encouraging active citizenship and community values. 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
- Gillingham Award system based on Bronze, Silver and Gold Ties for Year 7-11/ Platinum and Exceptional Achievement Awards for the 6th form
- Hart Award – incorporating work experience to obtain the full award
- Fletcher Award (see school website to apply)
- Creative Arts and Sports Ambassadors ties
- Head teacher meetings
- Year group breakfasts acknowledging student progress
- Parental newsletters
- Year 13 subject book awards (final assembly)

Rewards – The Gillingham Award

There are three strands to our 'Gillingham Award', which are designed to reflect our four school values:

- 'We treat everyone with kindness and dignity' - the community strand: contributions to the school or wider community
- 'We believe hard work often beats talent' and 'We take pride in our school, and our learning should not be disrupted' - the learning strand: positive behaviour for learning
- 'We have the right to feel safe and happy' - pursuing interests and new skills: attending clubs or other activities beyond the curriculum, in or out of school

Achieving the full award in Years 7-11 will be recognised through receipt of a coloured tie. Students will 'graduate' through the levels from Bronze, Silver and Gold. Rewards obtained in one year carried through if the tie has not yet been achieved. To obtain a gold tie, not only do students need to meet the reward threshold but need to be recognised as a role model in the school. It will be issued through discussion with the Year Team. Below Year 10,

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to obtain a gold tie students need to write a letter of application stating their reasons why they deserve the tie which will be given to their Head of Year for consideration.

If students obtain a gold tie, they should continue collecting awards, which will contribute towards the

Hart Award. Gold Tie students will also be encouraged to take on positions of responsibility or leadership and will be automatically eligible to be part of the Prom Committee. Evidence of rewards are recorded on EduLink. Each value is exemplified below in relation to the rewards system:

Strand	**Qualities expected**
Learning	Exemplified on updated A2L poster displayed in every classroom - resilience, perseverance, motivation, willingness to work with others, developing effective working habits, demonstrating ambition and pride in their achievements
Community	Team/community work: awarded for helping others / contributing to the wider school e.g. Music in assemblies, parental tours, helping at open evenings, playing on a school team, interhouse contribution, involvement in charity work, working well with others, involvement in school production, school council – developing community spirit and a desire to contribute in a positive way
Skills	Club attendance, learning an instrument, high reading plus scores (Yr 7/8), activities inside or outside of school based on developing new skills, 95% or improved attendance – all demonstrating a desire to self-improve

Issuing rewards:

'Learning Awards' should be issued for individual pieces of work, either at home or in lesson –which reflect our values ('we believe hard work often beats talent') and our A2L criteria. Rewards should be issued regularly and consistently. Avoid giving multiple awards for a single piece of work but do aim to reward regularly and consistently - remembering the 'silent majority' who quietly go about being role models in their behaviour.

'Community Awards' issued either for a one-off action (e.g. Being involved in a stand-alone community event) or for consistent community contributions over a half term period (e.g. Assisting in morning tutor/mentoring/helping in the classroom)

'Skills Awards': club attendance is an ideal area – with a reward issued for attending a club over a half term, or for improved attendance over a given period

Threshold for earning a coloured tie or end of year certificate:

	Learning Awards	**Community Awards**	**Skills Awards**
Bronze, Silver and Gold: *<u>Total of 150 per tie</u>, spread across the 3 strands	Minimum of 80 for each award*	Minimum of 20 for each award*	Minimum of 20 for each award*

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The Hart Award: Beyond the Gold Tie

For students who have obtained the bronze, silver and gold ties, the next step is to progress on to the Hart Award. Students who complete all elements of this will receive a Hart tie. This award is designed to develop skills which can be put on their future CV.

The Hart Award has four parts:

My Challenge	Take up a new interest or activity, or to develop an existing one. This must be "challenging" for the individual and take at least 15 hours in total.
My Community	Become more involved in your community to the benefit of yourself and others. This must be of benefit to the school and/or local community. It must be unpaid and take at least 15 hours in total. The My Community activities can be undertaken individually or as part of a group and they must be different to the My Challenge activities.
My Skills	Develop employability and skills. This includes learning about applying for jobs and courses, health and safety at work, the local employment market, and developing employability skills. The programme also includes one week of Work Experience in Year 10 and again in Year 12 which can be used as evidence for this.
My Studies	Earnt through demonstrating a continued commitment to learning in school – 80 learning awards needed

There are three levels of Hart Award: Gold, Silver and Bronze, depending on how many strands a student successfully completes. To gain the Hart Tie they need to have completed all strands.

Year 12/13

For the 6th form rewards will be issued for A2L, community contributions or learning new skills – the Wednesday afternoon programme will provide opportunities for new skills such as debating, school council and committee work. There is also leadership roles and community projects that all students will take part in during the year. As with the lower school, out of school activities are also relevant.

In addition to continuing to work towards a Hart Award, students are eligible for the Platinum and Exceptional Achievement Awards.

To obtain the full 'Platinum Award' students will need to demonstrate genuine commitment across the different elements of the award strands. The Exceptional Achievement Award is for students who have made a significant and lasting impact on the school community whilst in the Sixth Form. In addition to these awards, each subject awards a book to its most successful student in the final assembly of Year 13.

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Strand

Leadership examples:

- Learning Leadership roles modelling learning and aspiration.
- Being an outstanding learning role model exemplifying our study to succeed agenda
- Subject Support (to assist within specific departments)

Community:

Leadership roles modelling community involvement and helping shape school culture.

- 6th form council and committee (key focus: shaping the culture of the school)
- Mental Health Ambassadors
- Charity Ambassadors (to organise events like the shoe box appeal)
- Running house/charity events with the lower school
- 6th form committee (assisting in whole school events)
- Mentoring students
- Community projects through Wednesday afternoon activities
- Running lower school clubs

Skills:

Leadership roles to develop talents and interests.

- Tutor Support (to read to tutor groups and help with
- revision techniques, run the Friday quiz etc)
- Supporting or delivering assemblies
- School Club Support (such as assist with running music and drama clubs etc)
- Sports Assistants (to assist the running of Sports clubs and the Sport Ambassador Programme)

Leadership roles can be recorded on **Unifrog** alongside the students' CV and should be used when writing references as evidence of wider skills and attributes demonstrated by the student.

Platinum

All students must also complete a community project and leadership role

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Learning Awards Awarded through nomination by staff

Community Awards Awarded through nomination by staff

Skills Awards Awarded through nomination by staff

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Supporting Students to Regulate their Behaviour

Our values permeate through all aspects of the school, and behaviour expectations are understood across all the staff. They form part of the recruitment process and staff training and are reinforced through both pastoral and curriculum leaders. All staff understand our approach to behaviour and the need to respond in a consistent, fair and proportionate manner so that students know that unregulated behaviour will always be addressed. At the same time, in keeping with our policy of equity, staff will take into account any contributing factors after a behaviour incident has occurred, such as bereavement, abuse or neglect, mental health needs, bullying or SEND needs.

Our behaviour curriculum alongside established routines and norms, recognition of behaviours we wish to promote, and known consequences will make it easier for students to behave than not. It ensures that students are taught, and practise, habits that will enable them to flourish as learners. This includes coming to school with the correct equipment, arriving to lessons on time and being in the correct uniform. Our use of 'Natural Consequences' correction sessions (see p7) are designed to help students understand why these requirements are important to their personal success.

Staff should uphold the whole-school approach by teaching and modelling positive behaviour and relationships so that pupils can see examples of good habits and are confident to ask for help when needed. Our approach to teaching is designed to avoid unnecessary conflict at the point of learning. These habits ensure that behaviour management is consistently linked to our school values.

An important part of our approach is the use of de-escalation techniques to prevent further issues. The aim of any response is to maintain the school culture and restore a calm and safe environment in which pupils can thrive.

The whole strategies used to support students in regulating their behaviour are based on improvement, protection and deterrence.

Improvement:

We aim to support pupils to understand and meet the behaviour expectations of the school, and to reengage in meaningful education. When pupils test the boundaries or find their emotions difficult to manage, we will support students to understand our behaviour expectations and how to conform to them using a variety of methods:

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')*

Emotion Coaching[1]. (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, to manage strong feelings and take ownership of behaviour.

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

Pastoral Hub

The pastoral hub provides a safe, supportive space where students can get assistance in regulating their behaviour. They can either self-refer or be referred by pastoral staff. Each year team has a designated Pastoral Leader who will liaise with the year team and families in supporting students with behavioural needs. The Hub can also make referrals for behaviour management, parenting courses, mental health support or other forms of intervention from both within school and external agencies. 'Time Out' cards may be issued to allow students to go to the hub if they are in need of ongoing support.

Student Guidance Centre (SGC)

A student may be referred, by a Year Head or member of SLT, to the Student Guidance Centre for contravening our Phone Free School policy, 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 that resulted in 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.

