

Handsworth Grange Community Sports College

Behaviour for Learning Policy

**(Incorporating the Anti-Bullying, Anti-
Racism and Exclusions Policy)**



Current Policy as of: September 2018

LT Responsibility: S Ruczenczyn

Governor Committee: Pupil Wellbeing

1) INTRODUCTION:

The Minerva Learning Trust (MLT) asks all partner schools to adopt and use this policy unless a partner school and the Minerva Learning Trust have discussed and agreed alternative procedures that they both agree would better suit the partner school's particular circumstances.

Any reference in this policy to the Governing Body or the school relates to the independent governing bodies and schools of all Minerva Learning Trust partners. Partner schools and their respective Governing Bodies have full delegated powers from the Trust and have responsibility for the operational implementation of the policies and their associated procedures. They are encouraged to seek advice and support from Minerva Learning Trust on matters of policy and procedure in circumstances where decisions may potentially impact on the Trust as a whole, e.g. dismissing staff or making staff redundant. In such circumstances, at least one member of the relevant panel should be a member of the Trust.

'Behaviour is the way we act and respond to people and to situations we find ourselves in.'

'Children benefit most where adults adopt a consistent and positive approach to the management of their behaviour. By establishing clear boundaries according to the child's level of understanding, children become aware of the settings, routines and procedures and know what is expected of them.'

At Handsworth Grange Community Sports College we expect all pupils to behave in a manner which encourages and motivates all to learn effectively. Pupils who are not meeting our expectations will be dealt with appropriately in order to help them address their behaviour or attainment issues. The standards of behaviour and expectations are set out clearly in the Home –School Agreement; which ALL partners are expected to sign.

'Our school is a community in which ALL members are expected to treat each other with respect, consideration and courtesy.'

The purpose of the policy is to set out the schools expectations of all its stakeholders in order that pupils can develop their full potential academically, socially and emotionally. We recognise that there may be occasions when behaviour falls below the high levels we expect.

The school will do its best to support the needs and aspirations of every pupil working in partnership with parents, carers and where necessary appropriate external agencies and support services.

Standards of behaviour in school are governed by our collective actions; we depend on each other. All staff have a professional responsibility to follow the guidelines set out in this policy and model good behaviour themselves.

The policy will be reviewed annually.

This policy has been written following the guidance set out in the DfE 'Behaviour and Discipline in Schools – A guide for Head Teachers and School Staff' this summarises the law relating to discipline.

2) LINKS

Behaviour for Learning: Searching pupils and Confiscation Policy

Bullying Policy

Detention Policy

Pupil Rewards Policy

Attendance Policy

Exclusions Policy

Safeguarding & Child Protection Policy

Teaching and Learning Policy

3) AIMS and OBJECTIVES

- To ensure that behaviour management is **consistent** across whole school.
- To ensure the school is a safe, orderly environment that **encourages learning**.
- To ensure a **calm, productive** atmosphere is **conducive to learning**.
- To identify early pupils whose behaviour may adversely affect their learning, and to move quickly to rectify the situation.
- To help pupils to understand that actions have **consequences**, both **positive and negative**, and help pupils learn to take **responsibility** for their actions.
- To **reinforce, recognise and reward positive behaviour**.
- To work actively against behaviour that damages the inclusive ethos of the school.
- To set out the involvement and expectations of relevant stakeholders in ensuring pupils, staff and parents receive relevant support and intervention.

4) Implementation & Consistency:

- a) The implementation and the day to day running of the behaviour policy is the responsibility of the Leadership Team and Heads of Year under the guidance of the Head teacher and Assistant Head teacher for Inclusion.
- b) **The Senior Leadership Team** is committed to providing a visible presence around school before, during and after school to ensure pupils arrive and depart from school in a timely and appropriate manner. Learning walks and classroom observations are also conducted on a daily basis.
- c) **All staff** have a shared responsibility to record and apply consistent rewards and sanctions for all pupils to ensure that pupils can feel safe and secure both in and out of lessons. The schools sanctions and rewards policy clearly sets out the schools expectations and how positive and negative behaviour will be managed within the school. (see Sanctions & Rewards posters)
- d) In order to maintain our positive and caring ethos and maintain our high standards and aspirations for all pupils, staff are encouraged to send at least one positive postcard and make one positive phone call each week.
- e) Staff understand their responsibilities in dealing with both positive and negative behaviour and that strategies must be employed as an individual or a department before an incident is passed to the pastoral team for further support or investigation.
- f) Electronic reporting via Simms and tracking of behaviour through a pastoral behaviour and rewards tracker facilitates a timely response to positive and challenging behaviour. Tutors as well as HOY and AHT for inclusion use current behaviour and attendance charts to monitor pupils daily.
- g) Pupils are dealt with **consistently** and **appropriately** following the schools behaviour stages (S1D – S7 see sanctions & rewards triangles). The wellbeing of pupils is considered at all times and we recognise the need that at times staff may be required to make judgements in relation to behaviour that is not set out in this policy. Under these circumstances staff are expected to seek advice if they are unsure and ensure that the child's welfare is at the heart of any decision.

5) Overview

- a) To support pupils in school we have a strong pastoral care structure. The key player in this for the pupils is the **form tutor** as they have daily direct contact with the pupils. There is also a **Head of Year**, who along with the **Assistant Head teacher for Inclusion** oversee behaviour, attendance and safeguarding. In addition a number of other staff are available as necessary including a **Senior**

Learning Mentor/ Senior Safeguarding Lead, Wellbeing Officer, Attendance Officer, Alternative Provision Lead, LAC Coordinator, BME Mentors and SENDCO. All these staff are overseen by The Leadership Team.

- b) Pupils are able to develop secure and **trusting relationships** with their tutor and HOY as they follow pupils through from year 7 to year 11. The Assistant Head teacher for Inclusion has an overview of all the year groups. In addition a member of Leadership Team is assigned to work with each HoY during exam times. Changes in pastoral staff are kept to a minimum.
- c) Pupils are expected to show an active involvement in class work and school life and take **responsibility** for their own and others learning. Inside lessons this means that lessons are able to progress without disruption. Each pupil is **responsible** for arriving for all lessons with the correct equipment, in the correct uniform and that they will contribute in a positive way to the success of the lesson.
- d) All members of the school community should be treated with **respect**. This is shown by the way we speak to each other and by being courteous, well-mannered and by showing regard for feelings of others and difficulties they face. **Discrimination and bullying will not be tolerated;** the **safety** of pupils is the responsibility of everybody in our school community.
- e) We all benefit from working in a clean, tidy and graffiti free environment that is well resourced and **safe**. To maintain this all members of the school community should **respect** the facilities by not dropping litter and looking after all equipment and resources. Any damage to work, equipment or facilities should be reported immediately to staff.

6) Expectations and Rules.

The following paragraphs outline the key points relating to the schools expectations in a number of different areas that can all affect behaviour. We have three very simple rules that encompass all these things and these are easily remembered and understood by both teachers and pupils.

Our school rules are:

- **Be safe**
- **Be responsible**
- **Be respectful**

6.1 Classroom & School Expectations:

a) Classroom Expectations:

All staff and pupils have to work together to allow the standards to happen in each classroom. The “**Classroom Expectations**” are the consistent expectations that are to be followed by all to ensure effective learning to take place.

- 1. Enter the classroom quietly.**
- 2. Make sure phones and music players are switched off and put away, including headphones.**
- 3. Engage in lessons with adults and pupils so that you learn, make progress and achieve.**
- 4. Be ready and equipped with your planner and equipment.**
- 5. Cooperate and follow instructions.**

- b) All teachers should ensure that all classrooms are neat and tidy, and free of any graffiti when they leave a room. Staff should encourage pupils to take **responsibility** for the environment that they learn in.
- c) Classrooms and subject notice boards should be up to date and have stimulating and relevant work / information displayed connected to the subjects being taught there.
- d) All members of staff should constantly encourage, challenge and model effective behaviours for learning at all times.

Around school we expect the following conduct:

e) School Expectations:

These are reinforced by all staff on duty. These are:

1. **Arrive to school and lessons on time every day.**
2. **Act in a calm, polite and respectful way to all, both in and out of school.**
3. **Wear the correct school uniform and remove outdoor clothing inside the school building.**
4. **Help each other feel safe and happy by not bullying.**
5. **No Littering**

6.2 Approach to Learning:

- a) We aim for all learners to aspire to be good and outstanding in their approach to learning and discourage pupils from requiring improvement or being inadequate by clearly displaying and referring to Approach to Learning posters in classrooms.
- b) Approach to Learning grids are also in each pupils planner which they must have each day.
- c) Pupils and parents are aware of their approach to learning grades in each subject through the allocation of approach to learning grades at each data collection point. **Pupils with the best approach to learning or most improved approach to learning are rewarded.** Pupils whose approach to learning needs improvement will be targeted for intervention and monitored by their subject teachers, tutors and HoY.

6.3 Uniform & Appearance

- a) All pupils are expected to wear correct school uniform as it plays an important part in establishing a community spirit and also encourages pupils to take a personal pride in their own appearance. They are expected to wear it on their way to and on their way from school each day. Uniform must be worn correctly, this includes ties being an appropriate length, top buttons fastened and shirts tucked into trousers. Failure to wear uniform correctly will result in a S4O sanction being issued.
- b) In relation to uniform reasonable adjustments are made for those pupils who are not able to wear all of the specified uniform due to medical issue or for those pupils who have a Special Education Need.

The agreed uniform is as follows:

- School Blazer with logo from Pinders
- White shirt, short or long sleeve
- School Tie (Pinders)
- Black trousers or Black knee length skirt
- Black shoes or plain leather boots.
- Black or white socks or black or neutral tights
- Grey V-neck jumper with school logo from Pinders (optional)
- Black Kameeze or Shalwar (optional choice)
- Black, grey, royal blue or white headscarves.

Items of clothing that are not permitted include:

- Jeans, leggings, combat trousers, ¾ trousers or tracksuit bottoms.
- Casual or fashion clothes
- Hoodies (these should not be worn as coats or worn under blazers and will be removed from pupils until the end of the day if they are seen in school)
- Hats
- Fashion belts
- Any non-plain black footwear as well as Ugg style boots, flip flops, high heeled shoes.
- Headwear (except for religious reasons)

c) For health and safety reasons there is a limit to the amount of jewellery that can be worn this includes:

- One watch
- One small ring and
- One pair of stud earrings.

Items of jewellery not permitted include:

- Necklace (unless tucked away)
- Hooped or fashion ear-rings
- Big fashion bracelets.
- Excessive facial piercings are not acceptable for safety reasons.

All jewellery that is worn for school **MUST** be removed for PE lessons for health & safety reasons.

- d) Pupils who fail to meet uniform expectations will receive a sanction based on the fact they have not followed a reasonable instruction. All staff play a key role in challenging pupils who fail to meet uniform expectations. This starts with the tutor who will check pupil's uniform.
- e) When pupils have a genuine reason for incorrect uniform they are expected to have a note in their planner explaining the reason and providing a date when the issue will be resolved. This will be signed by a parent and the tutor or HOY.

6.4 Equipment

- a) It is expected that all pupils are fully equipped to learn effectively. This will be checked and monitored by tutors to ensure pupils are equipped and ready for each school day. (Pupils should buy or borrow equipment from HOY / tutor or buy from the business box when it is running)
- b) Leadership Team will meet and greet at the front of school each morning. During this time they will check uniform and ensure all pupils have their planner and reading book (if appropriate) each school day. Pupils who forget planners will be issued with a temporary planner on day 1 and on day 2 they are expected to have solved the problem by either finding the missing planner or buying a new one at a cost of £3.00 to the pupil. Failure to do this will result in a S4O sanction. Pupils missing reading books must go to the school library to borrow one.

To be fully equipped, all pupils must bring the following;

- School bag that will fit an A4 folder

- Correct school exercise books
- School planner
- Pencil case
- Pens (at least two)
- Pencil
- Ruler
- Calculator (scientific)
- PE kit / technology apron / ingredients – when required.
- Reading book.

Some pupils may find it useful to bring

- A protractor
- A compass
- Coloured pens/pencils

- c) Pupils are encouraged to check timetables the night before to see which lessons take place the following day. The necessary equipment and books should be put in the pupil's bag for the next morning. **Pupils should be ready to work the moment they enter the classroom or teaching area.**

6.5 Homework & Class Work

- a) Pupils should always place homework in their planner and include the deadline by which the work has to be handed in. Where possible staff are encouraged to provide pupils with written homework that they can staple in, this is essential for SEND pupils but would benefit all learners. Parents should sign the planner to show that they have seen it. Parents are encouraged to contact school if it appears that homework is not being set. Pupils should write no homework set in their planner if no homework is set.
- b) All homework must be completed by the due deadline. Pupils are encouraged to plan out their homework and coursework. Pupils who fail to keep up to date will put themselves at risk of falling behind as well as excessive pressure, especially in year 10 and 11.
- c) All pupils have access to the computer breakout space to complete homework. This is available each night after school and can also be used before school and at lunchtime for those pupils who need a computer or quiet space to complete any homework.
- d) If there are serious lapses in a pupil's record of completing homework, the matter will be dealt with by the subject teacher and then the subject leader. Parents should be contacted and the appropriate sanction employed to allow the pupil to complete the work. Subject detentions may be set to ensure pupils complete the missing work.
- e) It is the expectation of all pupils that they should be proud of their work. Pupils are able to demonstrate this via the work in their exercise books. This should always be dated and neatly presented. Evidence of pupils PRIDE time should be visible in all exercise books.
- f) Year 11 pupils have a designated study hub in school which they can access before school at lunchtime and after school. This resource contains subject specific revision materials and exam papers as well as text books to help Y11 pupils study and revise. Writing equipment, flash cards and other resources are also available to pupils for use in this area.

6.6 Electronic devices

- a) The use of mobile phones is not permitted in lessons. It is appreciated that for safety reasons pupils may need access to a phone but its use should be limited to and from school and at social times. Phones and other electrical devices need to be put away on entering the building in a morning. In lessons, phones must be switched off and out of sight. Staff will confiscate phones

they see in corridors, or lessons, outside of break and lunchtime; these will then be handed to the relevant Key Stage offices where they will be locked away in the safe until they can be collected at the end of the day by the pupil or in some cases the parent.

- b) Personal music players & other electronic devices should not be brought into school. Any loss of any electronic devices including, phones are the responsibility of the pupils.
- c) Ear phones should not be worn around the neck. Along with mobile phones these should not be out and in use in the corridors or lessons.
- d) Pupils are only permitted to use mobile phones and other electronic devices at social times around school.

6.7 Corridor Rules

To ensure pupils are **safe** walking around school we have certain expectations:

- a) During any time that a pupil has to be in the corridors around school they should aim to walk on the left hand-side of the corridor.
- b) When a pupil arrives to a lesson and has to wait for the teacher to allow them into the room, all pupils should line up against the wall nearest to the classroom. This is to allow pupils to move easily through the corridors.

6.8 Break, lunchtime & after school

- a) In order that we can ensure our pupils are safe at break and lunchtime no pupil is allowed to leave the school site unless they have pre-arranged consent from a parent to go home. Pupils must ensure they have a note from parents which must be shown to the form tutor and / or head of year. Pupils will then be allowed to sign out.
- b) Lunchtime passes will be issued to individual pupils when parents have written a formal letter to the head teacher requesting a lunchtime pass. Parents must agree to ensure that pupils go straight home and return promptly at the end of lunch.
- c) Pupils leaving the school site at lunchtime must leave from the front entrance and sign out and back in at reception.
- d) To minimise the litter around the school site pupils are only allowed to eat in the dining hall, or on the benched areas around school, sports hall and main hall. Hot food can only be eaten in the dining room. Pupils are not allowed to eat on the corridors around school.
- e) Pupils are expected to conduct themselves safely and responsibly at lunchtime. If pupils are seen being unsafe and or disrespectful and or not responsible during social times they will be issued with a lunchtime detention. The detention will allow staff to talk to pupils about their behaviour and enable them to reflect on their behaviour in order that it does not happen again.

6.9 Attendance & Punctuality (See Attendance Policy)

- a) The school is required by law to keep a record of pupil's attendance. It is essential that we have an accurate record of who is in school for safeguarding pupils. Disciplinary action will be taken against staff who fail to take registers.
- b) Good attendance and punctuality are essential for good learning. They are essential skills for later life. It is expected that all pupils will attend school 100% of the time. At the very least pupils should achieve at least the school target of 96%. Various strategies are employed to encourage and reward good attendance and punctuality.

- c) Staff are expected to help the school maintain its focus on good attendance and punctuality by engaging pupils in discussion about this and helping to monitor attendance on a weekly basis.
- d) Pupils who attend below 96% of the time are a great risk of not achieving their full potential.
- e) If a pupil is absent from school:
 - Parents should telephone the school the first morning on the first day of their child's absence; if this does not happen school will contact parents through a telephone call.
 - All absences must be explained through a telephone call or a note, ideally in the pupil planner. This should be shown to the form tutor and handed into the Attendance Manager in the Attendance office.
- f) On return to school it is the pupil's responsibility to seek advice on completing any work missed. If a pupil is late to class they must catch up on work missed.
- g) Classroom teachers/ tutors should ensure that they issue S4O sanction for all pupils arriving late to lessons with no viable explanation, note from a member of staff or a late to school slip.
- h) If pupils arrive late to school they will be signed in at the late gate and issues with a late slip. Pupils arriving late twice in a week will be issued with an S4O late to school sanction is issued by the HoY at the end of the week.
- i) Serious lapses in attendance and punctuality will be referred to The Education Welfare Officer who may take further action and may issue a fixed penalty notice.
- j) The school will not authorise any request for a leave of absence during term time unless there are exceptional circumstances. Parents will be subject to a fixed penalty notice if they choose to take their child out of school. For prolonged unauthorised leave pupils may be removed from the school roll.
- k) In all circumstances parents **MUST** complete a **Notification of Term Time Leave** form at least **20** school days before the requested leave. The school will inform the parent in writing within **10** school days of receiving the application.
- l) Research suggests that:

17 missed school days is equivalent to a loss of a GCSE grade.

Parents should ensure that their child knows how to get to school safely, and ensures that they are on school site for 8:40am each day.

6.10 Serious Offences (see also Searching Pupils & Confiscation Policy and Exclusions Policy)

- a) To ensure an ordered and safe environment for all whom work at the school there are some rules to which all must adhere to and, if broken, will be treated as very serious matters and **could** result in an exclusion from school (permanent or fixed term)

These include the following:

- Behaviour that places the pupil or others in danger.
- Setting off the fire alarm other than in an emergency.
- Any form of physical or verbal abuse, including gathering in a large group intending to intimidate others.
- Bringing into school any harmful or illegal substances, including tobacco, matches and lighters, alcohol and fireworks.
- Bringing on the school premises any type of weapon, including any type of knife / penknife or any type of gun, including toy guns and replicas. This also applies to travel to and from school.
- Using foul language directed towards staff or within the hearing of staff.
- Direct refusal to follow a reasonable request.

- Malicious allegations against a member of staff.
- Continued breaches of the school behaviour policy.
- Serious physical assault against another person (pupil or member of staff)
- Any other extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.

b) In order to safeguard themselves staff should be familiar with the 'Searching pupils and confiscation policy' should be referred to in order to ensure that correct and lawful procedures are followed if you suspect a pupil is in possession of a substance or object that might be harmful to themselves or others, illegal or which has been obtained in an unlawful manner.

7) Sanctions

- a) We must not be surprised when problems occur. We are working with adolescents who are learning and testing boundaries of acceptable behaviour. In dealing with undesirable behaviour we need to promote good behaviour. This means developing skills and strategies that do not merely rely on sanctions (see Teacher Techniques). Sanctions do not, in themselves change behaviour. They simply apply the limits to behaviour that enable us to reward and reinforce.
- b) Any system that just uses sanctions will simply teach pupils to develop expertise in avoiding those sanctions. Effective sanctions are those which inconvenience the pupils but also help and encourage them to become more successful. Staff are expected to follow the following guidelines for behaviour management and follow the sanctions and rewards policies consistently (see rewards and sanctions triangles)
- c) Sanctions should be used:
 - Rarely but fairly.
 - With an explanation for the reason for sanction.
 - As soon after the event as possible.

Teacher Techniques:

Do all you can to:

- **Reprimand privately** – it encourages cooperation.
- **Keep calm** – it shows high status, reduces tension and models desired behaviour.
- **Listen** – it earns respect.
- Use **first names**.
- Focus on **positive** aspects of pupils work and behaviour
- Be **fair** and **consistent**.
- Use the minimum sanction necessary to achieve your desired outcome.
- Keep **sanctions appropriate**.
- Use **humour** – it builds bridges.
- **Re-integrate** the pupil into the class.
- Seek **closure** after the sanction – it is important to start again and demonstrate a willingness to re-build relationships.

Do all you can to avoid:

- Humiliating – it breeds resentment.
- Public confrontation – they promote retaliation through peer pressure.
- Sarcasm – it damages you.
- Shouting often – it weakens your status.

- Over-punishing – it reduces options later.
- Blanket punishment – the innocent don't deserve them.
- Jumping to conclusions – avoid punishing what you can't prove.
- Over-reacting – the problem will grow.
- Multiple detentions – these can become 'the club to be in, losing their effect and reducing your chances of engaging positively with the pupil.'

d) As sanctions quickly lose their effectiveness if frequently used, avoid constantly punishing pupils. Only pupils can change their behaviour and repeated concerns may need to enlist the support of others who may be able to help you influence pupils (this should include, parents, subject leader, tutor, Head of Year or Leadership Team).

e) It is crucial to remain calm, assertive and in control. Raising your voice may be necessary but never lose control and **never scream and shout**; we do not want pupils to model this behaviour.

f) The level of sanction will depend on the seriousness of the offence. If a pupil has not corrected their behaviour a more significant sanction might apply than would otherwise have been the case. Staff must apply sanctions fairly and always consider the safety of the pupil when imposing a sanction. Staff should refer to the sanctions policy when applying sanctions and seek advice if they are unsure.

g) Within the sanctions policy a number of sanctions can be used which include:

- Verbal reprimand / warning – expectations reaffirmed.
- Letter or phone call home or a note in the planner.
- Detention after school. (see Detention Policy)
- Lunchtime detention.
- Subject detention.
- Involvement of subject leader.
- Involvement of pastoral staff, HOY and IM.
- Pastoral report cards /target cards (tutor / HOY or IM)
- Pastoral Support Plan (PSP)
- Meeting with parents.
- Removal of privileges.
- Removal from lesson.
- Referral to LT.
- Verbal / written warnings from the Head teacher.
- Departmental sanctuary.
- Internal reflection
- Managed move to another school. (12 minimum)
- Step – out placement to another school (6 weeks minimum)
- Fixed term exclusion. (see Exclusion Policy)
- Permanent exclusion. (see Exclusion Policy)

g) If learning is disrupted at any point then the classroom teacher must record the incident on the schools behaviour database (Sims), which should include a brief comment about the incident and what action you have taken as the class teacher (the class teacher is expected to contact home). Serious incidents, where exclusion could be the form of action, an incident form must be completed within 24 hours and the exclusion policy and procedure should be followed.

h) Staff who wish to develop their behaviour management skills can either refer themselves for coaching or speak to their LT line manager. Behaviour management will form part of a whole school focus on a yearly basis to keep staff informed of any updates and to refresh staff skills, techniques and strategies.

For pupils who continue to provide the school with a challenge in terms of their behaviour or who require additional support there are a number of additional support strategies that we use to help the pupil become successful these are listed below:

Alternative Provision Unit

- For pupils who are not succeeding in mainstream education and are at risk of being permanently excluded we have an APU on site.
- Parents will be informed if their child is placed in here.
- The Inclusion Manager runs the unit with the help of other key pastoral staff in school.
- **Work with Pastoral Mentors (Learning mentor / Well being officer / HoY)**
 - This work is done on need and as such has no set time period. The mentors will do 1 to 1 or small group work depending on the support required. All work done is confidential and used to support pupils with a variety of issues and concerns including but not exclusively;
 - Anger management
 - Bereavement
 - Transition issues
 - Friendships and relationships
 - Divorce
 - Mental Health & well being
 - Self harm
 - Gender identity / transgender support
 - Risk of CSE – how to keep themselves safe.

Referrals are made via the school internal referral form. All referrals made are discussed, prioritised and allocated at the Social Inclusion Team meeting on a weekly basis.

- **Staff Panels**
 - Staff state to pupil and parents the issues that the pupil is displaying in their classroom, followed by the pupil stating the issues that they are having in each lesson.
 - The aim is for all to air their concerns in a safe environment and work out a way forward.
- **Individual staff meetings**
 - Pupil and individual member of staff meet to discuss issue/incident and work out an agreed way forward.
- **Behaviour/Conduct contract**
 - Pupil to sign an agreed set of rules and conditions that are over and above the general School rules. This is usually in partnership with the Police, but departments / HoY can have their own contract.

- **Governor Panel**
 - Pupil (with parental support) to explain to a panel of Governors why their conduct or their Approach to Learning is not at the required standard and what the pupil has to do to keep their place at Handsworth Grange Community Sports College.

- **Study Programmes**
 - There are a number of study programmes that are being offered to pupils according to their age/ability. If a pupil is offered a programme, it is to support the pupil either in their learning or Approach to Learning. Refusal to participate in any programme offered will be logged. These may be internal or external.

- **Managed Move:**
 - This is a programme of intervention offered by local catchment schools to support young people who are struggling to reform their behaviour and/or attitude in one school but would like the opportunity of a fresh start somewhere else. The programme is for 12 weeks before review. If successful pupils could be offered a permanent place with their new school.

- **Step Out:**
 - This is a programme of intervention offered by schools (minimum 6 weeks) to support young people who are struggling to reform their behaviour and/or attitude in one school. The step out allows the pupil and school to reflect of past behaviour and gives pupils the opportunity to amend their behaviour away from their own school. On return the pupil should have proved that they can conduct themselves correctly and this should impact on their behaviour back in school.

8) Rewards Strategies (see Rewards Policy)

- a) At Handsworth Grange Community Sports College when pupils successfully make a **positive contribution** and **meet or exceed expectations** we reward this in the following ways:
- House points (see the medal award system)
 - Attendance awards.
 - Verbal praise
 - Positive phone calls home
 - Positive comments in pupil planner
 - Positive letters home
 - Good news postcards
 - Invites to trips and visits (whole school and departmental.)
 - Invite to reward afternoon.
 - Prefect status in year 11.

Our aim is to develop an over and above culture by having high expectations and by recognising those pupils who go above and beyond.

- b) We all respond positively to praise (when and if we get it) but it is most effective when it is;
- Spontaneous and credible.
 - Clearly linked to achievement or accomplishment.
 - Personalised to the individual and what they might have difficulty with.

Praise / rewards to reprimands/sanctions should be in the ratio of 5:1(minimum) it is often easy to criticise pupils but in many situations we can get better responses by catching pupils when they are good and encouraging with positive language and praise.

9) Bullying (see Anti-Bullying Policy)

- a) All members of the school community, both pupils and staff, have the right to feel safe. Any form of bullying is treated seriously and followed up as a matter of urgency. Bullying is defined as 'any physical, verbal or indirect abuse which is deliberately hurtful and causes distress, or which an individual perceives to be bullying in nature.'

10) Partnerships with stakeholders

- a) Support from parents and carer is vital to ensuring that each and every child is successful at Handsworth Grange Community Sports College.

The encouragement and interest of parents, carers and other important adults in children's lives can make a big difference to how pupils feel about school. It can give them the confidence to try out new skills and ideas and to learn from mistakes without feeling discouraged. Therefore it is important that parents and carers are kept up with their child's' progress and approach towards their learning.

Keeping parents informed.

- a) Three times a year a data collection report will be sent home that will display their child's current attainment, approach to learning and target levels for each subject. The report will also show their child's current attendance and will contain targets for improvement.
- b) Once a year all parents have an opportunity for further discussion during a subject parent evening for KS3 and KS4 pupils. Further meetings or discussions with individual subject teachers can be arranged by parents contacting the teacher directly. Y7 Pupils have an additional settling in evening, while information sharing is arranged on options evenings for Y9 and Post 16 evenings for Y10/11
- c) Subject teachers, tutors and Heads of Year will always attempt to **contact parents and carers at the earliest opportunity** to inform them of any concerns or issues related to their child's behaviour and/or learning. At times it may be necessary for parents to come into school to discuss further these issues or support that may be put into place.

Expectations

- a) Parents and carers can support staff by ensuring that their child follows all the schools expectations, and challenges the child when they are not.
- b) Parents and carers can further help and support their child to feel confident and ready to learn by:
 - Ensuring their child is present and punctual for each school day.
 - Ensuring their child wears the correct school uniform.
 - Ensuring their child to has the correct equipment.
 - Helping to ensuring homework is completed so their child is better prepared for the new piece of learning about to take place.
 - Using the pupil planner to communicate with the school.
 - Encouraging their child to pack and check their school bag the night before.
 - Encouraging their child to contribute fully to individual lessons and wider school life.
 - Going through their child's exercise books and discussing teacher comments or the work that has been done.

Dealing with Concerns

- a) If a parent is concerned about any aspect of their child's life at Handsworth Grange Community Sports College, the first point of contact is the child's tutor or if it is subject related the subject teacher. If there is no success or improvement then the next port of call is the Head of Year. For serious concerns then parents should contact either the Assistant Headteacher for Inclusion or the Head teacher directly.

Anti-Bullying Policy

INTRODUCTION

The Minerva Learning Trust (MLT) asks all partner schools to adopt and use this policy unless a partner school and the Minerva Learning Trust have discussed and agreed alternative procedures that they both agree would better suit the partner school's particular circumstances.

Any reference in this policy to the Governing Body or the school relates to the independent governing bodies and schools of all Minerva Learning Trust partners. Partner schools and their respective Governing Bodies have full delegated powers from the Trust and have responsibility for the operational implementation of the policies and their associated procedures. They are encouraged to seek advice and support from Minerva Learning Trust on matters of policy and procedure in circumstances where decisions may potentially impact on the Trust as a whole, e.g. dismissing staff or making staff redundant. In such circumstances, at least one member of the relevant panel should be a member of the Trust.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. For the behaviour to be classed as bullying it is clear that there is an imbalance of power.

Bullying can take many forms (for instance **cyber bullying** via text messages or the internet) and is often motivated by **prejudice** against particular groups, for example on grounds of **race, religion or belief, culture, sex, sexual orientation / homophobia, age, disability / SEN, transgender, because a child is adopted or has caring responsibilities because of appearance, health, ability or social class**. It might be motivated by actual differences between children, or perceived differences. (DFE Preventing and Tackling Bullying)

Position Statement:

All members of the school community, both pupils and staff, have the right to feel safe and therefore any form of bullying or perceived bullying is treated seriously and followed up as a matter of urgency. School will always respond to concerns and take appropriate action. As a school community everybody involved in the life of the school must take **responsibility for promoting the schools common anti bullying approach** by being supportive of each other, providing **positive role models** and conveying clear understanding **that bullying behaviour is unacceptable in any form** and by being clear that we all follow school rules.

The bullying policy has been written with due regard to the statutory obligations that school has under **section 89 of the Education and Inspectors Act 2006 – ...‘encouraging good behaviour and respect for others on part of pupils and, in particular, preventing all forms of bullying among pupils’...‘empowers head teachers, to such extent as is reasonable, to regulate the behaviour of pupils when they are off school site...empowers members of staff to impose disciplinary penalties for inappropriate behaviour.’. **The Equality Act 2010 and the Children Act 1989...‘reasonable cause to suspect a child is suffering or likely to suffer significant harm’ and the Education act of 2002 ... ‘safeguard and promote the welfare of pupils’.** (See DFE –‘Preventing and Tackling Bullying Advice for school leaders, staff and Governing**

bodies' (Revised May 2012) DFE 'Behaviour and Discipline in schools Guidance,' 'NSPCC safeguarding children in Education' (Nov 2011) and Ofsted 'Evaluation Schedule'

Criminal Law – some types of harassment or threatening behaviour or communications could be a criminal offence: (Protection from Harassment Act 1997, Malicious Communication Act 1988, Communication Act 2003, Public Order Act 1986, Offences Against the Person and Theft Act) **It should be noted that if school believes a criminal act has taken place then we will contact the police.**

LINKS

Behaviour for Learning Policy

Safeguarding & Child Protection Policy.

Equality Policy.

Online Safety Policy.

Aims & Objectives:

- a) To ensure that all members of the school community feel safe and happy both inside and outside of school.
- b) To reinforce the clear message that anti-social behaviour and bullying is not acceptable or accepted by anyone, at any time, for any reason.
- c) To ensure that incidents of bullying and anti-social behaviour are recorded and dealt with quickly, effectively and consistently by all.
- d) To prevent incidents of bullying by educating pupils and allowing them to celebrate culture and diversity both in and out of school.

Definitions

Anti-Social Behaviour is behaviour that causes offence, intimidation and/or fear to those in the same area

Bullying:

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.' (DFE)

The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally emotionally or through cyberspace.' (Anti-Bullying Alliance)

Bullying could relate to:

- Pupil on pupil
- Pupil on adult or
- Adult on pupil.

Below is a list of behaviours which **could** be considered to be bullying:

Direct Bullying:

Intimidation:

- Making a victim fear your presence.
- Owning a specific area
- Gang hierarchy.

Isolation:

- The purposeful exclusion of an individual from his / her peers.

Verbal Abuse:

- Name calling
- Threats
- Bossing others around
- Personal comments (e.g. about a person or family)
- Making racial or homophobic comments to cause deliberate harm or upset (not all racial or homophobic incidents are bullying related)

Property:

- Hiding
- Theft
- Damage
- Extortion
- Constant jostling / pushing around

Violent Physical Abuse:

- Direct, deliberate violence to another.

Indirect Bullying:

Cyber Bullying (see appendix 1) the widespread use and access to technology has provided a medium for virtual bullying. Cyber bullying can happen 24/7, with a potentially bigger audience and more accessories as people forward on the content at a click.

It is important that this behaviour is discouraged and dealt with effectively whenever it is observed and that pupils understand that these behaviours are considered to be forms of bullying. It is also important to help pupils and parents to differentiate between 'bullying' and 'falling out', 'accidental teasing', 'disputes' with friends or people just being 'unkind.' In these instances restorative justice should be used to help pupils understand the effect of their actions on others.

Ownership and Responsibilities

Every member of the HGCSG community, no matter what their role, has a duty to challenge and report any acts of anti-social behaviour and bullying in any form.

All HGCSG members need to be individually responsible for their own actions and behaviour. These actions and behaviour should not accept or support anti-social behaviour or bullying.

The bullying policy will be kept active and reviewed annually.

Roles & Responsibilities

Pupils

As members of HGCSC, all pupils should be free to learn, achieve and succeed without fear, intimidation and persecution. Without the support of our pupils we will not be able to prevent bullying. Our pupils will be consulted and will participate in the development of monitoring and review of anti-bullying strategies. We want all our pupils to feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn.

We want our pupils to feel that they are supported in reporting incidents of bullying and reassured that action regarding bullying will take place.

We expect that pupils:

- Will support the Head Teacher and staff in the implementation of the policy.
- Will not bully anyone else, or encourage and support bullying by others.
- Will tell an adult if they are being bullied, either a member of staff or parent.
- Will act to prevent bullying, usually through telling an adult if they know or suspect that someone is being bullied.
- Pupils should be clear that being a 'bystander' is not acceptable and understand that their silence supports bullying and makes them in part responsible for what happens to the victim of the bully.

Whole school Roles & Responsibilities for dealing with bullying:

Prevention Strategies:

Staff responsibilities:

- Be vigilant in the classroom and as you move around school. If you witness or suspect any of the behaviours mentioned above, gather any intelligence relating to it and report any incidents immediately.
- Stop any incidents.
- Make sure that the victim feels safe and feels that the incident will be dealt with.
- Record the incident on Sims and take any relevant action to deal with the incident at this stage. Inform the HoY as soon as possible as they have the overview of pupil behaviour.
- Report any incidents to the Form Tutor / Head of Year.
- Form tutors should reinforce messages about the unacceptability of the bullying behaviour.
- If it is a serious incident it should go directly to the Head of Year, Assistant Head teacher for Inclusion, or any other member of the leadership team. The incident should be written up and recorded on Sims. (S5 – S6 in line with sanctions policy)
- If there is a safeguarding concern the incident should be reported immediately to one of the safeguarding team using the official green pro forma.
- Staff on duty will ensure they have a visible presence around school to ensure pupils feel safe and secure.
- **All reported incidents of bullying** will be followed up with **a disciplinary action**; this could be minor (one to one discussions – restorative justice, mentoring, reprimand) or severe depending on the incident. (S5 – internal isolation to S6 -external exclusion)
- 'Vulnerable pupils' will have access to safe spaces at break, lunchtime and after school through breakfast club, the Nurture Centre, homework and lunchtime clubs.

-

The Form Tutor's Responsibilities:

- Form Tutors are the front line of pastoral care and are responsible for creating good relationships with individual pupils so that pupils feel they can discuss personal issues including bullying if necessary.
- Tutors need to be vigilant in assessing the wellbeing of pupils, especially if, for any reason, they are vulnerable.
- If the Tutor becomes aware of pupils who are either the victims of bullying or perpetrators of bullying, they should speak to the relevant Head of Year.

The Head of Year (HoY) & Assistant Headteacher (AST) Inclusion responsibilities:

Heads of Year and AHT will use their judgement in deciding whether an incident is a minor one or a more serious one. The views of the victim will be important in assessing the situation but the victim should not be asked to confront the alleged perpetrator or argue their case in front of them.

If the incident is judged to be a **minor bullying incident** the HoY / AHT will take the following steps:

- Reprimand the perpetrator, pointing out that his / her behaviour is a form of bullying.
- Issue a warning and ensure this is logged on Sims in case this behaviour is repeated in the future. (behaviour point)
- Further action may involve parents depending on the severity or if behaviour is repeated.
- The HoY may choose additional sanctions they feel appropriate at this stage. (Internal reflection for the remainder of the day, restorative justice, comments book)
- The relevant HoYs should check with the victim that there has been no repetition.
- If appropriate and acceptable to the victim, restorative justice may be appropriate.

More serious incidents will be characterised by their physical or persistent nature. The emotional effect on the victim will be an important consideration in judging the seriousness of bullying. Serious incidents will generally involve some malicious intent and their physical aspects may affect person or property.

In cases of **serious bullying incidents** the HoY / AHT will take the following steps:

- Both the perpetrator and the victim will be asked to write his / her version of the incident.
- The victim **will not** be asked to confront the perpetrator or argue their case in front of the perpetrator unless the victim wishes to do so.
- Any witnesses will also be asked for their version of events.
- In the case of a serious physical assault on another pupil, the AHT, Head Teacher or the Deputy Head Teacher(s) must be notified without delay.
- Contact the parents of the perpetrator and, if necessary, invite them in to discuss the matter fully.
- Contact the parents of the victim, inform them of the situation and invite them into school if appropriate.
- In **all** cases appropriate action will be taken, as a minimum, a period in internal reflection or fixed term exclusion will be given. In very extreme cases Permanent exclusion may also be considered.
- HoYs must ensure that all incidents are recorded on Sims.
- HoYs will ensure that all staff are aware of any serious bullying incidents through daily briefings, Sims messages or memos so that all staff can monitor and be vigilant in case of any other related incidents.

- The HoY will follow up with the victim at regular intervals to ensure that there has been no repeat and to ensure the victim has no further concerns.
- The HoY may refer the bully to the Learning Mentor for appropriate intervention if they feel this is necessary or may engage them in other forms of mentoring or refer to outside agencies.
- All records will be kept up to date and filed appropriately.

The AHT for Inclusion Responsibilities:

- The AHT is the line manager for the inclusion team within school. The AHT meets with HoYs to monitor any behaviour problems including bullying.
- The Social Inclusion Team (SIT) also meet on a 2 weekly basis to discuss pupils who have serious issues / problems affecting their learning.
- HoY send updates of pupils in their year group so these can be discussed and monitored through SIT.
- The CPoMS online system can also be used to record and report serious issues that safeguarding team need to be aware of.
- The safeguarding team meet on a 2 weekly basis and any concerns or issues can be discussed here.
- The AHT will produce a termly report which highlights all recorded bullying and racist incidents. These are shared with Governors 3 times a year.

The Head teacher's responsibilities:

- The Head teacher has overall responsibility for the welfare of pupils and will ensure that bullying behaviour is addressed in the school's behaviour policy.
- The Head teacher will provide information regarding bullying and behaviour management to the governing body through the Head's Report to Governors and through governor meetings.
- The Head Teacher is the only person who can take the decision to **recommend** the permanent exclusion of a pupil. If a PX is recommended then a governor panel will meet and decide to uphold or overturn a permanent exclusion of a child once they have heard all the evidence from school and the parents and the local authority.

Parents/careers responsibilities:

As active stakeholders of HGCSC, all parents/careers should feel confident in their child's safety and wellbeing while under the care of HGCSC staff. At times a child may experience social difficulties. To help the child through this difficulty Parents/carers have the responsibility to:

- Support their child in reporting the issue
- Report the problem if the child is not confident in reporting it themselves, even if their child has asked for 'secrecy'. Be prepared to work in partnership with the school to bring an end to the bullying.
- Support the child, if they are the one causing the social problems. Reinforce the stance that it is the behaviour NOT the child themselves that is the issue.
- Share with the school any suspicions that they have that bullying is taking place even when it does not directly involve their child.

As a stakeholder, a parent/career has the right to:

- Be listened to
- Be given feedback / updates on any action taken e.g. action / investigation to be taken/ carried out on an allegation.
- Being told if their child is causing social problems

As a stakeholder, a parent/carer can only have information relayed to them about the child in their care, and not about what action has been taken to other pupils that are not their “parental responsibility”.

When a parent / carer has concerns relating to bullying they should report them to their child’s Form Tutor, Head of Year or any member of the Leadership Team.

Governors Responsibilities:

As a member of HGCSC, Governors have the overall responsibility to ensure that HGCSC staff are aware of the problem of bullying and are satisfied that all HGCSC staff are receiving the training that an individual needs. Governors have the overall responsibility to ensure that the Anti-Bullying Policy is implemented and that it is regularly monitored and reviewed.

Governors have the right to receive data on the amount of alleged bullying taking place in the school and actions taken. This information will be reported to Governors as part of the termly report to Governors.

Reporting allegations

HGCSC works hard to make sure that all members of the community have access to secure methods of reporting alleged actions of any anti-social behaviour and bullying that may be happening. It is important that as much information is shared as possible including date and time, names of alleged aggressors, victims, any witnesses and the location of where the alleged incident happened. This will allow allegations to be dealt with quicker and more effectively. Current methods of reporting allegations are as follows:

- Telling the teacher straight away
- Telling a trusted member of staff (teacher, Learning Mentor, HoY, Leadership Team)
- Telling a trusted friend or Peer Mentor or other responsible pupil in school.
- Using “stop the bully” website (stopthebully@hgsc.co.uk)

Pupils are reminded through assemblies and in tutor time of different ways they can report bullying.

Keeping yourself safe

Prevention is better than cure, and as members of HGCSC it is important to think about how actions may be interpreted by others. At times anti-social behaviour and some incidents of bullying can be avoided with some forethought and an insistence of respect being shown to others. Actions that all individual members of HGCSC can do to help reduce the incidents of anti-social behaviour and bullying happening include, but are not exclusive;

- Not taking part in or encouraging “play” fighting
- Not hanging around in large gangs or groups
- Not graffitiing messages that may cause offence
- Keeping your phone and money in a safe place
- Not listening to or spreading comments or rumours
- Not making comments to or about another person which may cause offence using social networking sites, texting etc.
- If experiencing anti-social behaviour or bullying online, take control by deleting / blocking people as friends or not responding.

Pupils benefit from a range of experiences that reinforces the key messages about bullying. These include sessions covered in tutor time, assemblies, guest speakers as well as whole school events that help pupils to appreciate and celebrate different cultures and diversity, for example, Eid party.

Conclusion

As a school HGCS is committed in striving to meet the outcomes of the “Every Child Matters” agenda. Anti-social behaviour and bullying has an adverse effect on every member of the school community. In some cases the victim can end up low self-esteem and confidence, and may miss school as a way of coping. The HGCS community finds this unacceptable.

The “Every Child Matters” agenda states that every pupil should

- Be safe
- Enjoy and achieve
- Make a positive contribution
- Be healthy
- Achieve economic well-being

Through each member of the school community accepting the notion that “there is no such thing as an innocent bystander,” and that together we CAN make a difference, we will reinforce the principle that anti-social behaviour and bullying are not acceptable at HGCS.

8. POLICY REVIEW

Compiled by (<i>print name</i>): S Ruczenczyn	Approved by Governing Body (<i>print name</i>): E Underwood
Signature: <i>S Ruczenczyn</i>	Signature: E Underwood
LT Check and approval:	FPHS PPC TLS S GB
Date: Sept 2018	Date: Sept 2018
Revision Number: 7	Next Review Date: September 2019

Anti-Racism Policy

1) INTRODUCTION:

The Minerva Learning Trust asks all partner schools to adopt and use this policy unless a partner school and the Minerva Learning Trust have discussed and agreed alternative procedures that they both agree would better suit the partner school's particular circumstances.

Any reference in this policy to the Governing Body or the school relates to the independent governing bodies and schools of all Minerva Learning Trust partners. Partner schools and their respective Governing Bodies have full delegated powers from the Trust and have responsibility for the operational implementation of the policies and their associated procedures. They are encouraged to seek advice and support from Minerva Learning Trust on matters of policy and procedure in circumstances where decisions may potentially impact on the Trust as a whole, e.g. dismissing staff or making staff redundant. In such circumstances, at least one member of the relevant panel should be a member of the Trust.

Whatever the nature of the local community, pupils are growing up in a wider multicultural and multiracial society where they are subject to various attitudes towards minority groups, and also certain images of these groups portrayed by the media. Racial prejudice and hostility exists as much, or more, in the 'all-white' parts of Britain as in the multiracial areas.

The School stands against racism and all forms of negative discrimination on the grounds of ethnic origin, religion, gender or disability.

2) LINKS

SMSC, Single Equality Scheme, behaviour for Learning Policy.

3) AIMS and OBJECTIVES

- To promote justice, equality of opportunity and fair treatment for all and thereby allow all pupils, irrespective of their ethnic origin, to achieve the level of success and self-respect which they deserve, whilst retaining their cultural identity.
- To instil in pupils an awareness of racism and to establish an environment where school becomes effective in reducing prejudice and raising self-esteem.
- To prepare children for living in a complex multicultural society.
- To promote an understanding of a variety of cultures, valuing the positive contribution these make to the community, e.g. Pupils should understand the differences in dress, hairstyles and diet. Parents can fully involve themselves in cooking foods, from a variety of cultures, for children to taste.
- To provide a safe and welcoming place for all of its members.
- To provide an environment where racist assumptions, attitudes and behaviour are continually challenged.
- To provide a curriculum which emphasises the positive aspects of all cultures and to give children the confidence that racism can and must be eradicated.
- To support the local education authority in its multicultural and antiracist policies, and to take the appropriate action to deal with any form of racism within the school.
- To recognise that the pupils themselves are often the most important multicultural resource within the classroom and their experiences are valued and shared.

- To recognise in our teaching the contributions to the development of Science, Technology and the Arts which have been made by different cultures.
- To adopt the view that cultural diversity is a positive advantage. Pupils' own experiences of festivals, food, dress, etc. Should be shared.
- To contribute towards imparting a sense of citizenship in the pupils.
- The teacher's will, by careful use of language and choice of resources, avoid reinforcing stereotypical views of society.
- To use self-evaluation by whole school discussion to assess the implementation of this policy.
- All subject leaders will continually review their schemes of work in the light of this policy with respect to content, methodology, aims and resources.

4) WHAT IS RACISM?

'Racism is treating someone differently or unfairly simply because they belong to a different race or culture.

Racism is also defined as:

'Discriminatory, or abusive behaviour, towards members of another race.'

'The prejudice that members of one race are intrinsically superior to members of other races.' (*Definition of racism taken from Childline.org*)

People can experience prejudice because of their religion or nationality.

It is illegal to treat people differently or unfairly because of their race and no one has the right to make anybody feel bad or abuse them.

Racism takes many different forms which can include:

- Written or verbal threats or insults
- Damage to property, including graffiti
- Personal attacks of any kind, including violence.'

It is important that racism and racist comments are discouraged and dealt with effectively whenever they are observed or reported. It is equally important that pupils understand that this form of bullying behaviour is illegal.

5) CHOICE OF READING SCHEMES, BOOKS AND OTHER LITERARY RESOURCES

Staff should choose and use resources:

- Which portray a world view as seen from different cultural perspectives and thereby communicate how it feels to be of another ethnic or cultural group.
- Which are factually accurate and use up-to-date text, illustrations and maps.
N.B. inappropriate material must be thrown away.
- Which do not:
 - Stereotype individuals or groups.
 - Equate the white man with "civilisation".
 - Use paternalistic approaches to other peoples or cultures.
 - Reduce all non-western societies to the exotic, picturesque and primitive.
- Which show the achievements and attributes of different societies, both past and present, e.g., Chinese and Islamic science, African civilisations before colonisation and the benefits of the extended family system etc.

- e) Which show children of different ethnic groups involved in the activities described, e.g., physics, design, music, mathematics.
- f) Which positively and realistically portray children from a variety of ethnic and cultural groups and class backgrounds.
- g) In which children from ethnic minority groups can find characters which enhance their self-esteem, where ethnic minority characters have important roles and adults hold positions of authority.
- h) Which show ethnic minority characters not having to justify their blackness by being exceptionally virtuous or brave etc.
- i) Which have illustrations that avoid caricature.
- j) Which accurately reflect the population of Britain today. For example, are the representatives from the ethnic minorities in the text or illustrations merely tokenistic?
- k) Which use dialect appropriately and not to ridicule.
- l) Which use a range of folk tales from different oral or cultural traditions.
- m) Which use stories or poems written by children from different cultures.

6) CURRICULUM SUPPORT

- a) Those pupils whose mother tongue is not English should have experience of developing their own home language skills within the National Curriculum. The various languages spoken in the School should be given full recognition and respect by all pupils and staff. Any pupil, regardless of their ethnic origin and mother tongue, should have the opportunity to become familiar with the various community languages spoken at their School. This would not only help to promote general cultural awareness, but also improve cognitive learning. Such a school policy would also be of advantage when producing multi-lingual signs within the School, providing translations for newsletters and information booklets etc. Pupils could help with the production of these resources, and feel they were contributing to the whole School community.
- b) Curriculum support is essential if pupils are to develop competent skills in English language as well as having equal opportunity to improve language skills in their own mother tongue. This means that the staff are committed to providing a fully integrated language support system in the School Curriculum. This system should ensure that new pupils to the School who do not speak English at home, receive immediate and full language support, and gain maximum access to the Curriculum.

7) ACTION TO BE TAKEN WHEN RACIST BEHAVIOUR IS SUSPECTED

If racism is suspected we talk to the suspected victim, the person suspected of racist behaviour and any witnesses. If any degree of racism is identified, the following action will be taken:-
 Help, support and counselling will be given as is appropriate to both the victims and those responsible for the racism. Any proven racism is formally logged on Sims. Termly racist incident reports are produced in order to monitor incidents and plan any relevant interventions.

8) SUPPORT

We support the **victims** in the following ways:

- By offering them an immediate opportunity to talk about the experience with the most appropriate member of staff.
- Informing the victims' parents/guardians.
- By offering continuing support when they feel they need it.

- Arrange for them to be kept safe within school in the most appropriate manner, ensuring they get home safely.
- By taking one or more of the ten disciplinary steps described below to prevent more racism.

We also discipline, and try to help those guilty of racist behaviour in the following ways:

- By talking about what happened, to discover what they did, said and why they became involved.
- To try and get them to recognise and accept any racist actions and attitudes for which they are responsible
- Informing their parents/guardians.
- By continuing to work with them in order to address prejudiced attitudes as far as possible.
- By taking one or more of the 10 disciplinary steps described below to prevent more racism.
- Where there are causes for concern because of repeat offences a referral can be made to external support services to carry out some targeted intervention. This can be as an individual or as part of a group. See the Community Youth Team (CYT) referral process.

9) DISCIPLINARY STEPS

- a) They will be warned officially to stop offending.
- b) Informing their parents/guardians.
- c) Arranging a meeting on site with their parents/guardians
- d) Arranging a meeting with appropriate governors or other agencies.
- e) Arranging a meeting with the victim, if appropriate.
- f) Internal reflection (S5)
- g) Arrange for them to be escorted to and from the school premises if appropriate
- h) If they do not stop the racist behaviour they will be suspended for a fixed period (1-2 days).
- i) If they then carry on they will be recommended for suspension for a major fixed period (up to five days) or an indefinite period. (S6)
- j) If they will not end such behaviour, they could be recommended for permanent exclusion (S7).

Complied by (<i>print name</i>): S Ruczenczyn Date: September 2016	Approved by Governor(s) (<i>print name</i>): Date:
LT or HR Check and approval (<i>Print names</i>): Date: September 2018	Revision Number: 4 Next Review Date: September 2019

Appendices:

The Community Youth Team referral documents. *These can be found in the Anti-Racism policy folder*

Exclusions Policy

INTRODUCTION

The Minerva Learning Trust (MLT) asks all partner schools to adopt and use this policy unless a partner school and the Minerva Learning Trust have discussed and agreed alternative procedures that they both agree would better suit the partner school's particular circumstances.

Any reference in this policy to the Governing Body or the school relates to the independent governing bodies and schools of all Minerva Learning Trust partners. Partner schools and their respective Governing Bodies have full delegated powers from the Trust and have responsibility for the operational implementation of the policies and their associated procedures. They are encouraged to seek advice and support from Minerva Learning Trust on matters of policy and procedure in circumstances where decisions may potentially impact on the Trust as a whole, e.g. dismissing staff or making staff redundant. In such circumstances, at least one member of the relevant panel should be a member of the Trust.

At Handsworth Grange Community Sports College we expect all pupils to behave in a manner which encourages and motivates all to learn effectively. Pupils who are not meeting our expectations will be dealt with appropriately in order to help them address their behaviour or attainment issues. The standards of behaviour and expectations are set out clearly in the Home –School Agreement, which ALL partners are expected to sign, and our sanctions and rewards system which clearly reinforces the high expectations required from all pupils.

The first page of our Home – School Agreement states that:

'The school is a community in which ALL members are expected to treat each other with respect, consideration and courtesy.'

The policy will be reviewed annually.

LINKS

The exclusion policy should be read in tandem with the other policies listed below:

Behaviour for Learning Policy:

Searching pupils and Confiscation Policy

Anti - Bullying Policy

Anti – racism Policy

Detention Policy

Safeguarding & Child Protection Policy

The policy follows the guidance and legislation set out in:

The school Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012' and the DFE *Exclusions from maintained schools, Academies and pupil referral units in England* guide which refer to the following Education Acts:

The Education Act 2002, as amended by the Education Act 2011

The School Discipline (pupil Exclusions and Reviews (England) Regulations 2012

The Education and Inspectors Act 2006 and

The Education (Provision of Full-Time Education for Excluded pupils) (England) Regulations 2007

Exclusions from maintained schools, academies and pupil referral units in England – Statutory guidance for those with legal responsibilities in relation to exclusion September 2017.

AIMS and OBJECTIVES

- The purpose of the policy is to briefly outline the schools approach to exclusion within the statutory framework as defined in ***'The school Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012'*** and the DFE ***Exclusions from maintained schools, Academies and pupil referral units in England*** guide.
- It outlines only where the school applies its own additional guidance and policies, which complement and reinforce the statutory guidance, for purposes of clarity in the day-to-day operation of the school.
- To ensure there is a fair, reasonable, rigorous and robust system for dealing with exclusions consistently across school.

PRINCIPLES:

- Exclusion is a sanction used by the school only in cases deemed as serious breaches of the school behaviour policy. The decision to exclude a pupil can be for Persistent breaches or a first 'one off' serious incident / offence. *(See appendix 1 for good practice guide for considering exclusions)*

A pupil may be at risk of exclusion for:

- I. Behaviour that places the pupil or others in danger.
- II. Setting off the fire alarm other than in an emergency.
- III. Any form of physical or verbal abuse, including gathering in a large group intending to intimidate others.
- IV. Bringing into school any harmful or illegal substances, including tobacco, matches and lighters, alcohol and fireworks.
- V. Bringing on the school premises any type of weapon, including any type of knife / penknife or any type of gun, including toy guns and replicas. This also applies to travel to and from school.
- VI. Serious verbal abuse / foul language directed towards staff.
- VII. Direct and continual refusal to follow reasonable requests.
- VIII. Serious theft
- IX. Serious racism
- X. Serious bullying and or intimidation

- XI. Malicious allegations against a member of staff.
- XII. Continued breaches of the school behaviour policy.
- XIII. Serious physical assault against another person (pupil or member of staff)
- XIV. Any other extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.

- Having agreed that the offence committed fits one or more of the above criteria further considerations will influence any decision about the exclusion these include:
 - I. The pupil's previous record
 - II. The threat to the safety and welfare of other pupils.
 - III. The threat to the safety of staff
 - IV. The effect on other pupils in terms of their learning entitlement.
 - V. The precedents – how other pupils have been treated in similar cases (when appropriate)
 - VI. The threat to the school standards and behaviour.
 - VII. The threat to the image of the school within the local community.
- The above considerations will also determine whether the exclusion is for a fixed term or a permanent exclusion.
- When establishing facts in relation to the exclusion the head teacher must apply the civil standard of proof i.e. 'on the balance of probabilities' it is more likely than not that the fact is true, rather than the criminal standard of 'beyond reasonable doubt'
- Pupil will be given the opportunity to present their case **BEFORE** the Headteacher takes the decision to exclude.
- A pupil may be excluded for one or more fixed periods up to 45 school days in an academic year or permanently.
- **A fixed term Exclusion** from school can only be authorised by the Head Teacher or one of the Deputy Head Teachers acting on their behalf. If none are available to authorise the exclusion a decision should be deferred until the opportunity for authorisation is available. *(See Appendix 2 for flow chart for fixed term exclusion).*
- Heads of Year should use the Exclusion checklist to ensure all aspects related to exclusion have been covered.
- In the case of a **permanent exclusion** this can only be **recommended** by the Head Teacher and must only be done after consulting the Chair of Governors of the intention to impose this sanction, although the final decision rests with the Governors of the school. *(see Appendix 3 – