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**THE GILBERD SCHOOL**  
**Student Code of Conduct Policy**

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## **1. The ethos of The Gilbert School**

We are proud that the overwhelming majority of our students demonstrate courtesy, good manners, positive and ambitious behaviour for learning and very high standards of personal presentation at all times. The overwhelming majority act with integrity and compassion, and display good manners in our wider community. By holding our students to such high standards, they have in return come to expect a safe and purposeful environment with a relaxed atmosphere of mutual courtesy and cooperation, one in which all Gilbertdians can thrive both academically and socially.

This Student Code of Conduct is integral to our core beliefs. Whilst we are preparing our students for a society and an economy of the future, we believe passionately that the traditional and high standards to which we hold our students are timeless. It is important therefore, that students and parents alike, understand this policy, our expectations and the scope of our jurisdiction before choosing The Gilbert for the next stage of their school career. To that end, this policy should also be read in conjunction with:

- The Homework Policy
- Anti-bullying Policy
- Awards and Leadership at The Gilbert School (Appendix 1)
- School Uniform Policy
- Acceptable Use Agreement (IT)
- Equality Statement
- Examination Regulations
- Mobile telephone/smart device policy

## **2. Awards and Positive Recognition**

A culture of high expectations, good manners, self-discipline and ambition is central to The Gilbert School ethos. We have a well-established programme of awards, co-curricular opportunities and student leadership positions to underpin this. We do not operate a ‘rewards’ system since this runs contrary to our belief in the value of self-motivation and ambition. Details of our extensive awards, clubs/societies and student leadership positions can be found on our website.

## **3. The School’s jurisdiction defined**

This policy applies on school premises and during school hours, on visits and trips, at school events or other occasions related to the school, and on any occasions when students are representing the school or are the responsibility of the staff. It applies when students are off site on study leave or work experience. When students are travelling to and from school they are considered to be representing the school, therefore the school rules still apply. It applies to students regardless of whether they are wearing our uniform or not.

The school reserves the right to investigate and impose sanctions for any misconduct by any student at any time, beyond the bounds of the school day, week, and term, where such misconduct prejudices the

good order and welfare of the school, its students, staff or parents/carers. This includes misuse of social media and poor behaviour that is witnessed and reported by staff, or members of the wider community.

This policy applies to students of other educational institutions when they are on our school site, as well as to Gilbertians whilst they are attending other institutions for educational purposes.

This policy is written with due regard to all equality legislation. The school's authority to exercise its various powers are statutory and set out in the Education and Inspection Acts 1996 and 2006 and the various Department for Education guidance documents that stem from it. When responding to behaviour that falls short of our high expectations, the school seeks to act proportionately and fairly and sanctions will reflect individual circumstances. Treating students who choose to transgress the rules fairly, does not always mean the same as treating them identically.

#### **4. Roles and Responsibilities**

All members of the school community are expected to uphold the Student Code of Conduct. All staff take responsibility for promoting good behaviour, recognising achievement and sustaining a positive attitude and a learning environment which is safe and orderly. Courtesy and respect is expected from all staff, parents/carers and students.

The Governing Body are responsible for establishing, in consultation with the Senior Leadership Team, a policy for behaviour and discipline and review this according to the policy review schedule. They will communicate this to parents/carers, staff and students via the school website and ensure it is non-discriminatory and clear.

The Headteacher will implement the policy on a day to day basis and ensure it is fairly applied by staff. Staff, including professional support staff and volunteers will be responsible for applying the policy fairly and consistently and to support each other in doing so.

Parents and carers will be expected, encouraged and supported to work in partnership with the school to assist it to maintain high standards of behaviour and take responsibility for the behaviour of their child, both in and outside school, upholding the policy and promoting good behaviour by supporting any sanctions applied and praising students for their achievement and good behaviour.

Students will be expected to take responsibility for their own behaviour; creating a positive social learning environment and reporting any undesirable behaviour. They will be made aware of the Student Code of Conduct, procedures and expectations.

Parents/carers, students and the school sign a Home School Agreement which sets out our mutual commitments to this policy and the culture of The Gilbert School.

#### **5. Communication of the student code of conduct**

This Student Code of Conduct is published on our school website and a paper copy is available on request from the school office. The Home-School Agreement and an abridged version of the Student Code of Conduct is displayed in every classroom and in the Student Planner. It is reviewed annually.

#### **6. Partnership with parents/carers and the Home/School Agreement.**

The standard of behaviour expected of all stakeholders is included in our Home-School Agreement which parents/carers are asked to sign following their child's admission to the school. Parents/carers are involved in supporting the school's implementation of the Student Code of Conduct and supporting awards and sanctions.

Parents/carers will be informed of any detention (via the student planner or electronically) or more serious sanctions being set (in person or by telephone) and will be expected to attend any meetings relating to reintegration following suspension or any matters deemed of a serious nature in a timely fashion where key messages can be reinforced.

Parental permission is not required for sanctions but the school will endeavour to give 24 hours' notice for School and Senior Team detentions via the student planner or electronically. Parents must take responsibility for their children's conduct on social media out of school hours however, the school reserves the right to sanction students for unacceptable behaviour on-line. The Home/School Agreement sets out the standards of behaviour expected of all students and the responsibility of parents/carers to work with the school to support Student Code of Conduct and awards systems in supporting the school to maintain outstanding behaviour and safety. Parents/carers must sign this on admission to the school.