Re-Set Room

The Re-Set room is a space designed for students who are truanting internally or who have been collected by a member of staff following an incident in lesson and removal has been requested by a Head of Department. The student will be taken to the Re-set room to work quietly and regulate under staff supervision. The aim of the Re-set room is to restore students to an emotionally stable state so that they are able to re-join their next lesson in a calm and purposeful manner. Students will spend no longer in this provision than needed to allow for de-escalation, restoration of calm and to ensure safety. When a pupil is removed from lessons, they will continue to receive meaningful, appropriately supervised education. The work provided may differ from the mainstream curriculum for the duration of the removal, but it will be purposeful, achievable and designed to support the pupil's continued progress. Pastoral Staff will regularly monitor the use of removal to identify patterns, disproportionality, or any safeguarding concerns.

Departmental / Pastoral Log

A Departmental or Year Head Log may be issued to support a student who is repeatedly breaking the behaviour code or acting against the Gillingham School Values. This will involve working with the student to set behaviour targets, which teachers will monitor. The student will report to the Head of Department, Year Head or a member of SLT daily for supportive conversations about their progress. In lesser cases, a Support Log can be issued to assist a student to focus on one area for improvement, such as punctuality or uniform. These are checked by Tutors daily.

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Co-Constructed Behaviour Agreements

These behaviour agreements are used to resolve friendship issues between students. They are devised through agreement between the students involved, using their own words, under the supervision of the HOY. They are intended to reset the expectation of behaviour between the parties involved and assist in setting clear boundaries and expectations.

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 who work with or regularly encounter 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.

Co-agreed conduct and behaviour contract

This is a behaviour contract framed around the school values and will be used when students are persistently breaking our school values. This is a formal agreement, signed by the student and a member of the SLT which outlines the expected standard of behaviour for all members of our school community, and commits the student to conforming to those values.

Involving parents / carers

In the case of behaviour incidents (both positive and negative), student diaries and EduLink are the primary forms of communication between school and home in the first instance. Tutors monitor notes to identify issues arising, or patterns in behaviour, which may require further support. They also check that students who have been issued a 'Natural Consequences' correction session at lunchtime have attended. Parents are also required to sign to confirm they are aware this session has taken place.

Phone calls home by class teachers and tutors are encouraged to foster a supportive and close working relationship with parents and carers. For repeated or more serious behaviour incidents, meetings with the parents in school may take place between the department, year team or members of SLT.

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 regularly reviewed and adapted based on successes or challenges experienced with the strategy. PSPs are developed in conjunction with parents, carers, pastoral colleagues and SLT.

Alternative Provision including ILS

The needs of the majority of students at Gillingham School are consistently met through mainstream provision, with a small proportion with the most complex needs requiring specialist support within the school or outside of school. This enables all students to progress in their learning, going onto their next step towards a settled and successful adulthood. When a student is unable to access mainstream lessons for reasons including behavioural issues, school exclusion or illness, alternative provision either inside or outside of the school will be arranged.

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Internal alternative provision includes programmes such as mountain biking, climbing, gardening, quilting, art therapy, ELM (Emotional Literacy and Mentoring), behaviour support and ILS (our independent learning suite). This may be for single lessons or longer periods of provision. ILS provision allows students to continue to follow the curriculum within a smaller setting, and to engage in other supportive therapies.

External provision may be put in place in consultation with a range of professionals, through the provision an alternative curriculum. The purpose of this is to support the child's wider development, equip them with the skills and experience for the world of work and also, if necessary, to improve attitudes and behaviour. Pupils directed to Alternative Provision by the school will be able to stay for as long as is necessary, providing the placement is appropriate; is meeting the child's needs and that progress and attendance are regularly monitored.

Support of other agencies

Alongside support provided in school, students may be referred for specialist support from external agencies. This may include CAMHS (Childhood Adolescent and Mental Health Services) MASH/Early Help (Multi-Agency Safeguarding Hub), REACH (Drug and Alcohol Services), Gillingham Surgery Social Prescriber, Safer Schools, School Nurse, Sexual Health Nurse, Mosaic (Bereavement services), WIRED (Building Resilience), Educational Psychologist.

Strategies used for dealing with persistent truancy

Step 1: A single instance of truancy will result in the time and missed learning being made up during a lunchbreak with the Year Team. During this time, a restorative conversation will take place with a member of the Year Team to ascertain the reasons for truancy. Strategies for avoiding a repeat will be provided. If a student is found outside their classroom without a valid reason, they will be escorted by a member of staff to the Re-Set room for the remainder of the lesson.

Step 2: A second instance of truancy may lead to a period of time in our Student Guidance Centre.

Step 3: Any further instances of truancy would lead to an after-school detention on a Friday with a member of the Senior Leadership Team.

Strategies used for dealing with behaviour relating to the Protected Characteristics

Students who engage in behaviours which are counter to the Equality Act (2010) will receive sanctions as detailed in Appendix 1. All incidents are recorded, naming both the perpetrator and the victim, to enable patterns of behaviour to be identified. We recognise that many of these behaviours are based on a lack of knowledge. Our PSRE programme, wider curriculum, assemblies and tutor programme all directly address issues relating to the Protected Characteristics, however additional strategies will be used to address the needs of perpetrator which may include the following:

- Contact with home for the perpetrator – either by phone or meeting in school to ensure parents/carers understand the terms of the Equality Act
- Discussion with member of SLT or Year Head about the laws relating to the Protected Characteristics and what constitutes a 'hate incident' or a 'hate crime'
- Re-education work packages completed in SGC which aims to provide a deeper understanding of why these behaviours are unacceptable.
- Use of 6th form committee to talk to re-educate students on use of language and behaviour

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- A co-agreed conduct and behaviour contract for ongoing offences
- Change of teaching/tutor group if appropriate to protect the victim
- Alternative provision – opportunity to build relationships and work with students in tackling their issues over a longer period
- Referral to police if appropriate which could result in a Safer Schools re-education programme or the County Sexual Health Teams

Additionally, actions will be taken to support the victim which may include the following:

- Contact with home – parent/carer to be invited to school to discuss the incident and how the school will respond. Followed up with a phone call after incident has been addressed to discuss any further support which may be required
- Student meeting with member of SLT or Year Head to listen and reassure that their complaint will be taken seriously
- Updated throughout the process on how the issue is being addressed, with their views taken into account
- Emotional support provided if deemed appropriate by parents/victim
- Signposted to relevant online support if appropriate including Victim support, National Bullying Helpline, Young Minds, NSPCC, Anti-Bullying Alliance.
- If appropriate, teaching or tutor group move (only if requested by victim)
- All staff informed to be vigilant in lessons and around school site
- Monitoring to prevent ongoing issues: this can include a lunchtime supervisor being given responsibility for observing the victim during free time and intervening / reporting any incidents

Protection and deterrence

When a member of staff becomes aware of misbehaviour, they should response predictably, promptly and assertively. The priority is to ensure the safety of pupils and staff and restore a calm environment. Where students are contravening our school values, protective measures may include:

Searching and confiscation

Searches will only be carried out by Year Heads accompanied by a member of SLT, or two members of SLT. Searches will be carried out if it is suspected a student has brought an item or substance into school which is not allowed. Such searches are uncommon but can be a vital measure in safeguarding and promoting staff and pupil welfare, and to maintain high standards of behaviour through which pupil can feel safe and happy. A search may play a vital role in identifying pupils who may benefit from early help or a social care referral. If there is evidence that a child is at risk of harm, a referral should be made immediately.

Authorised staff have a statutory power to search a pupil or their possessions (e.g. bag, pencil case etc) where they have reasonable grounds to suspect that the pupil may have a prohibited item. A record of searches will be kept in SLT Teams – Pastoral – searching and confiscation. If for any reason a search is necessary, parents will be informed.

Searches for mobile phones which are not kept in their pouches, or pouch checks, will happen more routinely to ensure our Phone Free School policy is upheld.

Detailed guidance for carrying out searches can be found in the appendix.

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Staff can confiscate pupil's property as a disciplinary penalty if the use of the item is contravening our school values. Mobile phones will be handed into the school office, and parents informed to collect. This will be from the office in the first instance, and from the Head of Year on subsequent occasions. See Appendix 5 for the mobile phone policy.

Radicalisation/Prevent

From 1 July 2015 all schools must have regard to the statutory guidance issued under section 29 of the Counterterrorism and Security Act 2015, paragraphs 57-76 of the guidance are in relation to schools and childcare providers, and states that "schools should have due regard to the need to prevent people from being drawn into terrorism".

We will fulfil our responsibilities under the Prevent Duty. We aim to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. If we are concerned, we will follow safeguarding procedures and refer to the Pan Dorset Safeguarding Children's Partnership's guidance on Prevent.

https://pandorsetscb.proceduresonline.com/p_sg_ch_extremism.html?zoom_highlight=prevent+duty)

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

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".

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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.

Use of reasonable force and restrictive interventions

All members of school staff have a legal power to use reasonable force where it is necessary to prevent a pupil from harming themselves or others, committing a criminal offence, causing serious damage to property, or causing significant disorder. Force must always be **proportionate**, **used for the shortest time necessary**, and applied **only when less restrictive measures have been tried or are not practicable**. It must never be used as a punishment.

