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BEHAVIOUR POLICY

Statutory

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The Behaviour Policy aims to support our school aims and is linked to the school policies and guidance below:

Equality

Anti-Bullying Guidance

Drugs and Alcohol Misuse

Attendance Policy

Summary of substantive changes since last review		Page reference
Substantive change(s)	Section 6 - link to school's new mobile phones/devices policy added	5
	Section 14 - information on Rewards Day removed as this event no longer takes place	9
	Section 16 updated in line with LSP guidance on stage 4 of the disciplinary process	10
	Section 20.9 Addition of the Nurture principles to support students	13
	Appendix 2 added: Nurture Principles	20

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2024](#)
- [Use of reasonable force in schools](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

1. PURPOSE OF OUR POLICY

All students are entitled to every possible opportunity to learn during their time at school. It is the right of every student to learn without hindrance from other students, and the responsibility of every student to co-operate with staff and fellow students to ensure the best conditions for learning exist. The school will strive to maintain an atmosphere in which all staff and students can work to the best of their ability.

2. AIMS

- To provide a well-disciplined working environment in which students can learn.
- To achieve the highest possible standards of behaviour in the school.
- To promote self-discipline and respect for others among the students.

3. OBJECTIVES

- To establish clear systems and procedures for dealing with student behaviour.
- To make clear to staff the lines of referral and responsibilities in relation to student behaviour.
- To develop an ethos of success and respect for all.
- To enable all staff to consistently and fairly apply the school's disciplinary procedures.
- To enable all staff to consistently reward students for their good behaviour or work.
- To make clear to students the high expectations of their behaviour and the difference between 'right' and 'wrong'.

4. RESPONSIBILITIES OF KEY STAKEHOLDERS

- The behaviour of students in school is the responsibility of everyone, and all staff should tackle students who they see contravening school rules around the school.
- The behaviour of students in class is first and foremost the responsibility of the classroom teacher. Persistent poor behaviour should be dealt with in line with our behaviour policy and where appropriate concerns should be referred to the Head of Department or Head of Faculty who should take appropriate steps to remedy the problem, including administering an appropriate sanction. Parents should be informed of any behaviour which gives cause for concern.
- In cases of extreme behaviour, the Head of House/Head of Year 7/Senior member of staff may be involved. If assistance is needed members of staff may email SLT or phone reception and ask for a member of SLT to attend.
- The Governing Body will support the behaviour policy and will work collaboratively with the school to continually raise standards of behaviour, both in classrooms and within the wider school community. The Governing Body will be asked to take part in permanent exclusion panels, Governor disciplinary meetings and occasionally parent meetings or Senior Leadership Team (SLT) meetings.
- The success of our policy rests on the agreed understanding that discipline is the shared responsibility of all. In order to uphold our values, rewards and sanctions need to be consistently applied by all staff to all students. Staff are provided with regular training on managing behaviour.

5. GORDANO SCHOOL STANDARDS

Excellent student behaviour for learning is, we believe, first and foremost the responsibility of our students. When students leave school at the end of their secondary education and venture into further education or training, we feel that it is imperative that they are able to understand the consequences of their actions and the importance of high standards in everything that they do. By ensuring that students take responsibility for their behaviour from the first day in Year 7 until their last with us in Year 11, we believe that they are well-prepared for their lives outside the relative comfort of secondary school.

In lesson time, we expect the very highest standards of behaviour for learning. We believe that all students have the right to an excellent education, and one which is not disrupted by poor behaviour. As such, we clearly set out our consistently high expectations of students, which are the same for every lesson, subject and teacher.

5.1 Classroom Expectations

Positive Start

- ✓ Arrive on time
- ✓ Wear uniform correctly
- ✓ Line up sensibly
- ✓ Sit in the correct seat
- ✓ Coat off
- ✓ Equipment out
- ✓ Start the 'Do Now'

Quality Audience	<ul style="list-style-type: none"> ✓ Silent when asked (3-2-1) ✓ Listen in silence ✓ Focus on the speaker ✓ Respect others' opinions ✓ Speak when appropriate
Follow Instructions	<ul style="list-style-type: none"> ✓ Do as asked the first time ✓ Question politely if the instruction is unclear
Do your best	<ul style="list-style-type: none"> ✓ Attempt the task straight away ✓ Stay focused ✓ Complete as much as you can ✓ Ask for help if you need it ✓ Be resilient ✓ Stay in the lesson
Pride in presentation	<ul style="list-style-type: none"> ✓ Titles and dates underlined ✓ Work neatly laid out ✓ Books/folders free of doodling

5.2 Expectations Outside Lessons

The expectations outlined in the following pages apply when students are coming to and going home from school, when in the school locality, when in Gordano School uniform, when on school visits (including representing the school at any tournaments or competitions), and when travelling on buses/coaches.

Students are expected to behave sensibly when travelling to and from school, having due regard for local residents, the local community and the reputation of the school.

