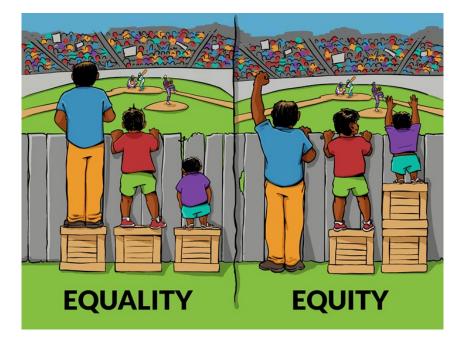| Last review: November 2024	
Review date: October 2025	
Signed By:	
Approval Committee: Governing Body	

GILLINGHAM SCHOOL

Hardings Lane, Gillingham

Dorset SP8 4QP

BEHAVIOUR AND WRITTEN STATEMENT OF PRINCIPLES

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.

EQUALITY   EQUITY

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

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 are ambitious, take pride in our school and our learning is never 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 life long success by offering a wide range of enriching experiences both in and beyond the classroom
- We have a broad, challenging and inclusive curriculum shaped according to the key knowledge, skills and competencies students need to know, understand and do in order to thrive for the rest of their lives. In order to underpin this, we value high quality, on-going professional learning opportunities for all colleagues.
- 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 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

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.

- **Maintaining clear boundaries and expectations around behaviour.** Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help students feel safe, their educational environment needs to be high in both nurture and structure. Students need predictable, consistent routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.

- **Being 'fair' is not about each student getting the same (equality) but about everyone getting what they need (equity).** 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 students with particular needs.

- **Restorative justice.** Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible and for those responsible to acknowledge this impact and take steps to put it right.

- **Taking a non-judgmental, curious and empathic attitude towards behaviour.** We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Students with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support. We acknowledge that behaviour is a form of communication of an emotional need.

- Encouraging **parental engagement** and involvement is crucial when addressing and planning support for student's SEMH needs.

- **We look at each event in context** and are committed to explaining our practices to students, offer them reasons to work with us and encourage reflective dialogue and self-regulation.

- **We treat students as individuals**, ensure that the curriculum is appropriate for each student and that teaching styles are apt, and we use praise and rewards as our main tool. There is a lot of encouragement in our school.

- **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

- **Adopting a 'frictionless teaching' approach** designed to minimise points of conflict in the classroom where possible eg. Relating to equipment, uniform, which can distract from the primary goal of teaching and which can be addressed in a calmer, individual manner later in the lesson or after the lesson

When working with young people, we encourage colleagues to:
1. Take care of themselves
2. Listen to and talk with these students
3. Be patient with the student's progress and with yourself
4. Model and teach appropriate social behaviours
5. Be consistent, predictable and repetitive
6. Interact with these students based on emotional age
7. Try to understand that the behaviours resorting to punishment may reinforce the negative responses
8. Nurture all students

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 creating an appropriate climate for learning:
- Establishing routines and rituals: 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
- 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
- Use of diaries: notes to record positive learning behaviours/lateness etc

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/log book 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 if necessary for a period of time, 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.

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:
- 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 log books, behaviour contracts, parental involvement, alternative provision or referral to outside agencies

Stage 4: SLT response

Continued failure to uphold the behaviour code after all previous interventions will result in referral to the Year Team SLT link.

Measures to support behaviour management will include those detailed on p.14-16, including emotional coaching, SLT log book, behaviour contracts, parental involvement, alternative provision, referral to outside agencies or after school detention*.

If a child is presenting a danger to themselves or others there would be an immediate response from SLT.

AFTER SCHOOL DETENTION*

Students who are persistently breaking our school values, and who are not responding to other support measures to improve their behaviour may be referred to an after-school detention as a deterrent from repeating this. Referral to this detention will come via the Year Team.

These detentions take place on a Friday after school, from 3.30-4pm, run by a member of SLT. Parents/Carers will be informed in advance.

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

Behaviour Expectations

Social Behaviour : 'We treat everyone with kindness and respect'
Desirable Behaviours
Behaves respectfully towards staff The student: • respects the teacher and is cooperative and compliant, responding positively to instruction; • does not talk back to the teacher or aim verbal aggression at the teacher; • interacts politely with the teacher; • will not be quarrelsome or deliberately try to annoy the teacher and will not interrupt or answer the teacher rudely.
Shows respect to other pupils The student: • respects other pupils and uses appropriate language, eg not swearing or calling them names; • treats other pupils as equals and does not dominate them by intimidation or abuse; • respects differences in relation to the protected characteristics and treats all pupils with kindness; • respects the views or rights of other pupils and avoids bullying or intimidation.