## **7. Powers invested in the School under The Education and Inspection Act 1996 and 2006**

### **These powers include:**

- 7.1 the right to impose sanctions which are reasonable and proportionate, being mindful of the student's age, any special educational needs, disability, or religious requirements.
- 7.2 any member of staff, or adult authorised by the Headteacher, in lawful control of children, the right to regulate students' behaviour and impose sanctions for breaches of school rules, failure to follow instructions or other unacceptable behaviour, in any situation which is covered under the definition of the school's jurisdiction above.
- 7.3 the right to regulate student behaviour outside the school premises and school hours where reasonable (see definition of the school's jurisdiction above).
- 7.4 the right to discipline students regardless of whether they are on roll in that school – for example, a student attending an event from another school (In most cases however, we would expect sanctions to be issued in the student's own school).
- 7.5 the right to detain students (detention) at any time during the normal school day.
- 7.6 the right to detain students (detention) outside of normal school hours without notice on weekdays.
- 7.7 the right to detain students (detention) on Saturdays, or non-pupil days, where Parents/Carers have been informed that detention is a sanction used by the school and have received a minimum of 24 hours' notice.
- 7.8 the right to search a student for an offensive weapon or harmful/illegal substance with or without permission, using reasonable force if necessary, where it is suspected a weapon or harmful/illegal substance may be concealed. The Headteacher may also direct security staff to conduct such a search. (Violent Crime Reduction Act, 2006); Students who refuse to submit to a search can be refused entry to the school premises and the absence recorded as unauthorised.
- 7.9 the option to contact the police to search a student if we have 'reasonable grounds' to suspect a student has in their possession any of the following items: offensive weapons, illegal or harmful substances and has refused to let a member of staff search them.
- 7.10 the right to confiscate articles ('seize, retain or dispose of'); for example: offensive weapons, illegal or harmful substances, tobacco products and lighters or other possessions prohibited by the school rules.

- 7.11 the right to search electronic equipment brought in by students for files and data if there is reason to believe the equipment is being used to transgress the Student Code of Conduct or put students at risk of harm.
- 7.12 the right to use reasonable physical force to remove disruptive students away from classrooms where they have refused a verbal request to do so or to use physical intervention with students to prevent them damaging property, causing disorder or harming themselves or others.
- 7.13 the option to contact parents to collect a student from school if the student fails to comply with instructions relating to school rules.
- 7.14 the option to contact the police if parents cannot be contacted or refuse to collect their child, if the student is deemed to be 'out of control' and if the failure of the student to follow instructions presents a danger to other members of the school community.

(Also see the DfE Guidance document, 'Searching, Screening and Confiscations – Advice for Headteachers, School Staff and Governing Bodies' February 2014 (updated September 2016 – new update July 2022, effective September 2023).

## **8. Rationale for the use of Sanctions:**

At The Gilberd we are clear that our rules are fair, in the best interests of the students and that sanctions will always be applied when students choose to transgress them. There are several reasons we may choose to impose a particular sanction:

- 8.1 To deter a student from choosing to transgress the rules on further occasions and, importantly, to deter others from lowering their own standards of conduct or appearance. To that end, all sanctions are 'an example' to others of the consequences of poor conduct.
- 8.2 To express the disapproval of the school or wider community, members of which have a right to learn in a safe and orderly environment and the right to belong to an institution whose reputation is protected from tarnish by others.
- 8.3 To provide an opportunity for restorative justice where appropriate or possible.
- 8.4 To ensure that the overwhelming majority of students can continue to receive the high standards of education they have come to expect, free from disruption and free from any behaviour that may harm their well-being.
- 8.5 To ensure that staff can deliver high quality teaching and discharge their duties free from disrespectful behaviour both in school, the wider community and on-line.

## **9. Investigation of incidents**

The school apportions blame for incidents based on 'the balance of probabilities'. This means that the school does not need the same level of evidence before attributing blame as the police and the judicial system. However, we will gather as much evidence as deemed reasonable by the circumstances before making the decision on the balance of probabilities. If having gathered evidence, staff feel it is more likely than not that the student committed a breach of the rules, then that is sufficient for the school to apportion blame and impose a sanction.

Before determining the probability of a student's involvement in an incident, we will seek the views of witnesses (where appropriate or possible) and the student under investigation. Incidents witnessed by a member of staff are an exception to this general procedure. In such cases, the staff member's statement is deemed sufficient to apportion responsibility. CCTV may be used but is not essential. CCTV may not be viewed by members of the public/parents due to GDPR restrictions. Members of the public may be invited into the school to identify students from anonymised photographs for incidents that occur in the wider community.

Any member of the school staff can impose sanctions. Sanctions that are more serious are generally the preserve of senior staff or the Headteacher.

## **10. List of Sanctions routinely used at The Gilberd School (in no particular order):**

10.1 **Verbal reprimand/admonishment.**

10.2 **Removal of House Crest(s)/de-merit** – (see Awards and Leadership at The Gilberd School).

10.3 **Removal from lesson** - referral to the Regulation Room (RR) after 2 verbal warnings. For incidents that are more serious, removal is without warning. Sometimes we employ a reduced number of warnings after consultation with a class teacher. Students are always informed of this. Trust is placed in students to go unescorted and directly to the RR when sent. Students must take the orange RR notification from the class teacher and present this to the member of staff in RR. The notification form must not be damaged or defaced. Failure to follow this process will result in placement into the Internal Suspension Room (ISR). Any student sent to the RR will receive an automatic standard detention (30 minutes lunch time or after school) that will be recorded on Go4Schools and in the student planner.

10.4 **Loss of access to IT networks** (usually for inappropriate use of IT).

10.5 **10-minute call back** (short detention with restorative conversation).