Reasonable force may involve either **control** or **restraint**. This can range from guiding a pupil away from danger to more restrictive physical intervention where there is an immediate risk of harm, such as separating pupils who are fighting. **Restraint** refers to holding a pupil physically to restrict their movement in order to prevent injury or serious harm.

Staff must take all reasonable steps to **minimise the risk of injury and distress** and must avoid techniques that could compromise breathing or circulation, including pressure to the neck, chest, abdomen, or holding a pupil on the ground. Blocking exits or preventing a pupil from leaving should be avoided unless doing so is necessary to prevent immediate harm.

The use of reasonable force and other restrictive interventions should be a **last resort**, carried out with regard to the pupil's **welfare, dignity and safeguarding needs**, including any known SEND, medical or sensory needs. Deescalation strategies and early intervention must always be prioritised.

Any **significant incident** involving the use of reasonable force or restraint **must be recorded in writing** and **reported to parents as soon as reasonably practicable**, unless doing so would place the pupil or another person at risk of serious harm. Records must include the reason for the intervention, the type and duration of force used, any injuries sustained, and follow-up actions taken. Incidents will be reviewed to monitor patterns, inform safeguarding oversight and reduce future use of restrictive interventions.

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Further guidance is provided in *Restrictive interventions, including the use of reasonable force, in schools* (Department for Education, 2026).

Responsible Use of Social Media

Actions and inappropriate behaviour committed using social media whilst not at school may be considered as a breach of the behaviour policy where that behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, and/or could adversely affect the reputation of the school.

Pupils must not use social media to:

- cause damage to the school or its reputation (directly or indirectly)
- defame academy staff or any third party
- harass, bully or unlawfully discriminate against staff, other pupils or third parties
- make a false or misleading statement
- impersonate staff, other pupils or third parties
- express opinions on the school's behalf
- make use of the school's logos or trademarks
- use images of school staff in deep fake or any other kind of presentation.

All staff are aware of the dangers of social media and pupils. Parents/carers can report any concerns they have to any member of staff who will pass it onto a Head of Year or senior member of staff. Where an incident raises a safeguarding concern (for example, the sharing of nudes or semi-nude images and/or videos) the member of staff should refer the incident to the designated safeguarding lead (or deputy) in accordance with the school's Safeguarding Policy. In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within the Academy is in place.

Use of CCTV

Gillingham School have considered the need for using CCTV and have decided it is necessary to help deter crime, protect the safety of individuals, or the security of premises. We will not use the system for any incompatible purposes, and we conduct regular reviews of our use of CCTV to ensure that it is still necessary and proportionate.

Gillingham School notifies all pupils, staff and visitors of the purpose for collecting CCTV images via signage and letters. Cameras are only placed where they do not intrude on anyone's privacy and are necessary to fulfil their purpose. All CCTV footage may be kept for 30 days for security purposes; a nominated controller is responsible for keeping records secure and allowing access to images. These will be viewed on a case-by-case basis and only when appropriate.

Under Article 15 of the UK GDPR law, the right of access gives individuals the right to obtain a copy of their personal data from CCTV unless an exemption applies. This can be provided either in permanent form, or through arrangement to view the information. An exemption would include if the footage included other people. This will then need to be redacted so they cannot be identified. Where this is not possible or appropriate, we will consider asking for their consent before releasing this. Where this is not possible or appropriate, we will balance the requester's rights against any third-party rights to privacy and decide if it's reasonable to share the footage without their consent. The reasons for any decision will be documented.

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Suspension

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Suspension from the school community may be used in response to serious incidents or persistent poor behaviour which has not improved following in-school sanctions and interventions. It 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 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 suspension is a tool that may be used it is normally kept to a maximum of 2-3 days (suspensions 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. In exceptional circumstances, suspension can be used for up to 5 days.

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

During a suspension, the student will still receive their education.

Reintegration meetings after suspension

We arrange a re-admission meeting usually on the day of the student's return to school from suspension. 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 suspension (signed actions following any suspension) 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. Where possible these meetings will be recorded so that a transcript can be produced using AI and made available to all parties.

Off-Site Direction and Managed Moves

Off-site direction may be used if it is deemed in the pupils' best interests to transfer to another mainstream school permanently. Decisions will be made in conjunction with the local authority inclusion lead and the monthly in-year fair access panel. See appendix 11.

Governor's warnings

For students who have faced a number of suspensions and for whom behaviour remains a significant concern, the school governors will be involved. A warning letter will be issued which makes it clear that their behaviour is breaching the school expectations so seriously that the next steps will be lengthier suspensions and ultimately permanent exclusion.

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This will be followed by a final governor warning involving a meeting with parents/carers, the student, head teacher and governor representative to discuss ways to avoid the risk of permanent exclusion.

Permanent exclusion

In exceptional circumstances, usually where further evidence has come to light, a permanent exclusion may be issued to begin immediately after the end of the suspension.

The decision to exclude a pupil permanently will only be taken:

- In response to a serious breach or persistent breach of the school's behaviour policy
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff and pupils at the school

Governors will be engaged where exceptional contextual factors are taken into account when considering a permanent exclusion. Any decision not to impose a permanent exclusion will be subject to a final consideration by the governing board.

Behaviour Outside Gillingham School

Gillingham School is at the heart of the local community and pupils' behaviour on the way to and from school, when they are in school uniform, should be impeccable. Pupils are expected to uphold our school values, act as positive ambassadors for the school and to be considerate members of the local community. Positive behaviour is not negotiable and involves wearing uniform smartly and with pride; being considerate to other people; using polite language; taking care of the local environment and behaving safely, with no risks to self or others. We are always delighted to hear praise about our students and welcome your feedback where notable good behaviour is seen.

We also expect good behaviour from students when they are travelling to school by bus or train. This means they will be courteous and respectful to staff and other travellers. If a student misbehaves on school transport, the school will work with the transport companies and contact home to inform parents. Sanctions will follow the usual school guidelines; however, if poor behaviour is repeated, the school reserves the right to withdraw the transport it provides.

At Gillingham School safeguarding is our paramount concern and, with this in mind, when students arrive on the school site in the mornings, either on foot or by bus, they are not permitted to leave the grounds, without the express permission of their Head of Year or a member of the Senior Leadership Team. Students leaving the school without permission will be considered a safeguarding risk; the school shall contact parents/guardians in the first instance to alert them with an expectation that they will return their child to the school. If the school is unable to contact parents/guardians, the missing child will be reported to the police.

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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:

- 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
- Whether the behaviour contravenes any laws – eg the Equality Act
- 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

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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 off-site direction
- 15 days or more exclusion in one academic year may lead to off-site through In Year Fair Access
- (IYFA) referral

Notes:

The particular needs and circumstances of the student will be taken into account in applying the stated tariffs below, including SEND, in a way that is mindful of our school values, attachment aware approach, severity and impact of the offence.

The tariff applies to Years 7-11 unless stated overwise

NATURE OF BEHAVIOUR	FIRST OFFENCE	REPEATED OFFENCE
In addition to the sanctions below, any behaviour which may include a breach of the Equality Act will be documented as such. Discrimination in any form relating to disability, race, sex, sexual orientation, gender, pregnancy, marriage or civil partnership falls under this category.		
Sexual harassment	Suggested conclusion: 1D to 5D	1D-5D; could lead to P
Racist abuse	1D to 5D	1D to 5D; could lead to P
Abuse based on gender or sexual orientation	1D to 5D	1D to 5D; could lead to P
Abuse based on disability	1D to 5D	1D to 5D; could lead to P
Offensive language – overheard	SGC to 3D	2D to 5D then increase if

NATURE OF BEHAVIOUR	FIRST OFFENCE	REPEATED OFFENCE
In addition to the sanctions below, any behaviour which may include a breach of the Equality Act will be documented as such. Discrimination in any form relating to disability, race, sex, sexual orientation, gender, pregnancy, marriage or civil partnership falls under this category.		
repeatedly, without immediate apology		repeated
Offensive or insulting language directed at staff	1D to 5D	5D

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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 2D / P in extreme circumstances	2D to 5D / P in extreme circumstances
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	1D to 5D	5D to P

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NATURE OF BEHAVIOUR	FIRST OFFENCE	REPEATED OFFENCE
In addition to the sanctions below, any behaviour which may include a breach of the Equality Act will be documented as such. Discrimination in any form relating to disability, race, sex, sexual orientation, gender, pregnancy, marriage or civil partnership falls under this category.		
Violence towards staff	Likely to be P; 5D + extended SGC placement maybe considered for minor incidents or if 'mitigating' circumstances are accepted	P
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 / off-site direction
Consistent disruption of others' learning	Suggested conclusion: SGC to 3D/AP programme	1D to 5D / off-site direction
Consistent refusal to accept the uniform code	All free time removed/ long-term SGC until improved meeting with parents/carers	SGC
Abuse of a member of staff outside school	1D to 5D	Normally P
Sharing a toilet cubicle	1D	1D to 2D
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

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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	Min 3D; loss of ICT privileges	5D – P

NATURE OF BEHAVIOUR	FIRST OFFENCE	REPEATED OFFENCE
In addition to the sanctions below, any behaviour which may include a breach of the Equality Act will be documented as such. Discrimination in any form relating to disability, race, sex, sexual orientation, gender, pregnancy, marriage or civil partnership falls under this category.		
email or social media sites/ misuse of staff information online		
Tobacco / smoking / vaping (non-drug related)	**Repeated incidents will also result in an agency referral**	
Possessing/acquiring tobacco or smoking paraphernalia including vapes	SGC Permanent confiscation and inform parents 6th form: Warning	1D-3D 6th form: HoY det/1d-2d
Using tobacco, vapes or other smoking related products **and / or**	SGC 6th form: Warning/HoY det	
Supplying/encouraging others with tobacco, vapes or other smoking-related products **and / or**	SGC 6th form: Warning/HoY det	1D-5D
Promoting/ importing a culture of smoking/vaping/failure to report others' possession/use	SGC 6th form: Warning/HoY det	1D-5D
Alcohol (includes anything believed to be or passed off as alcohol)	**Incidents below will also result in an agency referral**	
Possessing/acquiring alcohol	SGC-3D	3D-5D
Using alcohol or alcohol related products **and / or**	SGC-3D	3D-5D
Supplying/encouraging others with alcohol or alcohol-related products **and / or**	SGC-3D	3D-5D
Promoting/importing a culture of alcohol/failure to report others' possession/use	SGC-3D	3D-5D

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Illegal Drugs, Legal Highs, Misuse of Medicinal Drugs, Solvents, (includes THC vapes or any substances presumed to be or passed off as any of these)	*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* **Incidents below will also result in an agency referral**	
Possessing/acquiring illegal drugs, THC vapes, 'legal highs', solvents, or medicinal drugs other than for intended use	P Depending on exceptional contextual factors, 5D subject to a final consideration by the governing board, permanent confiscation, safeguarding intervention, substance misuse referral, behaviour contract.	P

NATURE OF BEHAVIOUR	**FIRST OFFENCE**	**REPEATED OFFENCE**
In addition to the sanctions below, any behaviour which may include a breach of the Equality Act will be documented as such. Discrimination in any form relating to disability, race, sex, sexual orientation, gender, pregnancy, marriage or civil partnership falls under this category.		
Using illegal drugs, THC vapes, 'legal highs', solvents or misusing medicinal drugs on school site	P Depending on exceptional contextual factors, 5D subject to a final consideration by the governing board, permanent confiscation, safeguarding intervention, substance-misuse referral, behaviour contract; possible off-site direction	P
Supplying, attempting to supply, or coercing others to use illegal drugs, THC vapes, 'legal highs', solvents or misused medicinal drugs	P Depending on exceptional contextual factors, 5D subject to a final consideration by the governing board.	P
Promoting / importing a culture of illegal drugs, THC vapes, 'legal highs' or misused medicinal drugs (e.g., boasting about use, sharing imagery/slogans including temporary or permanent tattoos, possessing paraphernalia (e.g.	2D–5D/SGC, education work, parental involvement.	5D suspension, potential off-site direction; permanent exclusion possible if behaviour escalates to exploitation, supply, or high risk behaviours.

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Bongs, syringes, rolling papers), including passing a substance off as something it isn't (e.g. Tobacco as cannabis; paracetamol as an illegal drug etc)		
Failure to report others' possession, supply, or use *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.*	**1D–3D suspension** or SGC depending on context, safeguarding assessment.	**3D–5D suspension**, potential off-site direction if part of a wider pattern of enabling behaviour.
Mobile Phones and other smart devices (the sanctions below also relate to earbuds/smart watch)		
Pouch in school and phone left at home on a repeat basis OR No phone in school card left at home	LFT: Natural Consequences	LFT: HOY
Attempting to open pouch during school day	LFT: HOY Phone confiscation	SGC. Phone confiscation – parents

NATURE OF BEHAVIOUR	FIRST OFFENCE	REPEATED OFFENCE
In addition to the sanctions below, any behaviour which may include a breach of the Equality Act will be documented as such. Discrimination in any form relating to disability, race, sex, sexual orientation, gender, pregnancy, marriage or civil partnership falls under this category.		
locked	parents pick up.	arrange pick up from HOY.
Deliberate damage to pouch but still operational	LFT: HOY Phone confiscation – parents pick up.	SGC Phone Confiscation – parents arrange pick up from HOY.
Deliberate damage to pouch – not operational	SGC Phone confiscation - parents pick up. Parents purchase new pouch /sign agreement that student will not bring phone to school.	SGC to 1D Phone confiscation – parents arrange pick up from HOY. Parents purchase new pouch / sign agreement that student will not bring phone to school.
Phone in school – not in pouch and not handed in to tutor	SGC Phone confiscation – parents to pick up.	SGC to 1D Phone Confiscation – parents arrange pick up from HOY.

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Phone in pouch but not locked	SGC Phone confiscation – parents to pick up.	SGC to 1D Phone Confiscation – parents arrange pick up from HOY.
Pouch frequently forgotten but phone handed in	LFT: Natural consequences. Phone returned at end of day	LFT: Natural consequences Phone confiscated – parents arrange pick up from HOY.
Pouch is lost but phone handed in	LFT: Natural consequences Parents purchase new pouch/sign agreement that student will not bring phone to school.	LFT: HOY Parents purchase new pouch/sign agreement that student will not bring phone to school.
Student's placing dummy phone or calculator in pouch	SGC Phone confiscation – parents to pick up.	SGC - 1D Phone confiscation – parents arrange pick up from HOY.
In possession of an unlocking station or magnet with strength to unlock the pouch	1D	1D
Refusal to hand over phone for confiscation	1D Sixth Form: Parents contacted. Phone to be handed over to HOY for agreed period daily.	ID Sixth Form: SGC – 1D Meeting with parents. Temporary pouch issued with tutor carrying out daily checks.
SIXTH FORM ONLY Phones or headphones in use or on show in any space outside of Sixth Form Study centres and Sixth Form canteen	**SIXTH FORM ONLY** LFT: Natural consequences (HOY) Confiscation – student collect from HOY	**SIXTH FORM ONLY** LFT: HOY Confiscation. Parent to collect from office. Temporary pouch with tutor carrying out daily checks
NATURE OF BEHAVIOUR	**FIRST OFFENCE**	**REPEATED OFFENCE**
In addition to the sanctions below, any behaviour which may include a breach of the Equality Act will be documented as such. Discrimination in any form relating to disability, race, sex, sexual orientation, gender, pregnancy, marriage or civil partnership falls under this category.		
SIXTH FORM: Assisting lower school student to breach phone policy (unlocking phones/looking after a phone)	SIXTH FORM: SGC Parents contacted. Removal of sign out privileges for a set time. 6th form contract	SIXTH FORM: SGC – 1D Meeting with parents. Extended loss of privileges.

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Appendix 2

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

Policy Overview

The school believes that tobacco, alcohol, drugs, vaping products (including illicit or THC containing vapes), solvents and related paraphernalia present significant risks to the health, safety and wellbeing of young people.

We are committed to:

- Educating students about the dangers associated with these substances;
- Preventing students' learning or wellbeing from being affected by the behaviour of others under the influence of, or distributing, such substances;
- Protecting students from pressure, coercion or exploitation relating to substance use;
- Ensuring students understand their responsibility to report when they believe others may be at risk;
- Maintaining a safe, calm environment free from substances that are illegal, harmful or prohibited.

The school operates a *zero acceptance of drugs or related substances in our school community*. Zero acceptance in this policy means the school will always take firm, serious action when drugs or related substances are involved.

Sanctions will be applied in line with the sanctions tariff and with consideration of:

- The individual circumstances of the student
- The nature and seriousness of the incident
- Safeguarding considerations
- The need for proportionality and contextual assessment (DfE *Behaviour in schools'* guidance)

Supporting and safeguarding pupils takes precedence alongside applying appropriate sanctions. Students may therefore receive both disciplinary consequences and structured intervention.

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Approach to Illegal Drugs, Legal Highs, Misuse of Medicinal Drugs, Solvents (includes THC vapes or any substances presumed to be or passed off as any of these)

The school recognises that a range of illegal drugs may appear in forms that students do not immediately understand, including illicit or counterfeit vapes containing THC or synthetic cannabinoids. Any substance believed to contain a controlled drug will therefore be treated under the *illegal drugs* section of this policy.

Possession or own use

Where a student is found to be in possession of illegal drugs, including THC-vapes or any controlled substance, this will:

- Be treated as a serious breach of the school behaviour policy;
- Result in strong sanctions, ordinarily permanent exclusion, or in the case of exceptional contextual factors, any decision not to impose a permanent exclusion will be subject to a final consideration by the governing board or possible Off-site provision depending on contextual circumstances
- Trigger an immediate DSL safeguarding assessment;
- Require engagement with external support agencies (e.g., substance-misuse services);
- Require parent/carer involvement;
- If suspended, lead to a reintegration plan, behaviour contract and supervised intervention work.