Only interrupts and seeks attention appropriately

The student:

• does not seek to attract inappropriate attention in the classroom;

• acts in a manner appropriate to the classroom situation;

• does not display attention seeking behaviour;

• does not unnecessarily disrupt or interrupt other pupils who are working;

• does not verbally disrupt the class and keeps unauthorised talking to other pupils to a minimum;

• does not disrupt other pupils by physical disruption such as nudging or poking.

Is physically peaceable

The student:

• does not show physical aggression towards adults or other pupils;

• does not physically pick on others;

• is not cruel or spiteful to others;

• avoids getting into fights with others;

• does not strike out in anger, have temper tantrums or aggressive outbursts.

Respects property

The student:

• respects the property of others, e.g. takes care of school property;

• does not take part in acts of wilful damage or destruction;

• does not steal from others.

Behavioural Development Criteria: 'We are ambitious'
Learning Behaviour
Desirable Behaviours
Is attentive and has an interest in schoolwork The student: • is attentive, listens to the teacher and is not easily distracted from the task in hand; • should not find it difficult to work when others around them are talking at a reasonable level; • shows an interest in most schoolwork; • gets started on tasks without delay and has the motivation to carry them through; • generally gets enjoyment from school tasks and consequently completes them without complaint.
Has good learning organisation The student: • competently copes with individual learning situations; • produces tidy work, at a reasonable pace; • seems to have a good grasp of how to organise learning tasks so that they can be successfully completed.
Is an effective communicator The student: • will show good communication skills; • should be able to communicate effectively with adults and peers; • is coherent, knows when it is appropriate to speak; • is able to alter voice pitch and tone appropriately and uses non-verbal signals effectively, eg eye contact, stance, distance; • should be able to organize communication in both individual and group situations. This item refers to using or ignoring social communication, rather than to medical problems, such as stuttering.
Works efficiently in a group The student: • works well in a group situation; • works collaboratively with others and is an effective communicator in group discussions; • listens to what others have to say and consequently adds positively to group discussions; • is willing to take on responsibilities in a group context.

Emotional Behaviour: 'We have the right to feel safe and happy'

Desirable Behaviours

Has empathy

The student:

• is tolerant and considerate towards others;

• understands how others are feeling and tries to act in a way appropriate to the situation, eg the pupil may try to comfort someone who is upset or hurt;

• displays emotions appropriate to the situation and is not emotionally detached;

• does not laugh at someone who is upset or injured.

Is socially aware

The student:

• will be conscious of, and understand, the social interactions happening around them;

• interacts appropriately with other people both verbally and non-verbally;

• is not socially isolated and does not spend long periods of time sitting or standing alone;

• has friends among their peers, and is not a loner;

• is actively involved in activities within the classroom;

• does not seem aloof, inactive, passive or withdrawn.

• Understands the need to abide by the Equality Act 2010, with particular reference to disability, gender, sex, sexual orientation, race, religion and pregnancy

Is happy

The student:

• appears happy by smiling and laughing when appropriate;

• should be able to have fun;

• is generally cheerful and not tearful and upset;

• is not discontented, sulky, morose or miserable.

Is confident

The student:

• is confident in most situations, while not showing bravado, recklessness or unrealistic expectations of their competence;

• demonstrates a growth mindset, and is not afraid of new things and does not fear failure when taking on new tasks;

• is not self-conscious or shy in most situations and does not feel inferior to other pupils;

• is willing to read out aloud in class and put their hand up to answer or ask appropriate questions;

• is typically forthcoming in group/ class discussions.

Is emotionally stable and shows good self-control

The student:

• remains relatively emotionally stable and does not frequently swing from positive to negative moods;

• soon returns to a stable frame of mind after being upset, shows good emotional resilience and is not moody;

• is not easily frustrated or flustered and does not show signs of being touchy or uneasy;

• is able to delay gratification when required, and can wait for rewards or pleasurable items.

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 ultimate 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 Award for 6th form
- Hart Award – incorporating work experience to obtain the full award
- Fletcher Award
- 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 three school values:
- 'We are ambitious' - the learning strand: positive behaviour for learning
- 'We treat everyone with kindness and dignity' - the community strand: contributions to the school or wider community
- '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. Reward certificates for meeting the criteria in a single strand will also be issued at the end of each school year to students who have not achieved the full award. 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, 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 be recognised through certificates and other opportunities. Gold Tie students will be encouraged to take on positions of responsibility or leadership and will be automatically eligible to be part of the Prom Committee. They can also work towards receipt of the Hart Award (*see end of section on rewards).*

Evidence of rewards are recorded on Edulink, and parents will receive a notification via the app when a reward is received

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 eg. 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 are ambitious') 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 (eg. Being involved in a stand alone community event) or for consistent community contributions over a half term period (eg. Assisting in morning tutor/mentoring/helping out 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: *Total of 150 per tie, spread across the 3 strands	Minimum of 80 for each award*	Minimum of 20 for each award*	Minimum of 20 for each award*

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 a community project that all students will take part in during the course of the year. As with the lower school, out of school activities are also relevant.