10.6 **Standard Detention** (30 minutes lunch time or after school) **13.10-13.40/15.20-15.50**

If a lunchtime Standard Detention is issued on the same day as the transgression, then students should be allowed time to purchase food. Please note, we are not required to give 24 hours' notice to parents of these detentions though as a courtesy, we always try to do so if they occur after school. Notice is given by written entry into the Student Planner and an automatic Go4Schools communication to the parent/carer and student accounts. Standard Detentions may take place on the same day as the transgression. Attempts to delete afterschool detentions from Student Planners generally results in internal suspension. Failure to attend the detention will either result in escalation to School Detention (if deemed necessary) or the detention being re-set for the first available opportunity by the teacher who set the original detention.

10.7 **Pastoral/Curriculum Detention (60 minutes after school) 15.20-16.20**

Notice is given to parents via the Student Planner and an automatic Go4Schools communication. Please note, the Pastoral Detention will generally be scheduled for a Friday afterschool in the Atrium (3.20-4.20). A Curriculum Detention will be scheduled on a prearranged day of the week that is most convenient to the specific Curriculum area and located within the Curriculum area.

If the detention is set for failing to attend a previous detention, then contact will generally be made by an automatic Go4Schools communication to the parent/carer and student accounts. Attempts to delete afterschool detentions from Student Planners generally results in internal exclusion. If a student fails to attend a Pastoral/Curriculum Detention without prior contact from

parents giving reasonable grounds, then staff will either escalate the detention to a Senior Team Detention or place the student in the Internal Suspension Room (ISR) as deemed necessary.

#### 10.8 **Senior Team Detention (120 minutes after school) 14.30-16.30**

Notice is given to parents via the School Planner and an automatic Go4Schools communication to the parent/carer and student accounts, except where the transgression occurs on a Friday in which case parents will either be telephoned or the detention arranged for the following Friday. Students will be collected at the beginning of period 5 and escorted to the detention hall. Students should bring appropriate tasks with them to complete during this detention. If a student fails to bring an appropriate educational activity the senior member of staff on duty will provide one. If a student fails to follow the responsible instructions from staff to attend this detention, it will be considered an act of defiance and the student will be suspended. If the detention is set for failing to attend a previous detention, then contact will generally be made by text, email or telephone. Attempts to delete afterschool detentions from Student Planners generally results in internal exclusion. If a student fails to attend a Senior Team Detention without prior contact from parents giving reasonable grounds the student will automatically be placed in the Internal Suspension Room (ISR) for an extended day (until 4:00pm).

10.9 **Extended school days** (an automatic extension to the school day for anything up to 90 minutes). This is generally imposed for failure to meet Tutor, Head of Year or Senior Team report card targets. Parents will be informed of this arrangement by telephone or letter in advance. All placements into the Internal Suspension Room have an extended school day.

10.10 **Non-pupil day detentions** (a full school day) where notice has been issued to parents via letter or telephone call.

10.11 **Community sanctions.** If the transgression has been one which impacts on the school environment or the wider community, then we commonly issue community sanctions such as cleaning/litter picking, helping site staff with appropriate jobs (cleaning tables etc) or helping faculty staff with other appropriate tasks. These take place during breaks, lunches and after school. This may be imposed in addition to any other sanction.

10.12 **Restorative justice.** Where transgressions have impacted on the well-being or learning of other students, or have undermined the school community's sense of cohesiveness and order, or brought the school into disrepute, then students may be required to meet pastoral staff or staff from outside agencies to help them understand the effect of their transgression in order to modify behaviour. Written and verbal apologies are often required and in some instances, it is appropriate for apologies to be made publicly in front of peers or members of the wider community.

10.13 **Acceptable Behaviour Contracts** Usually signed by both parties when there is an on-going dispute or in cases of bullying. Refusal to agree to or sign an ABC may be considered further evidence of uncooperative behaviour.

10.14 **Loss of privileges** This may mean students lose their right to use certain facilities or attend certain trips and visits. Students who hold positions of responsibility may have these removed along with any insignia they may have been issued. Students may be removed permanently from their Form Group or lunch sitting and placed in any other at the discretion of the school.

10.15 **Loss of uniform options** Students who repeatedly break uniform guidelines may lose the privilege of wearing optional items such as the kilt or sweater.

**10.16 Form Tutor Report** Once a student passes a particular threshold of behaviour points, they are required to present a report card at the beginning of every lesson. Failure to meet the reasonable targets set out within it, or loss of the report card, can trigger any of the sanctions listed here.

**10.17 Head of Year Report** (as above).

**10.18 Senior Team Report** (as above).

**10.19 Individual Behaviour Plan** A discreet method of monitoring the behaviour of students on Pastoral Support Plans. Failure to meet 80% of targets generally triggers an agreed action. The target percentage that determines success may be varied at the discretion of staff.

**10.20 Confiscation of prohibited items** The school will usually exercise its right to dispose permanently of such items even if parents/carers request their return.

**10.21 Confiscation of electronic equipment including smart devices** These devices, once confiscated, are only returned to students via a parent, carer or other adult relative named on our information management system. The school has the right to search electronic equipment brought in by students for files and data if there is reason to believe the equipment is being used to transgress the Student Code of Conduct or may contain harmful content.

**10.22 Confiscation of clothing and make-up where it falls outside our School Uniform Policy** (hoodies, inappropriate footwear, bags etc).

## **11. Sanctions used in exceptional circumstances**

**11.1 Saturday Detentions** Prior notice will be issued to parents via letter or telephone call. These are rarely used at The Gilberd School but may be issued when a group revision session takes place on a Saturday and compulsory attendance is required.

## **12. Interventions used in exceptional circumstances**

### **12.1 Parenting Contracts**

Under section 19 of the anti-social behaviour act 2003, The Gilberd School may make use of parenting contracts following a students' suspension from the school to support parents with making improvements to their child's behaviour. The decision to enter into a parental contract is the Headteachers, which may be delegated to the Deputy/Assistant Headteacher for behaviour. A parenting contract is a formal written signed agreement between parents and the school and will contain:

A statement by the parents that they agree to comply for a specified period with whatever requirements are set out in the contract; and

A statement by The Gilberd School agreeing to provide support to the parents for the purpose of complying with the contract. Parenting contracts can be used in cases of misbehaviour or irregular attendance by a student at The Gilberd School or alternative provision. Misbehaviour is defined as when a registered student has engaged in behaviour connected with The Gilberd School which is likely to cause significant disruption to the education of others, significant detriment to the welfare and/or health and safety of the child themselves or of other students or staff, or the student is at risk of exclusion.

Parenting contracts are voluntary, but any non-compliance will be recorded by the school as evidence which may be used in court if the school chooses to make an application for a behaviour parenting order. The school would fund any support required to implement a parenting contract (such as referral to



parenting classes or the provision of these in-house) and would provide information to parents about other types of support available, such as details of national and local agencies and helplines.

### **13. Exeat (leaving the school site)**

Students may not leave the school site during school hours (except for pre-arranged medical, appointments or family emergencies which the school has been notified of). In exceptional circumstances, and only after discussing these in a meeting between the school and parent/carers, alternative arrangements for students may be requested during lunch times (Exeat). Students must ensure that they sign out at Student Reception before they leave the premises on days when this has been agreed.

### **14. Use of physical contact/intervention (reasonable force)**

In some situations, it may be necessary for staff to use reasonable force in order to control students. 'Reasonable' means using no more force than is needed. Our school works in accordance with statutory and local guidance on the use of reasonable force and recognises that where intervention is required, it should always be considered in a safeguarding context. This could range from a staff member forcibly guiding a student to safety in an emergency to breaking up a physical altercation, or restraining a student in order to prevent injury or violence or where the student's presence seriously undermines the safe and orderly running of the school (and all other avenues have been exhausted).

The Gilberd School recognises that all members of staff have a legal power to use reasonable force. In addition, all members of staff act under a professional duty of care for our students in order to protect them from harm. The decision to intervene is based solely on the professional judgement of the individual staff member and will always depend on the unique circumstances of each situation. Reasonable force could be used in the school grounds or elsewhere at a time where a member of staff has lawful control or charge of a student. On rare occasions, physical intervention may be required to remove a young person from a classroom or the school building where their presence seriously undermines the safe and orderly running of the school.

### **15. Other occasions when physical contact other than reasonable force may be proper and necessary.**

These may include:

- Demonstrating how to play a musical instrument
- Demonstrating physical and practical coaching techniques in PE/Dance/Drama/DT
- Comforting a distressed student (in rare cases and in accordance with safeguarding training)
- Providing first aid

The Gilberd School has a large student population and narrow corridors. Physical contact between members of the school community is frequent and unavoidable at peak times such as lesson changeover. Deliberate physical contact that exacerbates issues at these times (other than those listed as appropriate) could be considered dangerous and subject to serious sanctions.

### **16. Recording the use of physical intervention (other than appropriate examples listed)**

The school will maintain an electronic log of 'uses of reasonable force' on CPOMS. These will be categorised under 'passive restraint' (use of physical presence to block movement etc) and 'physical intervention' (physical contact).

### **17. Use of Suspension and Permanent Exclusions at The Gilberd School**

Suspension is a sanction of last resort for more serious transgression of the school rules. No student is readmitted to the school without a meeting with parents or carers. The range of suspensions/exclusions used at The Gilberd School are:

- 17.1 Internal Suspension (ISR)** (either for a fixed period or until further notice in more serious incidents). Students are required to attend school whilst in the ISR from 8:40am until 4:00pm each day. Students follow a separate timetable and should bring packed lunches. Students entitled to free school meals will receive pre-packaged cold food/drink from the school canteen and will order this from a limited menu in the morning. Days absent are added to the internal suspension period. Poor conduct will extend the period of internal suspension or it may be escalated to an external suspension.
- 17.2 Internal Suspension Off-Site (ISOS).** Where a transgression is serious and/or a suspension would ordinarily be implemented, the school can direct a student to receive their education in another educational institution's internal suspension facility (for a time-limited period decided in advance). Internal Suspension Off-Site is not optional and refusal to attend will result in absence being recorded as unauthorised. It is also possible for Internal Suspension Off-Site to be used in conjunction with internal and external suspensions or a Directed Off-Site Provision where necessary or appropriate.
- 17.3 External Suspension** (up to 45 days per academic year). If there is a need to suspend beyond 15 days in a single term or up to 45 days, The Local Governing Body will convene a disciplinary panel to consider the exclusion and hear representations from parents/carers. Only in exceptional circumstances where further evidence has come to light is it possible to instigate a permanent exclusion after a suspension has been issued. Only the Head Teacher or Head of School can issue a suspension.
- 17.4 Final Written Warning** Where a student displays an escalating pattern of poor behaviour and/or is responsible or complicit in incidents of a serious nature, the school may issue a final written warning outlining the potential consequences of a repeat incident. This is a discretionary tool and does not affect the right of the Headteacher or Head of School to permanently exclude a student for a serious breach of The Student Code of Conduct without such a letter having been issued.
- 17.5 Directed Off-Site Provision (DOSP).** Where a transgression is serious and/or a suspension or permanent exclusion would ordinarily be implemented, the school can direct a student to receive their education on another educational institution's site. Directed off-site provision may be used in conjunction with internal/external suspensions and may, at the end of an agreed period (usually 6 weeks), result in a permanent managed move. If a Directed off-site provision is terminated by the host school, this could result in a further internal/external suspension or permanent exclusion.

#### **Level 1 Offsite Direction (Short Term)**

Student is directed to attend another school. There is an agreed support plan in place- a typical time frame is three weeks.

#### **Level 2 Offsite Direction (Long Term)**

Student is directed to attend another school. There is an agreed support plan in place – a typical time frame is 6 weeks. After the period of Offsite direction, a Managed Move may be used to initiate a process to transfer the student to the new school's roll permanently if the full agreement of parent(s)/carer(s) is secured. There is no requirement to extend the trial period. Extensions to offsite directions may be arranged however, where this is deemed necessary to ensure the best chance of a successful Managed Move. An extension should never be made without an amended or new plan of support around the student.

During a period of Offsite direction, a review process using agreed targets will be implemented to monitor progress. The host school, transferring school and parents/carers will be regularly informed of a student's progress and conduct.

**17.6 Managed Move** At the end of a period of directed off-site provision, the placement may become permanent with the consent of parents/carers and the agreement of the schools and if this is in the best interest of the child. A managed move should only occur when it is in the best interest of all parties, including the new school and the student.

**17.7 Permanent Exclusion** Only the Headteacher or Head of School can permanently exclude a student. The Local Governing Body must meet within 15 working days to consider the permanent exclusion and hear representations from parent/carers and the Local Authority. There are full rights of parental appeal and against any decision of the Governing Body to uphold the decision to permanently exclude a student.

Decisions to suspend are taken only after careful consideration of the nature of the offending behaviour, the effect on the student, the impact on the school community and due regard to notions of consistency, proportionality and what is reasonable. Such considerations will also determine the length or nature of the suspension; the more serious the offence, the longer the suspension. A student's previous conduct record may also affect the severity of the sanction imposed.

In some cases, for example, serious assault/violence, possession of or intent to use an offensive weapon, possessing, using or supplying of illegal substances (or the intent to do so) permanent exclusion would be the result. Again, these exemplars are indicative, not exhaustive.

All suspensions are notified to parents/carers in writing, explaining the reason for the suspension, the nature or duration of the suspension and the process by which a parent/carer may appeal against the suspension without delay. If a student has a social worker, or if a student is looked-after, the Head Teacher or Head of School must, also notify the social worker without delay (and no later than three days after the decision to suspend). We recognise that early written notification is helpful to parents/carers, but often the nature of an offence for which suspension is appropriate precludes this and so telephone communication is usually the first method employed.

In exceptional cases during a suspension, further evidence may come to light that may result in the need for a permanent exclusion. Where this is the case, a suspension letter will always make it explicit that whilst the duration of the suspension is fixed, further investigation is continuing (unless the information is brought to us after the issuance of the letter).

Suspension letters will request that parents/carers attend a meeting with a member of staff to discuss their child's behaviour and to facilitate successful reintegration. All suspensions are followed with a reintegration meeting which is attended by the student and at least one parent/carer. The Head of School reserves the right to extend the period of suspension if the parent/carer fails to attend this meeting and prevents the student from successfully reintegrating. This extension will usually be served as an internal suspension. This meeting aims to build partnerships with students and parents/carers, reset expectations, identify further support and monitoring needed to make reintegration successful and identify consequences should the behaviour be repeated.

Letters will inform parents/carers of their duty to ensure their child is not present in a public place during school hours for the duration of the suspension. Where suspensions exceed 5-days, it is the responsibility of the school to provide suitable education from the sixth day until the end of the fixed period.

Permanent exclusion is a sanction of last resort, which is used only after much consideration, and following the failure of other strategies to modify a history of poor behaviour (if persistency of misbehaviour is the cited reason). However, permanent exclusion can also be used for a serious single

incident. In the case of a permanent exclusion, it is the Local Authority's responsibility to arrange suitable full-time education from the sixth day of the exclusion.

## **18. List of School Rules**

School rules can never be exhaustive, the school retains the right to determine what constitutes inappropriate behaviour in any given circumstance. The general principle is that students should never conduct themselves in a way that inconveniences staff, other students or members of the wider community nor should they conduct themselves in any manner that frustrates the efficient and calm order of the school.

## **19. Appearance**

- 19.1 High standards of personal appearance are insisted upon at all times. The Gilbert School is a formal, business-like environment. Students who do not adhere to our policy without reasonable grounds, are generally removed from the rest of the student population until the issue is resolved. Only in exceptional circumstances agreed with the Headteacher are rules amended for individuals. (Please refer to the School Uniform Policy).
- 19.2 Students who repeatedly roll up skirts, wear skirts which are too short, wear trousers which are too tight etc will be banned from wearing optional items of uniform and required to wear school issue items purchased from the uniform stockists. Prefects who do not wear traditional ties correctly will be required to wear clip-on ties.
- 19.3 From time to time, students who do not meet the required standard of appearance will be asked to wear items from school stock (blazers, ties, PE kit etc). Refusal to wear borrowed uniform or kit will result in sanctions being applied. Students may also be asked to clean certain items of uniform, or remove make-up etc (for example apply polish to shoes, or remove varnish from nails).
- 19.4 Defacing school uniform is not acceptable. For example, 'threading' or drawing on ties is considered defacement. Defaced items will be confiscated and destroyed. Students will then be required to purchase replacement items.
- 19.5 Where students uniform is dishevelled or unhygienic, parental support meeting will be arranged since this can be a sign of neglect or an unmet family support need. In either case, students will be required to wear loan items to maintain high standards of personal appearance until a longer-term solution is arranged.
- 19.6 The Gilbert School uniform is gender neutral however, if we have reason to believe that a student is abusing this neutrality to mock students of a differing gender or gender identity then the privilege of wearing optional items will be removed. Serious sanctions may also be issued.

## **20. Behaviour for learning**

- 20.1 Students should line up outside classrooms without causing obstruction and always enter classrooms in a quiet and orderly manner.
- 20.2 Students should greet staff with 'good morning/afternoon Sir/Miss'.
- 20.3 Students must always bring the correct equipment to lesson (including kit in PE and DT lessons).
- 20.4 Classroom disruption is unacceptable since it adversely affects the learning of others, this includes calling out, talking when asked not to and refusal to follow instructions or heed warnings.

Persistent disruptive behaviour may result in serious sanctions including suspension (internal or external) and permanent exclusion.

20.5 No student should be in a classroom before or after school, at break time or lunchtime without staff supervision unless agreed remote supervision is in place and have the required pass card (please see 'out of bounds' list below').

20.6 Students may only leave a lesson with the express permission of the member of staff and with a signed Student Planner.

20.7 Mobile telephones/smart devices

See separate policy on mobile telephones/smart devices.

20.8 Personal entertainment equipment is not allowed in lessons. It should be switched off in bags. If heard or seen it will be confiscated.

## **21. Behaviour in public examinations (including mocks)**

21.1 See separate examinations regulations displayed on the school website.

## **22. Behaviour in the school and wider community**

22.1 Repeated incidents of unwanted behaviour directed to an individual or group of students either in person or online will be recorded as bullying. Where bullying leads to emotional distress, injury or is repeated, then suspension, or permanent exclusion, is likely.

22.2 Students should show courtesy and good manners at all time. This includes greeting staff and visitors in corridors with 'Good morning, Mr/Mrs (surname) or Sir/Madam'.

22.3 Students should walk on the left-hand side of corridors and conduct themselves in an orderly and calm fashion and follow one-way systems where appropriate.

22.4 Shouting, running or pushing in corridors, around the school site and (if inappropriate or dangerous) in the local community, is not permitted and will be considered 'dangerous behaviour'. Where dangerous behaviour leads to damage, injury or is repeated, then suspension or permanent exclusion is likely.

22.5 Students must not engage in excessive physical contact (horseplay/play-fighting) at any time. This will be considered dangerous behaviour. This includes 'games' where the object is to endure physical pain ('knuckles' etc). Where dangerous behaviour leads to damage, injury or is repeated, then suspension, or permanent exclusion, is likely. Asserting that a student has consented to inappropriate and dangerous physical contact is not a defence.

22.6 Damage to school property (including graffiti/defacement) and disruption to the safe and orderly running of the school are considered serious incidents. The severity of the sanction will depend upon the level of intent or recklessness (see dangerous behaviour 22.3), the extent of the damage and the impact on other students. In minor cases of damage or disruption, community sanctions or internal suspension are likely. Where damage or disruption is severe, intentional and/or compromises Health and Safety or good order within the school (or parts thereof), suspension or

permanent exclusion are possible. We may also ask for parental contributions to cover the cost of damage.

- 22.7 Students must not congregate in large or boisterous groups that may cause distress to others. Failure or refusal to desist will result in directed lunchtime provision or sanction.
- 22.8 Physical assault is always considered a very serious incident and will result in suspension (internal or external) or permanent exclusion. The severity of the sanction will depend upon several factors, the most important of which is the level of violence used (amount of force, level of sustainment, use of weapons). This includes assaults that take place out of school but between members of the school community or assaults by a Gilberd student on a member of the wider community (where that has been reported to us and brings the school into disrepute). Bystanders who encourage physical altercations could be considered equally culpable and may receive serious sanctions including suspension (internal or external) or permanent exclusion.
- 22.9 Incitement is always considered very serious and will result in suspension or permanent exclusion. Examples of incitement may include verbal or physical encouragement of another student who is breaking the rules, by-standing or filming an incident, intentional or reckless provocation (this may include deliberate animosity between other students by sharing unhelpful information with them rather than staff who could have de-escalated the situation).
- The severity of the sanction will depend upon the incident that is incited, the opportunities to de-escalate that were missed, the severity of the ensuing incident, the level of incitement, the potential level of reputational harm caused to other students (and the school as a whole) and the student's previous conduct.
- 22.10 Malicious activation of the fire alarm system will result in very serious sanctions including suspension/permanent exclusion.
- 22.11 Students should not engage in inappropriate physical contact that may cause embarrassment for staff, guests or other students). This will be considered lewd conduct and may result in suspension.
- 22.12 Swearing or uncouth language either in school or online will result in sanctions if overheard/recorded by any adult (staff or member of the wider community) or Prefect. If swearing is directed at a peer or member of staff, then the sanction will be serious. Staff will determine what constitutes swearing. If it gives offence to a professional, it is swearing. Sexualised, racial, homophobic, transphobic language, gestures or mimicking will be recorded as such, and treated as a very serious incident and likely to lead to serious sanction including suspension or permanent exclusion.
- 22.13 Students should stand at the beginnings of assemblies when requested to do so.
- 22.14 Students must not congregate or eat in classrooms (except for lessons and prearranged activities) corridors, toilets or stairwells.
- 22.15 Food must not be consumed in corridors except by Prefects or Senior Prefects who are on duty.
- 22.16 Students should always clear up litter regardless of who dropped it, especially when asked politely by a member of staff or Prefect.

- 22.17 Coats should not be worn in any school building.
- 22.18 No electronic equipment including phones, other 'smart' technology or personal entertainment equipment should be seen or heard on the school premises. They will be confiscated if seen. (see also examination regulations).
- 22.19 Persistent defiance of school staff and/or school rules, or serious incidents of bullying, abuse (either verbal, physical, sexist, homophobic, transphobic or racist), possession/use/promotion of prohibited substances or abuse of medical prescription, theft and bringing the school into disrepute, arriving at school under the influence of a prohibited substance such as alcohol/prescribed drugs/classified illegal drugs/'legal highs' are all offences which are likely to lead to serious sanctions including suspension or permanent exclusion. This list is indicative not exhaustive.
- 22.20 Child on child sexual violence and sexual harassment will be deemed very serious offences and may result in very serious sanctions including permanent exclusion.
- 22.21 Using social media to bring the school into disrepute or targeting members of staff or students for any reason (including sexual, racial, homophobic or transphobic - this list not exhaustive) will be deemed a very serious offence and will generally result in very serious sanctions including suspension and permanent exclusion. This includes acknowledging approval for inappropriate posts by using mechanisms specific to each social media platform (for example 'liking' comments).
- 22.22 Using a digital device to record images or audio files of another member of the school community (including staff, students and guests) could be deemed a very serious offence and could result in confiscation of the device, examination of the contents (when appropriate to do so) and deletion of files. Sharing of such images/files (except if requested by the school for formal and documented purposes) will also be deemed a very serious offence, even if the recording student did not partake in the incident itself. The severity of these sanctions will be judged on the content of the images and/or audio files and may result in serious sanctions including suspension and permanent exclusion.
- 22.23 Intention to transgress the rules - If a student is discovered to have made reasonable steps towards breaching the school's code of conduct (planning/conspiring/promoting illegality) then they are liable to serious sanction even if that act has not yet been committed. This includes permanent exclusion if there is intent to commit a serious breach of the rules.
- 22.24 Complicity. This means being knowingly/intentionally involved and/or present with others during a transgression of the school rules without necessarily being directly responsible. Examples include encouraging others to attend an arranged incident, by-standing and filming an incident, encouraging others to transgress the rules or failing to give an accurate account of an incident at which they were present in order to frustrate an investigation (list indicative not exhaustive). It does not include people who are not involved but happen to be present when an incident occurs. Where a student is complicit in an incident, they may receive a sanction. The severity of these sanctions will depend on the judged level of complicity.

### **23. Harmful Sexual Behaviour including Sexual Harassment and Sexual Violence**

- 23.1 As set out in Keeping Children Safe in Education (KCSIE), all staff working with children are advised to maintain an attitude of 'it could happen here'. Our high expectations of behaviour relate to all forms of discrimination, including sexual harassment, abuse and violence. Sexual harassment is unwanted behaviour of a sexual nature which violates dignity, makes victims feel intimidated, degraded or humiliated, and/or creates a hostile or offensive environment. It includes child on child incidents that some may try to excuse as 'banter' e.g. exposing peers by pulling down shorts

etc. Any reports of harmful sexual behaviour will be immediately investigated, and/or reported to external agencies in line with Keeping Children Safe in Education guidance. We will ensure the victim is supported and the perpetrator has adequate time to reflect upon their words/actions. Sexual harassment will not be tolerated. Such matters will be dealt with swiftly and sensitively but could lead to a range of outcomes including, safety plans, risk assessments, timetable modifications, (where proven on the balance of probabilities) restorative work/mediation, police and social care referrals), suspension and permanent exclusion. The list of outcomes is indicative, not exhaustive.

## **24. Malicious allegations against staff/students**

- 24.1 The Gilberd School has a duty of care towards its employees to safeguard them against malicious allegations from students. We recognise that such an allegation can have serious consequences for a staff member's professional and personal life, and we will treat malicious allegations extremely seriously. All allegations are taken seriously and investigated. If a student makes an allegation against a staff member which is later shown to be false, The Gilberd School will employ a sanction. The choice of sanction will be dependent on the individual circumstances of the case and may include permanent exclusion.
- 24.2 The Gilberd School has a duty of care towards its students to safeguard them against malicious allegations from other students. We recognise that such an allegation can have serious consequences, and we will treat malicious allegations extremely seriously. All allegations are taken seriously and investigated. If a student makes an allegation against student which is later shown to be false, serious sanctions are likely. The severity of the sanction will be dependent on the individual circumstances of the case and may include suspension or permanent exclusion.

## **25. Homework**

- 25.1 Homework is an important part of learning at The Gilberd School and it is set daily. The minimum expectations are set out in our Homework Policy. If homework is not produced by the deadline, a detention will be issued (usually Standard Detention in KS3 and Curriculum Detention in KS4 unless the issue is repeated in which case a more serious sanction may be used). Minimal deadline extensions may be issued at the discretion of classroom teachers if evidence is provided by parents of mitigating circumstances. This discretion will not usually be applied to students who repeatedly fail to hand in homework.

## **26. Prohibited items likely to lead to confiscation and possibly sanction (list indicative not exhaustive)**

- 26.1 Mobile telephones and other SMART devices (including SMART watches) except where they are switched off and handed into staff or switched off and kept in school bags out of sight (see separate policy).
- 26.2 Valuable items of personal property (e.g. jewellery) or expensive electronic equipment (tablets etc).
- 26.3 Make-up.
- 26.4 High energy drinks and fizzy drinks/inappropriate food (sugary sweets etc).
- 26.5 Inappropriate sums of cash (students should only have enough cash to cover emergency transport home. All other school transactions are cashless).
- 26.6 Chewing gum.



- 26.7 Other items as they become known to staff e.g. ‘fidget spinners’ and the like.
- 26.8 Items of clothing than breach the school uniform expectations e.g. Designer Belts with large buckles/sports tops including hoodies (list is indicative not exhaustive).

**27. Prohibited items likely to lead to a serious sanction or suspension (list indicative not exhaustive)**

- 27.1 Cigarettes, vapes or associated paraphernalia.
- 27.2 Aerosols.
- 27.3 Stolen items.
- 27.4 Items deemed age inappropriate or offensive.
- 27.5 Any other item that the school deems inappropriate.

Please note, repeated incidents of possession will result in more serious sanctions including permanent exclusion.

**28. Prohibited items likely to lead to suspension or permanent exclusion**

- 28.1 Lighters.
- 28.2 Alcohol or other intoxicating substance (the school is not required to conduct tests on substances to ascertain their content – the judgement of more than one member of staff is sufficient). A small quantity of measured alcohol may be permitted into school for the purpose of GCSE Food and Nutrition practical examinations with prior authorisation from a member of staff.
- 28.3 Pornography (including that stored on SMART devices)
- 28.4 Extremist material that is not in keeping with British values.
- 28.5 Fireworks or other items that may be harmful or offer a threat to the health and safety of others.
- 28.6 Injurious (including flammable) liquids or any other items deemed ‘unnecessary’ in a school environment.
- 28.7 Illegal substances and drugs paraphernalia. (the school is not required to conduct tests on substances to ascertain their content – the judgement of more than one member of staff is sufficient).
- 28.8 Offensive weapons (including replica items, laser pens; tools etc). The definition of offensive shall be determined by the school.
- 28.9 Any article that a member of staff reasonably suspects has been, or is likely to be used to commit a serious breach of the rules, an offence or cause personal injury to, or damage the property of, any person.

**29. Out of bounds (areas subject to change)**

- 29.1 Any area outside of the school perimeter during normal school hours. Leaving the school site without permission will result in serious sanctions including suspension (internal or external). Repeated incidents will result in more serious sanctions including permanent exclusion.
- 29.2 Any science laboratory or DT workshop/food room or art room without direct supervision from a member of staff.
- 29.3 The area outside the front of E Block (English) in front of the perimeter fence.
- 29.4 A 20-metre-wide strip of the full length of the left-hand side of the playing field that abuts the local housing. This applies during break and lunch hours only.
- 29.5 Designated staff areas including toilets.
- 29.6 Only one student should occupy a single toilet cubicle. Multiple occupancy of a single toilet cubicle will result in either an internal or external suspension.
- 29.7 Corridors during break, lunch or lesson time without Exit Cards or lunch passes.
- 29.8 Any area of the school deemed unsuitable for student use (e.g. the field during winter months).

### **30. Complaints**

If parents/carers wish to make a complaint about the treatment of their child by the School, they should refer to the Complaints Policy. In the case of a permanent exclusion, parents'/carer's rights of appeal are clearly set out in the exclusion letters.

This statement is based upon the provisions of the Education and Inspections Act 2006, and reflects the principles laid down by the Governing Board to guide the Headteacher in determining the management of behaviour and discipline. It follows guidance from the Department for Education.

It is the duty of the Headteacher to bring the School's Student Code of Conduct Policy to the attention of parents and students. This policy will be monitored and reviewed on a regular basis. Parents may contact the School should they require further information or explanation of the implementation of this policy.

### **31. Behaviour Principles Written Statement**

This document describes the principles affirmed by the Governing Body, which shall guide the Headteacher in determining how student behaviour and discipline shall be managed at The Gilbert School.

The policy will be subject to regular monitoring and review.

The Gilbert School seeks to provide a safe, yet accessible environment where all students have the opportunity to enjoy school and make the best possible academic progress, in addition to developing as confident, compassionate, resilient and enterprising young adults, able to achieve personal and economic well-being. The Governors and school are committed to eliminating all forms of discrimination, harassment and bullying, as well as promoting equal opportunities.

The purpose of this policy is to fulfil the Governors' duty of care to students and employees, promote teaching and learning and high standards of conduct and attainment in addition to promoting the reputation of the School.

The Governors wish to ensure that this policy and its implementation are in accordance with their responsibilities under equality legislation.

It is the duty of the Headteacher to apply these principles when determining the practice of behaviour and discipline management at The Gilbert School. Whilst the exercise of a School's Student Code of Conduct Policy must embody the principles of equality and consistency, the Governors recognise that the application of awards and sanctions must have regard to the individual situation and the individual student, and that the Headteacher is expected to exercise discretion in their use.

The implementation of this policy will be monitored by the Governing Body through liaison visits and reports to its constituent committees. It is the responsibility of the Governing Body to review the policy and its implementation regularly.

Implementation guidance from the Department for Education regarding Governors' written statement of general principles to guide the Headteacher in determining measures to promote good behaviour.

'Good practice' suggests review period every two years, each time accompanied by consultation.

Consultation should include all sections of the school community so there is a real sense of shared ownership.

- Consultation with the Headteacher and Staff – Staff representatives on Governing Body/views of teaching associations.
- Consultation with students is important in communicating the behavioural aspirations of Governors and the school and can take the form of feedback to the Governing Body of points raised in form class discussion, or via School Council.
- Consultation with parents/carers can involve an invitation in the Newsletter to comment to the Clerk to Governors via the School Office.