Supplying, Intent to Supply, or Coercing Others to Use

In line with safeguarding responsibilities and DfE guidance, the following behaviours are likely to result in permanent exclusion. In the case of exceptional contextual factors, any decision not to impose a permanent exclusion will be subject to a final consideration by the governing board.

- Supplying or attempting to supply any illegal drug;
- Coercing another student to use drugs;
- Being in possession of quantities or paraphernalia indicating intent to supply;
- Acting on behalf of others to distribute or store substances.

This includes:

- Any form of drug supply (including THC vapes)
- Any situation where a pupil is exploited to carry or distribute substances
- Any attempt to introduce illegal drugs into the school community

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Student Support and Self-Referral

Any student who voluntarily seeks help for substance related concerns, or discloses that they are struggling with substance use, will:

- Be supported without sanction;
- Receive pastoral and external-agency help;
- Be encouraged to take part in an individual support plan.

This does not exempt them from sanctions for future possession or use if they subsequently bring substances into school, but the school will always recognise the value of early disclosure.

Scope

This policy applies to the following substances/behaviours, across all locations and situations linked to the school, including travel to/from school, school trips, extracurricular activities, and any setting where students can be identified as part of the school community.

Tobacco / smoking / vaping (non-drug related)

- Possessing/acquiring tobacco or smoking paraphernalia (including vapes)
- Using tobacco, vapes or other smoking related products
- Supplying/encouraging others with tobacco, 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 – 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 THC vapes or 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 including THC vapes or medicinal drugs other than for intended use
- Supplying/coercing others in the use of illegal drugs, 'legal highs', solvents or medicinal drugs other than for intended use
- Promoting / importing a culture of illegal drugs, THC vapes, 'legal highs or misused medicinal drugs (e.g., boasting about use, sharing imagery/slogans including temporary or permanent tattoos,

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possessing paraphernalia (e.g. Bongs, syringes, rolling papers), including passing a substance off as something it isn't (e.g. Tobacco as cannabis; paracetamol as an illegal drug etc)
- Failure to report others' possession, use, supply or promotion of these substances

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 the Protected Characteristics

Policy Overview

- The school believes that young people should understand and abide by the laws put in place by the 2010 Equality Act and its role in protecting people from discrimination
- This law makes discrimination based on the following illegal: age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex, sexual orientation
- The school believes that everyone should be equally valued and treated with respect and students involved in hate incidents will be sanctioned accordingly, depending on the seriousness of the incident
- Gillingham School is committed to addressing and tackling any behaviour that could be deemed as 'hate incidents' (this includes prejudice against race or ethnicity, religion or belief, disability/SEN, sexual orientation and transgender identity)
- The school believes that no young person should have their learning or wellbeing affected by others due to discriminatory / intolerant attitudes or behaviours
- The school believes that young people should exercise care for the wellbeing of the school community as a whole, by reporting any instances of discrimination or hate incidents which they become aware of

Consequently, the school is committed to eradicating all forms of intolerance relating to the Protected Characteristics, including the casual, inappropriate use of terminology that are categorised as hate incidents. Teaching of the importance respecting differences is delivered through the Tutor and Assembly Programme, SMSC in the curriculum across all subjects, and explicitly in PSRE lessons.

Bullying relating to the Protected Characteristics can also be reported via an online reporting tool which will be acted on by relevant staff.

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Appendix 4

Policy and Procedure regarding Sexual Violence, Harassment and Child on Child Abuse

Sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two or more children of any age. It can occur also through a group of children sexually assaulting or sexually harassing a single child or a group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

Downplaying certain behaviours, for example dismissing sexual harassment as 'banter' or 'boys being boys' can lead to a culture of unacceptable behaviours, an unsafe environment for children and can normalise abuse preventing young people coming forward to report it.

All staff must understand the importance of challenging inappropriate behaviours between children that are abusive in nature.

The approach for staff is as follows:

- A zero-tolerance approach to sexual harassment and sexual violence, that it is never acceptable, and will not be tolerated. It should never be passed over as 'just having a laugh' or similar.
- Recognising, acknowledging and understanding the scale of harassment and abuse and that even if there are no reports that does not mean it is not happening, it may be the case that it is just not being reported
- Challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting skirts. Dismissing or tolerating such behaviours risks normalising them

Sexual Harassment

When referring to sexual harassment it means 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and out of school, within the context of child-on-child abuse. Sexual harassment may be standalone or part of a broader pattern of abuse and can include:

- Sexual remarks, such as telling stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- Sexual 'jokes or taunting
- Physical behaviour such as deliberately brushing against someone, interfering with someone's clothes.
- Displaying pictures, photos or drawings of a sexual nature
- Upskirting (which typically involves taking a picture under a person's clothing without their permission, with the intention of obtaining sexual gratification or causing the victim humiliation, distress or alarm). This is a criminal offence
- Online sexual harassment. This may be stand alone, or part of a wider pattern of sexual harassment and/or sexual violence which may include
    - Consensual non-consensual sharing of nude and semi-nude images and/or videos (Taking and sharing nude photographs of U18s is a criminal offence)

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- Sharing of unwanted explicit content o sexualised online bullying o Unwanted sexual comments and messages, including, on social media o Sexual exploitation; coercion and threats
- Coercing others into sharing images of themselves or performing acts they're not comfortable with online.

Sexual Violence offences (listed by the Sexual Offences Act)

Note: When referring to sexual violence in this policy, it is in the context of child-on-child sexual violence.

Staff should be aware that sexual violence amongst children can happen both inside and out of school. Sexual violence refers to:

- Sexual violence such as rape, assault by penetration, causing someone to engage in sexual activity without consent and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)

NOTE - Sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault).

All reports of sexual violence or harassment should be taken seriously and referred to the DSL and to the police as appropriate. Staff should be aware that it is more likely that girls will be the victims of sexual violence and harassment and more likely it will be perpetrated by boys. Children with SEND are also three times more likely to be abused by their peers. Staff must remain vigilant to these issues.

Child on Child abuse

Child on child abuse can be motivated by perceived differences – e.g. on the grounds of face, religion, gender, sexual orientation, disability or other differences. As with sexual harassment and violence, it is essential that all staff challenge in appropriate behaviours. Stopping harm and ensuring immediate safety is a key priority. Child on Child abuse may include but is not limited to:

- Bullying (including cyber bullying, prejudice based and discriminatory bullying)
- Abuse in intimate personal relationships between children (sometimes knows an 'teenage relationship abuse'
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (and this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) • Upskirting,
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

In keeping with our whole school approach, the response to behaviour relating to this section will be proportionate, considered, supportive and decided on a case-by-case basis. Whilst the behaviour will not be tolerated, all pupils involved will be listened to and involved. The perpetrator will be offered support so that they can change their behaviour. The parents/carers of all pupils involved will be informed. If the police are involved, then Safer Schools will provide education sessions.

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Preventative approaches: promoting appropriate sexual behaviours

All pupils will be helped to understand what good and healthy sexual relationships look like. The PSRE curriculum covers important areas such as:

- Consent
- What respectful behaviour looks like
- Body confidence and self-esteem
- Healthy relationships

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will decide on what action is appropriate for the individual on a case-by- case basis. As with all safeguarding matters, the designated safeguarding lead will be involved and make referrals into support services as appropriate.

Appendix 5

Policy and Procedure regarding Bullying

At Gillingham School we understand bullying to be a sustained, wilful, conscious desire to hurt, threaten, frighten or intimidate someone. It can take many different forms which could include:

In person

- Physical assault – hitting, slapping or punishing someone
- Verbal assault – name calling, gossiping or threatening someone
- Non-verbal – hand signs or text messages
- Emotional abuse – threatening, intimidating or humiliating someone
- Exclusion: ignoring or isolating someone
- Undermining, constant criticism or spreading rumours
- Controlling or manipulating someone
- Making silent, hoax or abusive calls

The following types of bullying are also a hate crime: (see also appendix 3)

- Racial, sexual, transphobic or homophobic bullying
- Bullying someone because they have a disability

Online

The same standards of behaviour are expected online as apply offline. Everyone should be treated in accordance with our school values, demonstrating kindness, respect and dignity. Inappropriate online behaviour will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. If an incident involves nude or semi-nude images and/or videos, the incident will be referred to the designated safeguarding lead (or deputy), and following the principles as set out in Keeping children safe in education.

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Cyberbullying can include:

- Sending threatening or abusive text messages
- Creating and sharing embarrassing videos or images
- Trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games
- Excluding children from online games, activities or friendship groups
- Shaming someone online
- Setting up hate sites or groups about a particular child
- Encouraging young people to self-harm
- Voting for or against someone in an abusive poll
- Creating fake accounts, hi-jacking or stealing online identities to embarrass a young person or cause trouble using their name
- Sending explicit messages, also known as sexting or sending nudes
- Pressurising children into sending sexual images or engaging in sexual conversations

All students are expected to comply with the school's internet and ICT 'Acceptable use policy'. Where out of school incidents of online 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.

For further information please see the DFE guidance,

'Preventing and Tackling Bullying'. (Preventing bullying - GOV.UK (www.gov.uk)

Year 7 HOY – Ebby Mack/Zowie Crocker – Pastoral Manager

Year 8 HOY – Trina Crutcher / Rachael Ladlow - Pastoral Manager

Year 9 HOY – Lauren Hearn / Katrina Pritchard– Pastoral Manager

Year 10 HOY – Chris Gilson/Emma Pursey Pastoral Manager

Year 11 HOY – James Harris/Dee Gordge – Pastoral Manager

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Preventative approaches to tackling all forms bullying including that relating to the Protected Characteristics

- 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
- Tutor and assembly programme focuses explicitly on our school values, wider British values and their meaning in relation to how we treat others, including focusing on the Protected Characteristics
- Detailed anti bullying logs form accurate records of incidents enabling the school to identify any patterns or repeated behaviour and to subsequently react appropriately. For incidents of discrimination, the behaviour will be recorded based on the specific protected characteristic, naming both the perpetrator and victim
- 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
- Trained peer to peer mentoring programme providing targeted support
- Professional development for all staff regarding behaviour management is continuous and rigorous.
- Investment in improved break and lunchtime supervision with staff and 6th form students wearing hi-vis jackets
- 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, they can use an online reporting tool using the email address itsnotbanter@gillingham-dorset.co.uk which will be monitored by the Pastoral Hub resulting in support from relevant staff.
- 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. However, if this relates to the protected characteristics this will result in a more serious consequence
- 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 Cocreated behaviour agreement between both parties.
- Repeated offences or a single serious incident could result in a fixed term exclusion and a Cocreated behaviour agreement.
- Bullying relating to the Protected Characteristics will combine sanctions with re-education

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Appendix 6

Policy and Procedure regarding Mobile Phones

The school is committed to increasing focus and academic performance, improving social interaction and engagement, and reducing the pressure relating to social media and its potential damaging effects. This policy is rooted in our school values and aims to create a school environment which supports students to achieve their best without distraction and to benefit their mental health and welfare. The decision for this is rooted in a growing body of research about the impact of smart phones on young people.

All members of our school are expected to conform to this policy from the start of the school year 2025/2026.

Overview

Year 7-11

Phones are not to be accessed during school for Years 7-11.

- Students have two options relating to this access:
  - Leave their phone at home
  - Purchase a pouch through school to store their phone and any other smart devices such as watches or earbuds securely during the school day
- Unlocking stations will be provided upon entry and exit to the building. These will only be accessible outside the internal fence. Those in isolated areas will be in a lock box – unlocked by the site team at the start and end of day.
- There will also be an unlocking station in reception and handheld magnets are available for trips or for conducting checks
- All parents complete an online form which serves as a home-school agreement based on the policy requirements which will be recorded on TEAMS so tutors can access. This form will require parents/carers to state what phone their child has. Parents/carers must update their tutor if the phone changes. Parents whose child has a medical need, which means they need to access their phone during the day to monitor their condition will have a medical pouch, which allows for blue-tooth signal and is closed using Velcro only. This information will be collected via the online form. This will be sent home to parents and available on the school website.
- Daily checks will be carried out in tutor, alongside regular year group checks
- If students opt for no phone, they must carry an exemption card to provide during phone checks
- Smart watches and earbuds must also be placed in the pouch
- It is the student's responsibility to bring their pouch with them to school every day and keep it in good working order
- There will be sanctions in place for any student who does not follow the policy (see sanctions section)
- If a student accidentally breaks their pouch, they need to tell their tutor immediately
- Parents who need to contact their child should call the main school office on 01747 822222

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Year 12-13

Part of our role with the Sixth Form is in preparing them for adult life. Therefore, encouraging responsible phone use is part of this. However, this is a privilege, and with that comes responsibilities to the wider school community. It is important that the students are aware of this and recognise that they need to uphold the Sixth Form phone use policy or they will lose the privilege.

The policy is as follows:

- Option of purchasing a pouch is available for all students
- Students are not allowed to access their phone in the school with the exception of the following areas: 6th Form Study Centres (excluding the library) and indoor area of the 6th Form canteen
- When not in these areas the phone must be stored securely in their bags – not visible in pockets
- No earbuds or other forms of headphones allowed outside of these areas (exemptions for neuro-diverse students – to be authorised through Year Team)
- There will be sanctions in place for any student who does not follow the policy (see sanctions section)

During the school day

When students arrive in school, phones and other smart devices should be stored in school bags until morning registration. If seen by a member of staff, they will be told to put them away. Repeated failure to follow this policy will result in referral to the Head of Year.

During morning registration, students will place their phone pouch and phone or No Phone in School card on the desk as part of the equipment check. Phones should be turned off and locked into the pouch. It must remain in the pouch, locked, until exit from the school at the end of the day.

Entry to Assembly

- Students must not enter the hall unless their phone is in a locked pouch.
- Staff stationed at entry points conduct a final visual check.
- Any morning phone issues are directed to the Head of Year who will issue appropriate sanctions

After Assembly

Students keep their pouches with them, placing them in their bag, and follow the normal unlocking procedure at the end of the day.

There may be random unlocking checks to ensure the phone in the pouch is the one detailed on the parental form. Students can be searched if staff suspect they are contravening the policy – see Searching and Confiscation section on p21 of the school behaviour policy.

Phone confiscation policy

If a member of staff confiscates a phone during the school day, the phone should be taken to reception. If this is a first confiscation, this will be logged as a behaviour incident on EduLink. Parents/carers will receive an SMS, and the phone will be available for pick up by parents at 3.30-4pm or 8.30-8.50 am. If parents are unable to pick up the phone, it will remain securely stored until they can arrange this. Students will be issued with detention.

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For a repeat confiscation, the phone should be taken to the office. This will be logged as a behaviour incident with an SMS stating that parents need to contact the Head of Year to arrange a meeting. They will have to arrange for the phone to be picked up from the Year Team by contacting the Head of Year directly to arrange a meeting. This will involve re-signing the phone agreement. The phone will only be returned to the parent/carer – it will not be handed back to the student. Students will be issued additional sanctions as per the behaviour policy.

Confiscated phones will be stored in locked storage either in the Head of Year Office or School Office.

This confiscation policy applies to Year 12-13 students who have had their phones confiscated for inappropriate use as well as lower school.

Students arriving late/leaving early

If a student arrives late, they must lock their phone on entry. There will be a magnet in reception. Office staff will check the pouch is locked on entry.

If a student is leaving school early, they can unlock in exit as usual.

Lost, forgotten pouch or accidental damage

If a student has lost or forgets their pouch, they must see their Year Team to hand in their phone, and any other smart devices stored there for the school day. They will be given a temporary exemption card, and their name will be recorded. The student can collect their phone at the end of the day and need to hand back the card.

If they do not hand in their phone at the start of the day, the phone confiscation procedure applies.

If a student consistently forgets their pouch, it will be considered lost. Parents/guardians will be notified, and a replacement pouch will need to be paid for. See Appendix 1 for all phone sanctions.

If a pouch is damaged accidentally, it must be handed in to the Year Team along with any other smart devices BEFORE start of day and collected at the end until a new pouch has been purchased by parents through school, or parents must sign a home-school agreement confirming the phone and other devices will be left at home and an exemption card will be issued. If this does not happen, the phone confiscation procedure applies.

Regular checking routines

Compliance with the policy is key to success. Regular checks are very important. These will be carried out by SLT and members of each Year Team. HOY to regularly remind students of the reasons for the policy in assemblies. Tutors also reinforce messages regularly. Random spot checks will be carried out throughout the year. The school has the right to ask for pouches to be opened at any time

Sanctions

Our policy is that students must either have their phones in a pouch from morning registration until the end of the school day or carry an exemption card. Sanctions are in place for any violations of this policy. As our policy is to create a phone-free environment, if students have phones in school they will be confiscated.

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Pouches will be checked to make sure they have not been damaged. Any attempt to open or affect the operation of the pouch will be seen as a contravention of the policy. See Appendix 1 for all phone sanctions.

Exceptional Use

There are some departments where cameras are essential for photographing work for the purposes of student NEAs in Years 10/11 - for example in Art, Photography, Design, Drama, Food and PE. This would be an infrequent occurrence, and when necessary, phones will be temporarily unlocked under staff supervision for the duration of the class-based activity. The relocking of pouches will be checked at the end of the activity. Any students who abuse this privilege will have the right to access their technology in these lessons removed. Students who carry an exemption card will need to be provided with a camera to facilitate the activity.

School Trips

The trip leader will decide on the appropriate use of phones on school trips, in recognition that students may need to contact parents. If pouches are used, mobile magnets will be available for use.

Appendix 7

Policy and Procedure regarding Searches

Head teachers and authorised staff have a statutory power to search a pupil or their possessions (e.g.

bag, pencil case etc) where they have reasonable grounds to suspect that the pupil may have a prohibited item as listed below (or any item that the school rules identify as an item which may be searched for):

Searches Without Consent
The school may search a pupil without their consent, and without parental consent, only for items that the law permits.

These statutory prohibited items are:

- knives or weapons
- alcohol
- tobacco or cigarette papers
- controlled drugs and associated paraphernalia
- so-called “legal highs” or substances purporting to be drugs
- stolen items
- fireworks
- pornographic images
- any article a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property

Searches With Consent
The school may search a pupil or their belongings with the pupil’s consent for any item. Consent must be freely given; staff will explain the reason for the request and what is being sought.

Searches with consent may be conducted for any item banned under school rules (e.g. mobile phones, smart watches, electronic devices, aerosols, chewing gum, fizzy drinks). These items cannot be searched for without

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consent unless they meet the statutory threshold (e.g. an electronic device reasonably suspected to contain an illegal image or to be stolen).

Guidance:

- Under common law, school staff have the power to search a pupil if the pupil agrees. Staff can therefore not forcibly search a student. If a student refuses to be searched, the Head teacher should be informed immediately; he will then consider sanctions in line with the school's behaviour policy.
- Staff undertaking the search should ensure the pupil understands the reason for the search and how and where it will be conducted so that their agreement is informed. The student should be asked if they have any questions.
- Only Heads of Year accompanied by a member of SLT can undertake a search.
- Searches should be carried out away from other pupils, preferably in an office. Searches must only take place on the school site or where the member of staff has lawful control or charge of the pupil, for example on a school trip. Scanning technology may be used.
- The member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.
- A member of staff can only search a pupil's outer clothing, pockets, possessions, desks or lockers. Students must agree to this, and this is therefore a condition of having a locker in school.
- The person conducting the search must not require the pupil to remove any clothing other than outer clothing. (This means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.) There should be no physical contact with the student (i.e. no patting down). A metal detector 'wand' may be used.
- All searches must be reported to C Gordon – DSL.
- Parents must be informed of any search for a prohibited item and the outcome. Ideally, this should be done by the Year Team by phoning the parents/guardians so that any questions can be answered. If this is not possible, an email (or a letter if no email address on file) should be sent by the year team.
- Any complaints about searching or confiscation should be dealt with through the normal school complaints procedure.

Confiscated Items

- Controlled drugs must be delivered to the police as soon as possible. In most cases the police will come to the school to collect.
- Other harmful substances should also be given to the police or safely disposed of. Consult with SLT if in doubt.
- Alcohol, tobacco, cigarette papers, vapes or fireworks will be disposed of as appropriate. They should not be returned to the pupil. Other items can only be collected by a parent after consultation with a member of SLT.
- Staff may search data or files on a confiscated electronic device that they reasonably suspect are likely to put a person at risk.
- If a pornographic image is found, staff should dispose of it unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case it must be delivered to DSL and then the police. Staff should never intentionally view any indecent image of a child (or copy, print, share, store or save such images.)
- Stolen items should be returned to owner or disposed of accordingly
- Confiscated mobile phones will be stored in lockable boxes until returned to the appropriate person as detailed in Appendix 6

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Appendix 8

Policy and Procedure regarding suspected Criminal Behaviour

If criminal behaviour is suspected, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and every effort made to preserve any relevant evidence.

Once a decision is made to report the incident to police, care will be taken to ensure any further action taken does not interfere with any police action. Providing this does not conflict with police action, further investigations and sanctions in school can continue.

Where appropriate, reports to the policy will be in tandem with a report to local children's social care, with the DSL leading on this, as set out in 'Keeping children safe in education' (KCSIE).

Appendix 9

Monitoring behaviour data and staff training

Data is collected relating to behaviour incidents using SIMS. Incidents relating to the Protected Characteristics are recorded with detail of then nature of the incident, perpetrator and target. All information collected on behaviour is analysed by SLT and Year Teams. Yearly surveys are conducted for staff, pupils and parents on their perceptions and experiences of the school behaviour culture. The information gathered from all forms of behaviour monitoring is used to shape further interventions.

Staff receive regular training to ensure they fulfil their duties in relation to the behaviour policy, including:

- Clear communication of school values and behaviour approach in all recruitment materials
- New staff induction and ECT training on behaviour strategies
- Regular CPD: attachment awareness approach, building positive relationships, establishing routines and our Universal Provision
- Ongoing training on the Protected Characteristics
- Weekly staff briefing used to model behaviour expectations and reinforce policy to staff

Appendix 10

Policy and Procedures relating to student use of toilets

- Toilets are available for student use throughout the school day unless locked for repairs. Before school and during break/lunch time they are unlocked. Students should use the toilets allocated to their year group only at these times.
- During lesson time students in Year 7-11 require a toilet pass to access the main toilets which will be issued by their classroom teacher and returned after use. They should use the toilet closest to their classroom. The Sixth Form have access to any of the toilets using their student ID card.
- Single-sex and disabled toilets remain accessible at all times.
- Students should not gather in toilets. Only one student should be in a cubicle at any one time.

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- CCTV is installed in the main toilets to ensure appropriate use. This covers the wash basin areas only. The top and bottom of cubicles are blurred out at source. Where more than one student is seen exiting a single cubicle, each individual will be suspended for one-two days. CCTV will only be viewed when there has been damage or inappropriate use is reported.

Appendix 11

Internal Guidance on Managed Moves and Off-Site Direction

Introduction
Managed moves and off-site direction can play an important part in approaches to behaviour management. They can help maintain high standards of behaviour and ensure a safe and supportive learning environment for all students. This guidance outlines the principles, processes, and best practices for implementing these strategies effectively.

Schools must ensure they follow the DFE's Suspension and permanent exclusion guidance when using any of these strategies as well as the ensuring compliance with the School Attendance (Pupil Registration) Regulations as set out in Working together to improve school attendance.

Managed Moves

Definition
A managed move is a voluntary **but permanent** agreement between schools, parents/carers, and the pupil for the pupil to move to another school permanently. This is usually considered when all other behaviour management strategies have been exhausted.

Managed moves should be offered as part of a planned intervention. The original school should be able to evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support, or any statutory assessments have been completed or explored prior to a managed move. (para 50 DfE suspensions and exclusions guidance).

Key Principles

- **Permanent:** As made clear in the DFE guidance, managed moves are permanent arrangements. There is no such thing in DFE guidance as a 'failed' managed move where the student returns to the original school without the new school having issued a PEX.
- **Voluntary Agreement**: Managed moves should be agreed upon by all parties involved, including the pupil, parents/carers, and both schools. It requires the consent of parents and the mutual agreement this is the right thing for the child. Parents should not be coerced into a managed move, and it should never be offered 'to avoid an exclusion'. DFE guidance is clear that if a parent is pressured to accept a managed move, this could be considered off-rolling, and a breach of the School Attendance (Pupil Registration) Regulations.
- **Be in the Best Interests of the Pupil**: The move should be in the best interests of the pupil, providing them with a fresh start in a new environment. They should not be used as a consequence of or sanction for previous poor behaviour.
- **Clear Objectives**: The objectives of the move should be clearly defined, including expected behaviour improvements and academic goals.

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Process

1. **Initial Discussion**: The current school discusses the possibility of a managed move with the pupil and their parents/carers. The rationale and purpose for the move should be clearly explained and documented.
2. **Agreement**: If all parties agree, the current school contacts potential receiving schools.
3. **Consider Off Site Direction**: Managed moves are permanent arrangements, and there can be no trial period. However, an off-site direction could be used to test the water before progressing to a managed move. In which case the process relating to an Off-Site Direction (see below) should still be followed.
4. **Final Decision**: Following careful discussions and mutual agreement the move would be in the best interests of the pupil; the move is confirmed and induction arrangements made for the pupil to start at the new school.
5. **Document all discussions and decisions**: All meetings relating to a potential managed move should be carefully minute. It is very important that all parties agree and that the decision is arrived at on a collective basis and that all parties are of the view the move best serves the child.
6. **Change in Registration**: As a managed move is permanent, it involves a move from the home school's admission register to the admission register of the new school.
7. **Information Sharing**: Any managed move should be preceded by information sharing between the home school and the new school, including data on prior and current attainment, academic potential, a risk assessment and advice on effective risk management strategies. It is also important for the new school to ensure that the child is provided with an effective integration strategy.

Safeguarding and Attendance

- As a managed move is a permanent arrangement, the new school assumes responsibility for safeguarding and attendance at the outset.

2. Off-Site Direction

Definition

Off-site direction is a temporary measure where a pupil is directed to attend another educational setting to improve their behaviour or seek a fresh start opportunity **(previously referred to as a managed move).** This can include alternative provision or another mainstream school.

Directions offsite can be an effective way to manage behaviour in a planned and strategic way rather than as a response to a single incident. They should be short term and remain under review. The arrangements for this should be stated overtly in a letter to parents that follows the direction.

Key Principles

- **Temporary Measure**: Unlike managed moves, off-site direction should be used as a short-term intervention only. Neither parents nor pupils must agree to the direction (again, unlike a managed move), although it is in the best interests of all parties if agreement can be reached.
- **Clear Objectives**: The purpose and duration of the off-site direction should be clearly communicated to the pupil and their parents/carers.
- **Support and Reintegration**: Pupils should be supported by the school during the off-site period, and a plan must be put in place for their reintegration back into the home school at the end of the off-site direction period.

Process

1. **Assessment**: Assess the pupil's behaviour, what intervention is needed to address it and determine if off-site direction is appropriate.

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2. **Selection of Provision**: Choose an appropriate off-site provision that meets the pupil's needs as determined at 1. above. Off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education.
3. **Parental Involvement**: Inform and involve parents/carers in the decision-making process. Whilst consent is not a pre-requisite for an off-site direction, schools must ensure parents (and the local authority, where the child has an EHCP) are notified in writing and provided with information about the placement as soon as practicable after the decision to give a direction has been made and no later than two school days before the day the pupil is required to start attending the placement. Whilst consent is not required, schools should be mindful of the individual needs and circumstances of the family before finalising arrangements.
4. **Monitoring**: Regularly monitor the pupil's progress and behaviour at the off-site provision.
5. **Dual Registration**: The child must be dual registered during any period of off-site direction.
6. **Review:** The placement should be kept regularly under review to ensure it is meeting the intended objectives. Parents should be invited to each review. Although parental consent is not needed, parents (and, where the child has an EHCP, the local authority) can request, in writing, that a review meeting takes place. When this happens, schools must comply with the request as soon as reasonably practicable, unless there has already been a review meeting in the previous 10 weeks.
7. **Extension:** If the placement is to continue beyond the original timelines, schools must give written notification to parents (within six days of the review meeting where the decision to continue the placement is agreed) including their reasons for the extension and how long the extension will last.
8. **Reintegration**: Review the pupil's progress and plan for their reintegration into the home school.
9. **Failure**: If the direction fails (i.e. breaks down before the off-site direction is due to end), the child must return to their home school. Significant care should be taken in such circumstances with regard to any subsequent sanctions. An immediate PEX should only be issued if the behaviour that triggered the off-site direction was extreme or dangerous and the school can demonstrate the risk of keeping the child in school is too severe (i.e. the case meets all the thresholds of a PEX and isn't a result of the failure of an off-site direction). The risk of this occurrence happening is minimised if off-site direction is used as a carefully considered approach to improving behaviour, rather than a reactive response to an isolated incident.

Safeguarding and Attendance

- The home school retains safeguarding responsibilities for the child for the time they spend in another setting. The school must ensure that the off-site provision has robust safeguarding policies. Safeguarding measures must be put in place during the transition.
- Both schools must be communicating and safeguarding the child at all times. The home school must take proactive measures to ensure the child is safe, such as setting up a weekly attendance call between the school and setting, and/or a weekly DSL catch up between the home school and the receiving setting for a child identified as vulnerable.
- Attendance must be monitored closely to ensure the pupil is engaging with the new school. If there are any issues with attendance, then the receiving school should contact the home school immediately as part of their daily attendance procedures.

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Appendix 12

Gillingham School Reset Room Policy

1. Purpose of the Reset Room

The Reset Room provides a calm, structured and supportive environment where students can regulate emotions, re-engage positively with learning and prepare to return to lessons. It is a restorative space designed to:

- Reduce disruption to teaching and learning
- Reduce number of students internally truanting lessons
- Reinforce the school's expectations and values
- Provide staff with an additional behaviour management support structure

2. Aims

The Reset Room aims to:

- Offer immediate, short-term support following behaviour that does not meet school expectations
- Enable students to de-escalate, reflect and reset before returning to lessons
- Prevent escalation of incidents and secondary behaviours

3. When the Reset Room Will Be Used

Students may be referred when:

- Their behaviour significantly disrupts learning, and they have refused to leave the classroom to move to the department transgressor room.
- They require a calm space to regulate emotions
- They are truanting a lesson (walking around site / in toilets for an extended period)

4. Expectations in the Reset Room

Students must:

- Follow staff instruction
- **Hand in Yondr Pouch / Phone if reason for referral**
- Sit in an allocated seat and complete work
- Work silently on classwork or provided materials
- Participate in restorative conversations prior to leaving for the next lesson
- Treat staff and peers respectfully

5. Staffing and Supervision

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- Staffed at all times by SLT/ HOY/HOD/PM – in the event of being called away to deal with an incident, a PM may be asked to supervise the room until the member of staff returns.
- Staff maintain a calm, consistent environment

6. Procedures

- Staff at all levels are responsible for maintain behaviour standards in the school. They must follow their department behaviour policy and graduated response.
- When this fails, a member of staff from Reset will attend to support and remove the student to the Reset room. *This may not be possible if the Reset Room is busy.

Staff Responsibilities Before Referral

Staff must follow the **Graduated Behaviour Response**:

1. Non-verbal cues
2. Verbal warnings
3. Temporary removal
4. Reintegration
5. Final warning
6. Removal to Transgressor Room
7. If student refuses → **Reset Room**

6.1 Referral Process

- Incident logged promptly by staff member at Reset Room using Arbor
- Students cannot self-refer
- Staff cannot send students to Reset – students to be collected

6.2 On Arrival

Students will:

- Be greeted calmly
- Staff to follow a script to ensure consistency of provision (JHR/CG to complete)

6.3 During the Reset

Students will:

- Complete classwork or alternative work
- Engage in restorative conversations
- Receive emotional regulation support if required

6.4 Returning to Lessons:

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In order to return to the next lesson, students must:

- Engage in a reflective conversation with staff member
- Agree next steps to prevent repeated incidents of this nature
- Demonstrate they are ready to return positively to learning

6.5 Repeat Referrals in Single Day

- If a student is referred to the Reset Room 3 or more times in a single day, HoY will use their judgement to agree appropriate sanction the following day.

7. Recording and Monitoring

- All referrals logged using Arbour
- Daily report sent to HoYs and CG detailing referrals to Reset that day (Arbour)
- Patterns monitored fortnightly by HoY's in Year team meetings.
- JHR to oversee pilot scheme to analyse whole school data and feedback to SLT and HOYs
- Data used to identify support needs and identify 'hot spots'
- Parents contacted automatically on Arbour with a notification when student arrives at Reset

8. Support and Intervention

Repeated referrals may trigger:

- Pastoral support plans
- SEND assessment
- Mentoring
- Behaviour contracts
- Parent meetings
- External agency involvement

11. Resources Required

- Room next to hub in Scout Hut
- Desks around the room x 8
- Desktop computers
- Staff desk and double screen for laptop 'dock'
- Clock
- Secure storage for phones
- Headphones
- Laminated sheet stuck on desks of student expectations
- Dividing partitions

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11.2 Learning and Reflection Materials

- Online learning platforms – Sparx/SENECA/Reading Plus/Oak Academy
- Pens and stationery
- Books/Magazines – dysregulated students
- Emotional regulation visuals/resources

11.3 Staff Resources

- CPD for staff timetabled in the Reset room – September and repeated following termly review.
- Access to SEND/pastoral information
- Walkie-talkie to SLT/Reception if staff member unable to attend incident call out
- All staff to have access to SLT/On call email address / button on Arbour
- Daily list of cover lessons – if room empty – staff member to circulate these lessons

12. Review of Policy

As this is a pilot scheme, reset room will be reviewed ½ termly to monitor impact, successes and areas for development by:

- SLT
- HoYs
- Governors (where required)

When starting period in Reset

Staff will:

- Check in with previous period staff member
- Check cover lessons for that period – print out to be provided
- After 10 minutes – check N's on SIMs from that period (?)
- If room is empty – learning walk focusing on cover lessons and hot spots with walkie-talkie.
- If room is occupied – maintain silence and support students if required.

What Happens When the Student Arrives/is Collected

Reset staff will:

- Greet the student calmly
- Allocate seat to student and use the reset script (to be provided by JHR/CG)
- Request student to log on to computer and sign in to relevant online learning platform
- Staff to log on Arbour that the student is in Reset
- Reasoning to be provided – short list of possible referral reasons to be allocated. No extra detail to be provided if sent home?
- This will trigger automatic notification to parent via Arbor email.

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- Monitor behaviour and work ethic in the room – it is important to ensure it is a hard-working room and not an easy alternative to lesson.

Expectations for Students in Reset

Students must:

- Follow staff instructions
- Sit in their allocated seat
- Work silently
- Complete classwork or alternative work
- Participate in restorative conversations
- Treat staff and peers respectfully

Returning Students to Lessons

A student may return to their next lesson only when they have:

- Engaged in a reflective conversation
- Discussed future actions to reduce repeated behaviour
- Demonstrated readiness to return positively

Appendix 13

Useful links

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf

https://www.gov.uk/government/publications/preventing-and-tackling-bullying

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