To obtain the full 'Platinum Award' students will also need to take responsibility for a leadership role for half a term – see below. Students must also participate in a community project of half a term duration to obtain the full award. Reward certificates for meeting the criteria in a single strand will also be issued at the end of each school year to students who have not achieved the full award.

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

Sixth Form Leadership opportunities:

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 (key focus: shaping the culture of the school) - Anti-Bullying Ambassadors (to run the Diana Award Anti-bullying Scheme) - 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.

Threshold for obtaining the Platinum Award:

	Learning Awards	Community Awards	Skills Awards
Platinum – all students must also complete a community project and leadership role*	Awarded through nomination by staff	Awarded through nomination by staff	Awarded through nomination by staff

The Hart Award: Year 10 and above

Running alongside the Gillingham Award system is an additional option. For students who have not yet achieved their tie threshold, this will enable them to be fast-tracked. Any evidence collected to support this award can also be used towards the Gillingham Award, and for those who have their gold tie or platinum award, it provides them with additional evidence of important skills to put on their future CV.

The Hart Award has three 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 a Work Observation Day in December and one week of Work Experience towards the end of the summer term.

There are three levels of Hart Award: Gold, Silver and Bronze, depending on how many strands a student successfully completes. On completion of the Hart Award students receive a certificate detailing their achievements and a gold Hart Award badge.   If they achieve this along with the Gillingham Gold/Platinum Award they will have achieved at the very highest level at Gillingham School.

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.

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 frictionless approach to teaching is designed to avoid unnecessary conflict at the point of learning (eg. supplying equipment) so 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 re-engage 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')*

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

Emotion 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, in order to manage strong feelings and take ownership of behaviour.

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

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

Research[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 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.

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 on a daily basis for supportive conversations

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[1] Gottman, *Raising an Emotionally Intelligent Child (1998)*

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 on a daily basis.

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.

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.

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

If a student is **persistently truanting** from lessons, the HOY will discuss concerns with parent/carer and inform them that if their child continues to refuse to attend lessons after an initial warning, they will be sent home. The following steps will be explained to the parent as the procedure should their child continue to truant:
- Persistent truant found not in lessons will be asked to return to class
- If refused, parent/carer will be contacted to collect the student
- This will count as a suspension, resulting in a re-integration meeting the next day

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
- 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 first 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.

Although searching pupils at Gillingham School is uncommon, it can be a vital measure in safeguarding and promoting staff and pupil welfare, and to maintain high standards of behaviour through which pupils 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 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.

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

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. 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 Counter-Terrorism and Security Act 2015, paragraphs 57-76 of the guidance are in relation to schools and child care 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".

Use of reasonable force

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

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

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

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

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

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/44405 1/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

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 includes other people. This will then need to 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.

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.

Managed moves

A managed move 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.

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.

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

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 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.

APPENDIX 1

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

Sanctions may be applied for Serious Misbehaviour within any school-related activities, which are considered to be:
- On the school site during the school day
- Any place if involved in extra-curricular activity
- When travelling to or from school, particularly if in uniform or otherwise identified with the school
- In the vicinity of the school during breaks, lunchtimes or immediately pre-or post-school
- Any place if truanting
- Any place outside the family home during periods of home study leave, particularly if in uniform or otherwise identified with the school
- On the school site at any time
- Any time/any place if behaviour towards school staff is involved

Factors in deciding within a range:
- Severity of incident
- 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

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

Note: 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.

NATURE OF BEHAVIOUR **NB: Items shown in red apply to 6th from students only.**	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 repeatedly, without immediate apology	SGC to 3D	2D to 5D then increase if repeated
Offensive or insulting language directed at staff	1D to 5D	5D
Refusal to accept a reasonable instruction or to cooperate with a member of staff – (lack of cooperation can include lying)	SGC to 3D	2D to 5D then increase if repeated; could lead to P
Persistent disruption to teaching and learning, including unwarranted demands on staff time and energy	SGC to 2D	2D to 5D then increase if repeated; could lead to P
Threats to staff	Normally 5D to P	P
Graffiti	SGC to 3D (5D+ if personal comments included)	3D to 5D then increase if repeated (7D+ if personal comments included)
Vandalism/deliberate damage	SGC to 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	

NATURE OF BEHAVIOUR **NB: Items shown in red apply to 6th from students only.**	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.		
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
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 / managed move
Consistent disruption of others' learning	Suggested conclusion: SGC to 3D/AP programme	1D to 5D / managed move
Consistent refusal to accept the uniform code	All free time removed/ long-term SGC until improved – meeting with parents/carers	SGC
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	1D-5D	If smooth running of network affected; could lead to P; loss of ICT privileges

NATURE OF BEHAVIOUR **NB: Items shown in red apply to 6th from students only.**	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.		
incidents leading to disruption to the smooth running of equipment or the network		
Minor inappropriate activity online including email or social media sites	SGC to 2D; loss of ICT privileges	2D to 5D; loss of ICT privileges
Out-of-school online activity which creates upset/ anger/ discord/ misbehaviour etc within school	SGC-5D; loss of ICT privileges	1D to 5D
Abuse of staff online including email or social media sites/ misuse of staff information on line	Min 3D; loss of ICT privileges	5D – P
Tobacco / smoking / e-cigs (vaping)	**Repeated incidents will also result in an agency referral**	
<u>Possessing/acquiring</u> tobacco or smoking paraphernalia including vapes	Permanent confiscation and inform parents 6th form: Warning	1D-3D 6th form: HoY det-1d-2d
<u>Using</u> tobacco, vapes or other smoking related products **and / or**	SGC 6th form: Warning/HoY det	1D-5D 6th form: 1d-5D
<u>Supplying/encouraging others</u> with tobacco, vapes or other smoking-related products **and / or**	SGC 6th form: Warning/HoY det	1D-5D 6th form: 1d-5D
<u>Promoting/ importing a culture</u> of smoking/vaping/failure to report others' possession/use	SGC 6th form: Warning/HoY det	1D-5D 6th form: 1d-5D
Alcohol (includes anything believed to be or passed off as alcohol)	**Incidents below will also result in an agency referral**	
<u>Possessing/acquiring</u> alcohol	SGC-3D	3D-5D 6th form: 1D-15D
<u>Using</u> alcohol or alcohol-related products **and / or**		
<u>Supplying/encouraging others</u> with alcohol or alcohol-related products **and / or**		
<u>Promoting/importing a culture</u> of alcohol/failure to		

NATURE OF BEHAVIOUR **NB: Items shown in red apply to 6th from students only.**	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.		
report others' possession/use		
Illegal Drugs, Legal Highs, Misuse of Medicinal Drugs, Solvents, (includes any substances presumed to be or passed off as any of these)	*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**	
<u>Possessing/acquiring</u> illegal drugs or 'legal highs'	5D-P (managed move. Agency referral)	P
<u>Possessing/acquiring</u> medicinal drugs other than for intended use, particularly psycho-active effects	5D-P (agency referral/managed move) 5D-P (agency referral)	P P
<u>Using</u> illegal drugs or 'legal highs'	P (agency referral) P	- -
<u>Using</u> medicinal drugs other than for intended use, particularly psycho-active effects	5D-P (agency referral/managed move) 5D-P (agency referral)	P P
<u>Supplying/encouraging others</u> illegal drugs or 'legal highs'	5D-P (managed move. Agency referral) P	- -
<u>Supplying/encouraging others</u> medicinal drugs other than for intended use, particularly psycho-active effects	5D-P (managed move)	P P
<u>Promoting/importing a culture</u> of illegal drugs or 'legal highs'	2D-5D 2D-5D	5D-P (managed move)
<u>Promoting/importing a culture</u> of medicinal drugs other than for intended use, particularly psycho-active effects	2D-5D 2D-5D	5D-P (managed move)
<u>Failure to report</u> others' possession, use, supply or promotion of these substances *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-5D 1D-5D	5D-P (managed move) 5D-P
Possessing or dealing in illegal drugs (may include 'legal high')	P	

APPENDIX 2

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

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

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

In the case of illegal drugs or 'legal' highs, it is the policy of the school to permanently exclude any student who is found to have imported drugs or 'legal' highs into school or school-related activities – unless there are very substantial mitigating circumstances in the view of the Headteacher (examples of this would be: compelling evidence is produced that the substance was planted on someone without their knowledge; compelling evidence makes it likely that someone was put under extreme pressure to carry the substance on behalf of another; significant and serious safeguarding concerns). If, in the view of the Headteacher, it is decided that mitigating circumstances do apply, then the school will implement a comprehensive substance education and reintegration programme. In these circumstances, students will be placed out of mainstream lessons for a significant amount of time. They will be instructed to engage with external counselling, clear attendance targets will be set alongside tangible learning goals. The Headteacher may also consider the potential benefit of a 'managed move' ahead of any permanent exclusion – this will be organised alongside the local authority. If the managed move is successful, no permanent exclusion will be issued and the student will be taken off roll. If unsuccessful, then the school may still issue a permanent exclusion depending on the individual concerned.