5.2.1 Community Expectations

Break and lunchtime	<ul style="list-style-type: none"> • Place litter in the bin • Eat in designated zones • Tidy up after yourself • Have fun and stay safe • Use this time to go to the toilet • Use this time to fill up your water bottle
Talking to staff	<ul style="list-style-type: none"> • Listen to and follow staff instructions the first time
To and from school	<ul style="list-style-type: none"> • Be respectful when communicating with staff • Leave room for others when using the pavement • Cycle on the road/cycle lanes • Be respectful to all members of the public including staff in shops and takeaways
Uniform	<ul style="list-style-type: none"> • Wear it correctly and with pride • Shirts tucked in • Skirts and shorts appropriate length
Moving around site	<ul style="list-style-type: none"> • Stay in appropriate areas for social times (not stairwells, upstairs or wings) • Hands off others • Indoor voices when inside • Move around calmly and quietly when inside - be thoughtful of others • Keep left in corridors and avoid contact • Go straight to your lesson

6. MOBILE PHONES/OTHER MOBILE DEVICES/PERSONAL LAPTOPS

Please see the attached link for our mobile phone policy and guidance for students: [Mobile Phone Policy](#)

7. PUNCTUALITY

Students are required to be punctual.

Bell Times			
Monday - Thursday	8.35am	11.10am	1.35pm
Fridays	8.35am	11.15am	1.40pm

7.1 Being punctual is an important life skill to prepare a young person for the world of work.

- Parents are expected to ensure that students are present at the start of registration.
- Registration is an important part of the school day. Tutors are required to complete the registers before registration has finished.
- Students arriving after 8.40am will be considered to be late.
- Students arriving after 8.40am but before 9.30am (when registration closes) must sign in at the Student Centre and will be recorded as late.
- Students arriving after 9.30am will be recorded as 'late after registration closes,' which counts as an unauthorised absence. These unauthorised absences will affect the student's attendance figure, and they can be taken into account when deciding whether to issue Penalty Notices.

7.2 The strategies that the school will use to tackle lateness will include:

- If a student is late twice or more in a week to registration, they will be expected to complete a 15-minute detention with either their Head of House or Head of Year 7 on a Monday (following week)
- If a student fails to attend this detention, they will be expected to attend a 30-minute after school SLT detention on the Wednesday (same week)
- If a student fails to attend this detention, they will be expected to complete a 60-minute after school SLT detention on the Friday (same week)
- If you fail to attend this detention you will be given a one-day internal suspension

- If a student is late five times in a term (am/pm registration) parent/carer will receive an email stating that their tutor will be monitoring their punctuality
- If a student is late 10 times in a term (am/pm registration) parent/carer will receive an email stating that their AHOH/AHOY will be monitoring their punctuality
- If a student is late 15 times in a term (am/pm registration) parent/carer will receive an email stating that their HOH/HOY will be monitoring their punctuality
- If a student is late more than 15 times in a term (am/pm registration) parent/carer will receive an email stating that their Deputy Headteacher (Pastoral) will be monitoring their punctuality with a view to arranging a formal meeting if the student's punctuality does not improve.

8. ABSENCE FROM LESSONS/TRUANCY - BEING RESPONSIBLE

If students are required to miss lessons for any reason (e.g. House Council work, drama rehearsals, music lessons, sports matches etc.) they need to ensure:

- Students do their best to attend the practice/rehearsal etc. - the member of staff organising the event will be expecting them to turn up.
- If they cannot attend for any reason, they will need to offer their apologies to the member of staff concerned IN PERSON at the earliest opportunity.
- They inform the teacher(s) of the lesson(s) they will be missing before the event.
- Students should not visit their locker between lessons or after registration/assembly.
- The school cannot take responsibility for students who are on the site before 8.30am.
- Students who are absent from lessons without permission from a member of staff will be logged as truancy, which will result in a detention during social times or after school. If truancy is persistent then escalated sanctions may be applied.

9. USE OF THE ICT NETWORK

9.1 Students must use the computers responsibly and appropriately. Inappropriate behaviour will not be tolerated. This includes:

- Sending or displaying offensive, extremist or discriminatory messages or pictures
- Accessing undesirable material - if in doubt ask
- Violating copyright laws - if in doubt ask
- Using someone else's password
- Trespassing in someone else's folder, work or files
- Intentionally wasting time and paper
- Employing the network for commercial purposes
- Installing programs without permission
- Deliberate damage to equipment

Students should respect equipment and always report any problems.

9.2 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school
- Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member

10. ANTI-BULLYING

Students who are victims of bullying, or see someone else being bullied, should tell a member of staff. The incident will be dealt with. Bullying is unacceptable at Gordano, and it will not be tolerated.

10.1 Advice for students who are being bullied

- Talk to fellow students about the problem
- Talk to a member of staff
- Talk to your family
- Try not to give in to the demands of the bully

10.2 What students who see bullying should try to do

- Do not allow anyone to be deliberately left out of a group
- Do not smile or laugh when someone is being bullied
- Encourage the student who is being bullied to tell a member of staff what is happening
- Encourage the bullied student to join in with your activities or groups
- If you feel confident enough, tell the bullying students to stop what they are doing
- Show the bullying students that you do not approve of what they are doing

We believe that students should be nurtured and encouraged to show care and kindness to all within the school community. This will be fostered in the care and kindness projects undertaken by each House. For more information, anti-bullying rationale and guidance for staff, students and parents please see the Appendix.

11. SERIOUS BEHAVIOUR BREACHES

11.1 The law of the land applies at Gordano School just as it does everywhere else. Therefore, there are some things which are forbidden, not only because we disapprove of them but because they are **against the law**. These include:

- Physical violence
- Threatening behaviour
- Sexual misconduct/assault (including sexting, verbal, upskirting, inappropriate and unwelcomed physical contact)
- Truancy/being off-site without permission
- Betting and gambling
- Smoking, tobacco and e-cigarettes/vapes
- Dropping litter
- Drinking alcohol
- Damage to property (including vandalism, graffiti, tagging)
- Substance abuse and misuse
- Promotion of/partaking in Knife Crime (including possession of any object that could be used as a weapon or replicates a weapon)
- Sexist/racist/homophobic/transphobic behaviour

11.2 Where offences have taken place, an investigation will be carried out. Parents of all parties will be informed. The School Leadership Team will put consequences in place for the perpetrators as well as educating them on their choices and actions moving forward, and victims will be monitored and offered support to help them recover from the experience.

11.3 As a school, Gordano recognises that with a number of these acts, it takes time to deal with, both as a school in terms of support and as the victim in terms of dealing with the impact of their ordeal. There is never an easy fix to these circumstances, and we would ask that all parents/carers work with us to ensure the best outcomes are arrived at. In some cases, the police may be involved; particularly where the school feels there is a risk to the safeguarding of a child and/or adult.

11.4 In the case of child-on-child sexual violence or harassment, we will follow the KCSIE 2024 government guidelines. This means working closely with the victim, perpetrator and all parents/carers connected with them as well as any other agencies necessary to resolve the issue and support where necessary. Any allegation will be followed up by an investigation and actions/consequences will be implemented by the school if necessary, following all investigations. These actions/consequences will be decided on a case-by-case basis.

11.5 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the [headteacher/member of the senior leadership team/pastoral lead] will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the Designated Safeguarding Lead (DSL) will make a tandem report to Children's Social Care, if appropriate.

12. MALICIOUS ALLEGATIONS

Where a student(s) makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student(s) in accordance with this policy. Where a student(s) makes an allegation of sexual violence or sexual harassment against another student(s) and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student(s) in accordance with this policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student(s) who made the allegation is in need of help. If so, a referral to Children's Social Care may be appropriate. The school will also consider the pastoral needs of staff and student(s) accused of misconduct.

Please refer to our child protection and safeguarding policy and our allegations management policy for more information on responding to allegations of abuse against staff or other students.

13. SEARCHING AND CONFISCATION

Searching and screening pupils is conducted in line with the DfE's [Searching Screening and Confiscation guidance July 2022](#), the Headteacher and staff authorised by her have the statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items include:

- Knives, weapons or BB Guns
- Alcohol
- Illegal drugs and legal highs
- Stolen items
- Tobacco, cigarette paraphernalia and electronic cigarettes/vape pens or fluids/oils
- Fireworks
- Laser pens
- Pornographic images
- Any article, including electronic device/phone, 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 the property of, any person (including the student).

School staff can confiscate any item, which is either prohibited or considered harmful or detrimental to school discipline found as a result of the search. Staff will conduct searches in pairs and confiscated items will either be disposed of, returned to parents or delivered to the police in accordance with the law.

If a student refuses to be screened, the school may refuse to have the student on the premises due to the potential risk others would be exposed to if the student were to remain on site. Parents would be asked to collect the student or in serious circumstances the police may be called to remove the student.

In such circumstances, the school can apply an appropriate consequence.

Reasonable force/Physical intervention

Reasonable force covers a range of interventions that involve physical intervention with pupils. All members of staff have a duty to use reasonable force/physical intervention, in the following circumstances, to prevent a pupil from:

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

14. REWARDS

14.1 Merits - In Years 7 - 11, merit marks are awarded to students as a recognition of good work, progress and service. Merits can be used in the Gordano Rewards Store as well as go towards the end of term and year rewards celebration events.

Merits are awarded within three categories: Dream Big, Do Your Best, Give Back.

14.2 Gordano Rewards Store - Students can use the merits that they are awarded to buy things from the Gordano Rewards Store. They will have an available balance (the total number of merits minus the number of behaviour points) that will show them how much they have to spend. The rewards on offer will change as we progress through the year.

14.3 Merit reward thresholds - As students get awarded merits, they will pass through certain thresholds: Bronze, Silver, Gold and Platinum. Bronze will be awarded by the pupil's Head of House, Silver by the SLT link to the House, Gold by the Headteacher and Platinum by the Chair of Governors.

14.4 Top five students of the week - every week the top five students in each House and Year 7 will be celebrated in the headteacher's Monday broadcast.

14.5 House Celebrations - each House will celebrate success in their own individual ways during term time and at the end of term.

15. SANCTIONS

It is hoped that an appropriate curriculum, good resources, appropriate teaching strategies, and the support of the House system will minimise the necessity for sanctions.

15.1 Sanctions are outlined below:

- Verbal warning
- Phone call, letter or email home
- Behaviour contracts
- Disciplinary points (if a student accumulates a significant number of behaviour points it can lead to Governors Disciplinary Stage Procedures - normally at Stage 4)
- Faculty Detention at lunchtime
- Uniform Break-time Detention
- After School Detention - 30 minutes (at least 24 hours' notice is given via an email to parents)
- Opportunity to be excused from the 30-minute After School Detention after a positive restorative discussion with member of staff
- After School Lates Detention - 30 minutes (at least 24 hours' notice is given via an email to parents)
- Break-time Equipment Detention
- AHT After School Detention - 30 minutes
- Head's Detention - Friday after school 1 hour and 30 minutes
- House Confinement
- Target Cards (parents are asked to look at these daily)
- Exiting
- Exit/Focus Room (Internal Exclusion)
- Exclusions (External Fixed Term - FTEs)

15.2 Withdrawal from Lessons

- Students may be withdrawn from lessons via our school Exiting system. This will involve the student being given two opportunities to redeem poor/disruptive behaviour in any lesson/tutor time. Should the student repeat the behaviour a third time, they will be Exited. (Note: a student can be Exited directly should the teacher feel that their behaviour merits it.)

- The above will involve the member of staff giving an AO, then an A1, then an A2 - meaning the student is now Exited. This means that they will go to the Focus room where a member of staff will give them a reflection sheet on which to express their feelings about their behaviour and the impact it has had on them and other students' learning, as well as the teaching in the lesson. They will also have the opportunity to discuss the situation with a member of staff. The student will be expected to behave appropriately whilst in the Focus room. Should they choose not to, then they will remain in Focus for the remainder of the day. Students will also be provided with work and will be expected to work hard during their time in Focus. Where a student has an identified SEND reasonable adjustment will be made, mainly in conjunction with whatever is agreed via Pastoral Support/Student Support Plans or EHCP. Parents/carers will receive a phone call from the teacher that exited the pupil to explain the reasoning for the exit and to develop a positive relationship moving forward.
- The student will remain in the Focus room until the beginning of next lesson when they will be told by the member of staff to make their way to their next lesson. Should a student receive two Exits on the same day, they will be put in Focus for the remainder of the day, (if both Exits are before lunch, or until lunchtime the following school day should the second Exit be after lunch). In some cases, a student may be permitted to return to lessons following two Exits, but this will be decided on a case-by-case basis.
- The consequence for being Exited is a 30-minute afterschool detention. Students will have an opportunity to be excused from this detention if they have a satisfactory restorative conversation with the member of staff by the end of lunchtime on the day of the detention. The onus is on the student to locate the member of staff at an appropriate time. If this conversation does not take place, or is not satisfactory, the detention will stand, and the date is not something that we can negotiate unless there are genuine exceptional circumstances for the student not being able to serve their detention. In exceptional circumstances, the detention will be rearranged. The detention must be completed after school unless agreed with a member of the Pastoral Team where adjustments are required to be made due to different and/or additional needs of a student.
- Heads of Houses/Head of Year 7 and members of the SLT may withdraw students from lessons for a fixed period when their behaviour has given serious cause for concern. The students will work in Focus, or outside the Headteacher/Deputy Headteacher office, and will be supervised at all times. Parents will be made aware when this is the case.
- In extreme circumstances, the student will be directly referred to Focus as a result of their behaviour. Parents will be advised of any extreme breaches of the Code of Conduct via letter, email and/or phone call.

16. GOVERNORS DISCIPLINARY STAGES

- **Stage One**
Warning Stage - given for a serious incident and/or when a student accumulates 24 points in a six-week consecutive period. Students are placed on Target Card and are monitored by their Assistant Head of House on a daily basis.
- **Stage Two**
Head of House monitoring given for a serious incident and/or when a student accumulates 26 points in a six-week consecutive period and failed to improve their behaviour whilst being on Stage One. Students are placed on Target Card and monitored by their Head of House on a daily basis.
- **Stage Three**
Senior Leadership Team monitoring given for a serious incident and/or when a student accumulates 48 points in a six-week consecutive period and has failed to improve their behaviour whilst being on Stage Two. Students are placed on Target Card and monitored by their House SLT link and/or the Deputy Headteacher on a daily basis.
- **Stage Four**
At Stage 4 of the behaviour stages there will be a full review of the provision and support in conjunction with other LSP leaders. This will encompass a panel discussion to scrutinise the support in place for the pupil, explore further interventions and challenge school leaders. The panel will take place within 10 school days of the recommendation to move to Stage 4.

Following the panel, a summary of the process and details of recommendations for the school, the student and

the family will be sent to all parties.

The panel will always include:

- Headteacher
- Other relevant senior leaders (Behaviour / Inclusion / Safeguarding)
- Director of Secondary Education
- Other representatives from the LSP Education Team or another senior leader from another LSP school

It may also include:

- LSP Governors

Where a young person is on the SEND register, there will always be a SEND specialist on the panel.

- **Stage Five**
School Governor Disciplinary Panel Hearing regarding Permanent Exclusion.

Please note that the points outlined above at each stage are for guidance only as decisions on putting a student onto a disciplinary stage are decided on a case-by-case basis.

17. SUSPENSION

The Headteacher can decide to exclude a student from school for one or more fixed periods (up to a maximum of 45 school days in a single academic year) or permanently exclude for serious breaches of the school's Discipline Policy. If the Headteacher is absent from school the person deputising for the Headteacher can make the decision.

On occasions, where the student's conduct warrants a Suspension, but is better placed to be in school to serve this (for Safeguarding or other reasons), the student will be placed outside the Headteacher's office and will be provided with work to complete. The exclusion will be treated as a Suspension in every aspect (recorded as such on ClassCharts, readmittance meeting organised, placed on/moved up the school disciplinary procedures, etc.) other than remaining at home or being officially recorded as suspended. A parent's right of representation to the Governing Body will be contained within the suspension letter.

Written notification of the suspension will be provided by delivering it directly to the parents, leaving it at their usual or last known home address, or posting it to that address. We will also send the suspension letter electronically if the parents have given written agreement for this kind of notice to be sent in this way. Please see [School suspensions and permanent exclusions 2024](#).

18. PERMANENT EXCLUSION

This represents the ultimate sanction. It is recommended by the Headteacher and authorised by a panel of Governors from the Governing Body. The decision to permanently exclude a student is a serious one. It is the final step in the process for dealing with disciplinary offences when a wide range of other strategies have been tried and have failed. It may be used in one-off cases when the offence is deemed serious enough to warrant its use.

19. RECORD KEEPING

All incidents involving a student or any contact with a parent should be recorded, on SIMS 'events', ClassCharts or CPOMS as appropriate.

- It is important that records are as detailed as possible and include statements where appropriate.
- Student behavioural records are kept in the following ways:
 - a. **ClassCharts** - incidents reported electronically by staff via ClassCharts will be recorded on each student's individual Behaviour Log.
 - b. **Main School Files** - any reports or referrals on a student will be kept in their main school file (SIMS). All members of staff are permitted to access these files for information.
 - c. **CPOMS** - any incidents, reports or referrals of a Safeguarding nature will be logged on CPOMS. This information is restricted to the DSL/DDSL and House staff where appropriate. Other staff may request information, e.g. Headteacher.

20. SUPPORT FOR STUDENTS

20.1 Support for Vulnerable Learners including those with Special Educational Needs (SEND)

We appreciate that some aspects of the responsibilities above may be challenging for some students. These students may have certain additional support or mental health needs and require reasonable adjustments that sit outside of this framework. Where this is the case, we will do all that we can to support the student in meeting their responsibilities. All students can be supported by adopting the following:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload
- Reasonable adjustments to the sanctions the school uses

Pupils with an Education, Health and Care (EHC) plan

- The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.
- If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

20.2 Involving Parents and Carers

An effective partnership between school and parents is essential to the maintenance of good behaviour and positive discipline. A Home School Agreement is issued on entry, which outlines shared responsibilities. Parents/Carers will be invited into school when the behaviour of their child gives cause for concern and will be involved in devising strategies to address this. The school also undertakes to inform parents/carers where appropriate, by letter or telephone, of any concerns or disciplinary action. Staff should also aim to inform parents of their children's positive achievements.

20.2.1 In addition, parents/carers can download the ClassCharts App on any mobile device and follow their child's behaviour, achievements and attendance.

20.2.2 Students can also download the student version of the app, which we would encourage as it alerts them to detentions they may have once they turn their phones on at the end of the day.

20.3 Tutors

All students are placed into a tutor group when they arrive at school. Tutors will see students daily and will quickly build a positive working relationship with their tutees. This relationship is crucial in supporting every student throughout their time with us. Tutors are carefully selected to provide each student with the best possible pastoral care.

20.4 AHOH

The Assistant Heads of House (AHOH) will support students in improving their welfare by removing a range of barriers such as poor behaviour, attendance, safeguarding, mental health and wellbeing, peer and teacher relationships. They also support the Head of House and be a key liaison with parents.

20.5 HOH

Every student will fall under the pastoral care of a Head of House. Heads of Houses lead and coordinate a team of tutors and have overall responsibility for the behaviour and conduct of students in their year group. A student's Head of House is an important person in their school life. They will lead assemblies, visit tutor groups and speak with students regarding their progress in the tutor programme, behaviour for learning and attitude towards school as well as ensuring that they are safeguarded. As a parent, you are welcome to contact your child's Head of House if you would like to gain a better idea of their progress in lessons and behaviour for learning.

20.6 Restorative conversations

Students will take part in restorative conversations with another student following an incident of conflict. In addition, where a student has had conflict with a member of staff in or outside the classroom a restorative conversation will take place to repair the harm and restore the relationship. The intended impact of restorative justice is to reduce incidents of conflict or disruption and improve relationships between all members of our school community.

20.7 Student Engagement worker

The purpose of this role is to support effective relationships within the classroom between the teacher and the student(s). This may require support for the student(s) or teacher on how to develop this through a range of relational and behaviour management techniques.

20.8 Modified timetables

In some cases, it may be necessary to place a student on a modified timetable. This is only done in specialised circumstances, whereby a student may be struggling to access certain aspects of school life appropriately, may be at risk of permanent exclusion or where a short period of reduced time in school may benefit their recovery from an illness or after an operation. At Gordano, we are very clear that these timetables are to be used sparingly, are to include parental consent and are driven by objectives which are set in consultation with the student and their parents. The modified timetables are set after a meeting with parents, the student, school and any other relevant professionals and are then reviewed after a period of time, usually six weeks. Modified timetables do not last indefinitely and will cease, or be amended, if the objectives are not met.

20.9 Nurture Principles

Research into child development, neuroscience and attachment theory indicates that pupils thrive and learn best when they feel safe, feel a sense of belonging and are taught the specific skills they need in order to behave well. Nurture UK summarise this research into six principles of Nurture. At Gordano School we believe that the application of these principles is pivotal to the development of every student in order to help them flourish and be the best version of themselves. Information on these principles can be found in appendix 2.

20.10 Monitoring & Support

Student behaviour is monitored in the following ways:

- **Target Card** - this may be used to monitor behaviour, attendance or effort. Specific targets will be outlined on the card and monitored by different staff at different stages of the disciplinary process.
- **Achievement Review** - this check is filled in by subject staff 2 times in any academic year and used by Heads of Houses/Head of Year 7 to carry out a check on the academic progress of individuals and also their effort and behaviour. Each person who teaches the student is asked to fill one in and comment on the student's effort, behaviour and attainment in relation to potential.
- **Student Behaviour Log** - this gives a detailed analysis of a student's work skills, non-verbal and verbal behaviour. It is usually used when a student's behaviour is giving serious cause for concern and intervention is needed. The Head of House/Head of Year 7 will normally send a request for this information from all the teachers of an individual to evaluate how things are going and plan for further support.
- **Stage 1 & 2 Behaviour Form** - this is the first level of school-based intervention to help students better manage their behaviour. It is set up by the Head of House in conjunction with the tutor, the Pastoral Support team and the parents/carers. As part of the intervention, the students will complete a self-assessment, which will give the pastoral team important information on how best to support the young person. Communication with parents/carers and staff is important at all stages from this point. Stage 1 will be monitored by the AHOH. Stage 2 will be monitored by the Head of House. The student will be given a target card at this point also and it will be colour coded based on the stage they are on.

- **Pastoral Support Plan (PSP)** - this is a school-based intervention to help individual students better manage their behaviour. It is used in particular for those whose behaviour is deteriorating rapidly. In such cases the student has reached stage 3 on the school's disciplinary process as a result of persistent or more serious breaches of the school's behaviour policy. It will be drawn up and monitored by the Head of House/Head of Year 7 (and the SENDCO when appropriate) in consultation with the SLT link and with the involvement of the child's parents/carers. Other agencies will be involved in the agreed support plan as appropriate. A PSP may also be used as a method of intervention for reasons other than behaviour - to support a student with SEMH concerns or attendance concerns e.g. In these cases, the general behaviour of the student may be of a high standard, but they require support in a different way.

20.11 SUPPORT AVAILABLE FROM THE STUDENT CENTRE

Other agencies represented in or near the Student Centre:

- Counsellor
- Careers Advisor
- Youth Hub
- Pastoral Inclusion Mentors
- Assistant Heads of House/Year 7
- Health Advice
- School Nurse
- Chaplain
- Attendance
- Pupil Premium Coordinator
- Pupil Premium Support
- First Aid
- Re-Focus
- Safeguarding team

20.12 Team Around the Child (TAC) meetings/Inclusion meetings

Members of the Pastoral Support Team will meet regularly with the SENDCO to discuss students who require additional support to help them manage their behaviour in lessons and across the school. In some cases, these meetings may involve external support agencies who have been requested to attend these meetings to support the school in meeting the individual needs of the student.

20.13 Involving External Agencies

In situations where the behaviour of a student continues to be a cause for concern a referral may be made to an external agency for advice and/or intervention. Referrals should be coordinated by either the SENDCO, Pastoral Team, Safeguarding Team, Assistant Headteacher for Inclusion or the Deputy Headteacher responsible for Behaviour and Student Welfare. The exception to this is a referral to the school's Inclusion Team, which can be initiated by the HOH and/or any Post Holder

Date Policy adopted: 17th March 2023

Policy reviewed: 8th September 2025



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Helen Hall, Chair of Governors



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Louise Blundell, Headteacher



.....
Jonathan Mailey, Deputy Headteacher

Anti-Bullying Rationale and Guidance for staff, students and parents (including child on child abuse)

Bullying (including child on child abuse) is a breach of the School's Behaviour Policy. Bullying in all its forms is unacceptable and is regarded as a most serious offence within the school, on the way to school and on the way home from school. It is the right of all children to have a safe and secure environment free from bullying in which to learn. Staff have a responsibility to be alert to bullying and respond to it. Bullying will be taken seriously and incidents investigated thoroughly.

Rationale

There are a number of very important reasons for challenging bullying and child-on-child abuse in school (in no priority order).

1. **The safety and wellbeing of students.** When students are bullied, their lives are made miserable; they may even suffer injury. Over time, they are likely to lose self-confidence and self-esteem. Some may blame themselves for 'inviting' the abuse. Relationships at home and in school can be affected.
2. **Education achievement.** The unhappiness of students who are bullied is likely to affect their concentration and learning. Some children will avoid being abused by not coming to school, therefore attendance will suffer.
3. **Providing a model for helpful behaviour.** If students observe abusive behaviour going unchallenged, other students may learn that bullying is a quick and effective way of getting what they want. Those students who are being bullied may interpret the school's inaction as condoning unacceptable behaviour. They will feel badly let down by adults in authority.
4. **Upholding a reputation as an effective, caring school.** No school can claim with absolute confidence that "*there is no bullying/harassment here*". Every school has some degree of bullying, even if only slight or infrequent. Parents know this. Our parents should be reassured by a school that demonstrates both through policy and action that it will respond positively and effectively to bullying.
5. **The Children Act 2004** states that there is a duty on key agencies to safeguard and promote the welfare of children.
6. **The Equality Act 2010** requires schools to have **due regard** for the need to eliminate unlawful discrimination, bullying and victimisation.

A definition of bullying

There is no legal definition of bullying, however our school definition of bullying is: Repetitive intentional hurting of one person or a group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

Possible Signs of Bullying/Harassment

Victims of bullying/harassment tend to fall into two categories.

1. **Low aggressive types** - such persons tend to be unpopular, have a low opinion of themselves, lack social skills, tend to be solitary and are often shy and introverted.
2. **High aggressive types** - such persons may also be insecure and have low self-esteem but express their problems in an extrovert way. They can be bullies themselves in some situations but bullied in others.

Possible Indicators of Bullying/Harassment

- Unusual or change of behaviour pattern
- Less care being taken with learning
- Deterioration in the quality of homework
- Increasing absences
- Late for school and/or lessons
- Unwillingness to go home at the end of the day
- Unwillingness to go to certain lessons or part of the school
- Desire to stay with adults
- Stealing money from home
- Personal equipment damaged or disappearing
- Frequent visits to Assistant Head of House
- Low engagement with learning

Procedures and Strategies for prevention

- Develop a **school ethos** that encourages 'non-bullying/non-harassing' behaviour.
- Build relationships that are based on mutual respect, trust, caring and consideration for others rather than on power and strength. This applies to student/student and student/teacher relationships. Our school aims in relation to the students' learning and environment cannot be fully realised if bullying is prevalent.
- **Raise awareness** of issues relating to bullying, e.g. PSHE and other subject areas and emphasising that bullying is unacceptable.
- **Through whole year/school activities** e.g. assemblies, anti-bullying week.
- **The good supervision** of key areas at break and lunchtime by duty staff, midday supervisors and the Senior Leadership Team dealing with situations on the spot.
- **Encourage parents and students to report incidents** and follow up with thorough investigation and appropriate action.

- Provide **help for victims and bullies**.
- Have clear methods for reporting bullying.
- Referral to **Restorative Justice** conversations.
- Access to counselling support.

For victims, steps should be taken to improve their self-confidence, self-esteem and social skills.

For those who bully or harass, action should be taken which shows disapproval of the bullying **behaviour** of the child **not the child** themselves. Dealing with bullies in an aggressive manner only serves to reinforce their bullying behaviour. Bullying behaviour is usually a symptom of problems and inadequacies in the bully. Follow-up needs to focus on trying to support the bully in these areas.

Abusive and harmful behaviour

Abusive behaviour can happen to students in school settings. It is necessary to consider what abuse is and looks like, how it can be managed, what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm.

Abuse should never be tolerated or passed off as ‘banter’ or ‘part of growing up’. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE, 2022). It is important to consider the forms abuse may take and the subsequent actions required.

Sanctions

- All reports of bullying/harassment will be investigated. Minor incidents should be dealt with on the spot by the staff present. Referrals will usually be dealt with by the appropriate Tutor and/or Head of House. The Senior Leadership and Safeguarding Team must be informed of recurring incidents.
- The involvement of parents of both the victim, the bully and other students involved at an early stage is very important.
- The type of sanction applied will depend on the seriousness of the incident and the frequency with which it occurs in line with the school behaviour policy. For example:
 - Warning by Head of House/Senior Leadership Team for repeated incidents - A reprimand for an isolated incident of name calling.
 - Discussion/problem solving with a group of students involving Tutor/Head of House - Referral to Peer Mediators, Peer Listeners or Restorative Justice.
 - Removal of social time.
 - Behaviour contracts between students.
 - Suspension/permanent exclusion for serious and/or persistent offences.
 - Involvement of police, particularly with regard to incidents outside the school but within its vicinity which are unlawful.
 - Time in the Focus Room.
 - Change of tutor group and/or teaching groups.
 - Being placed on Report.

Record Keeping

Accurate records will be made of incidents, detailing:

- who was involved
- where and when it happened
- what happened
- what action was taken
- how it was followed up and by whom

These should be forwarded to the appropriate Head of House and recorded on CPOMS. The safeguarding team will ensure information is recorded on CPOMS. This will enable the school to monitor the incidences of bullying and to help evaluate its approach on dealing with child-on-child abuse and bullying.

Incidences of bullying against protected characteristics, as outlined in the LSP Equality Policy, will be dealt with by Mr J Mailey - Deputy Headteacher.

Guidelines for staff

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in bullying.

1. **Staff should report the incident/concern on CPOMS and also follow this up with an email/face-to-face conversation with the students' Head of House/Assistant Head of House/Safeguarding Team of the victim/aggressor, including any evidence they have.**
2. The Pastoral/Safeguarding Team should then investigate the concern by gathering information as soon as possible to get the facts about what has occurred so that facts are not forgotten or discussed with others.
3. Staff need to deal with a situation of child-on-child abuse immediately and sensitively and think about the language used and the impact of that language on both the children and the parents if they become involved. For example, do not use the word 'aggressor'; this can quickly create a 'blame' culture and leave a child labelled.
4. Confiscate any items that relate to a criminal offence; pass to the Headteacher to keep in the Safe for the Police to investigate. Record any relevant evidence.
5. If the Police need to speak to the child(ren), parents must be informed. They should give permission for the meeting to take place or be present.
6. Pastoral/Safeguarding Team should share the report of the serious incident with the SLT Lead on behaviour & safeguarding including a recommended sanction(s). The Pastoral/Safeguarding Team should ensure that:
 - a sanction or action is arranged e.g. Internal exclusion (Focus room)/suspension (see table)
 - parents of the aggressor and victim are contacted and informed of the incident and what the next steps are for their child
 - the aggressor(s) are placed on the bullying log by the pastoral team
 - parental meetings are arranged where appropriate e.g. re-integration following an exclusion

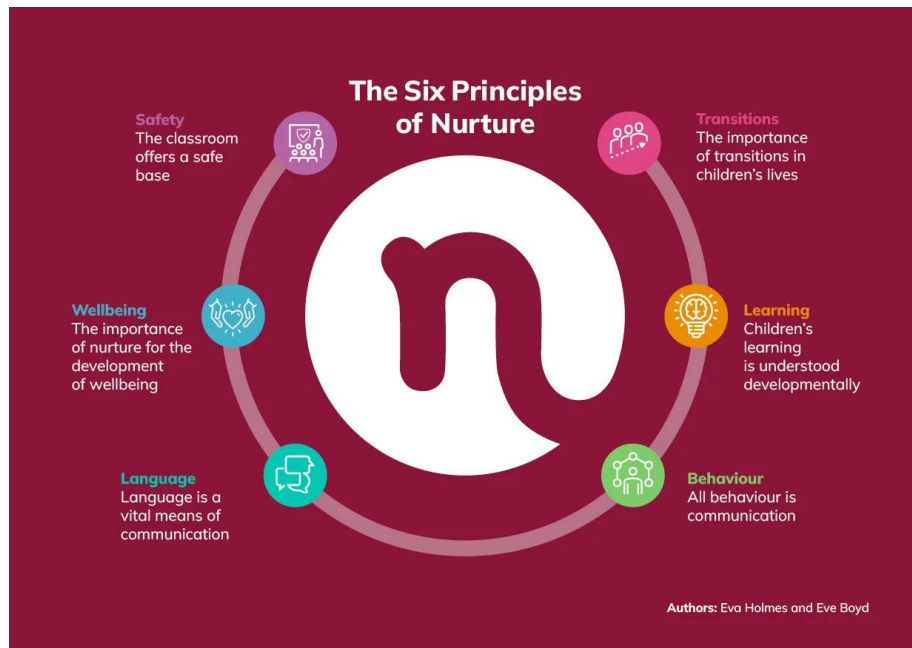
Harassment/Bullying Stage & Sanction

Stage of harassment/bullying	Possible sanction
1	Behaviour Contract and period of time in internal exclusion (Focus room)
2	Suspension
3	Off-site direction/managed move to another school
4	Refer to Governors Panel

** Movement between stages is at the discretion of the Senior Leadership Team and the Headteacher.*

In all cases of child-on-child abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. **At Gordano school all staff receive annual safeguarding training to ensure that issues of child-on-child abuse are identified and effectively handled.**

APPENDIX 2: NURTURE PRINCIPLES



[The Six Principles of Nurture](#)

- **Children's learning is understood developmentally:** This principle emphasises that a child's learning is a journey and that adults should support their development with patience and understanding, recognising that learning is not linear and requires repetition.
- **The classroom offers a safe base:** A safe, calm, and predictable classroom environment is essential for learning. This is created through consistent adult behaviour, clear routines, and the organization of resources.
- **The importance of nurture for the development of wellbeing:** Nurturing experiences are vital for self-esteem. Adults can help build resilience by creating opportunities for children to achieve small successes and by providing positive feedback.
- **Language is a vital means of communication:** Children need help to express their thoughts and feelings. Adults should provide opportunities for emotional expression and ensure they are understood.
- **All behaviour is communication:** Behaviour is a way for children to communicate their needs. Adults should help children understand their feelings and respond supportively rather than punitively.
- **The importance of transitions in children's lives:** Transitions, whether from home to school or from one year group to another, can be challenging. Schools need to provide careful preparation and support to help children navigate these changes smoothly.