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

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

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

Scope
This policy applies to the following substances/actions:

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

- Alcohol (includes anything believed to be or passed off as alcohol)
  - Possessing/acquiring alcohol
  - Using alcohol or alcohol-related products
  - Supplying/encouraging others with alcohol or alcohol-related products
  - Being in a public house, bar, or similar licensed premises, during the school day, unless for an exceptional, acceptable purpose with explicit staff permission (eg final leaving day of year 13) – whether drinking alcohol or not
  - Promoting/importing a culture of alcohol
  - Failure to report others' possession, use, supply or promotion of these substances

- Illegal Drugs, Legal Highs, Misuse of Medicinal Drugs, Solvents (includes any substances presumed to be or passed off as any of these)
  - Possessing/acquiring illegal drugs, 'legal highs', solvents or medicinal drugs other than for intended use
  - Using illegal drugs, 'legal highs', solvents or medicinal drugs other than for intended use
  - Supplying/encouraging the use of illegal drugs, 'legal highs', solvents or medicinal drugs other than for intended use

- Promoting/importing a culture of illegal drugs, 'legal highs', solvents or medicinal drugs other than for intended use, including possessing paraphernalia associated with these (eg bongs, syringes, rolling papers)
- Failure to report others' possession, use, supply or promotion of these substances

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

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

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

APPENDIX 3

Policy and Procedure regarding 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.

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 up 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)
  - Sharing of unwanted explicit content o sexualised online bullying
  - Unwanted sexual comments and messages, including, on social media
  - 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 – eg. 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.

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 of 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.

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 schools 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 – James Harris / Danielle Gordge - Pastoral Link
Year 8 HOY – Ebby Mack / Cara Hennis – Pastoral Link
Year 9 HOY – Heidi Blanchett / Rachael Wright – Pastoral Link
Year 10 HOY – Matt Lake / Josie Brocksome – Pastoral Link
Year 11 HOY Jamie Davies / Simmone Shearn – Pastoral Link

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
- Trained Anti bullying student ambassadors will provide support and escalate where appropriate
- Professional development for all staff with regard to behaviour management is continuous and rigorous.
- Investment in improved break and lunchtime supervision
- Co-Created behaviour agreements written and agreed to by both parties and facilitated by a member of staff

Procedures for any students who wish to report a bullying incident

- Any witness or victim of bullying should immediately confide in a member of staff, this could be the pastoral hub team, tutor, AHoY, HoY or their safe person. Alternatively 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 Anti Bullying Ambassadors and 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 Co-Created behaviour agreement between both parties.
- Repeated offences or a single serious incident could result in a fixed term exclusion and a Co-Created behaviour agreement.
- Bullying relating to the Protected Characteristics will combine sanctions with re-education

APPENDIX 6

Policy and Procedure regarding Mobile Phones

While the school accepts that mobile phones are now a part of everyday life, increasing evidence is emerging that links mobile phone usage with lower academic performance, increased bullying and increased truancy rates.

If pupils have a mobile phone in school it must be switched off at all times throughout the school day and kept in a safe place (ideally in a lockable locker or switched off in their bag). Using a camera phone to take photographs of people in school is a serious breach of the school code of conduct and would lead to an investigation and possible exclusion.

If pupils are using their mobile phone during the school day, the policy is to confiscate the phone and hand it in to reception. Parents/carers will be contacted to collect the phone from reception.

Students do have permission to access phones on the school site at 3:10pm to clarify any transport arrangements home. Should students need to contact home during the school day, they should go to the reception area and to ask permission to use their phone, alternatively they could ask a staff member e.g. their tutor.

All forms of personal music devices should not be used in school unless students have specific permission for their use (on a long trip for example) and even then the school cannot take responsibility for loss, theft or damage.

A school mobile phone is taken on all trips and sports fixtures, so there is rarely a need for students to use their own personal phone. As mobile phones are not necessary in school, the school will not take responsibility for the loss, theft or damage to any mobile phone.

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):

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers;
- fireworks; and
- pornographic images
- vapes
- legal highs

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).
- All searches must be reported to C Gordon – DSL by filling out the attached form.
- 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.

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
- 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.
- 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 10 – 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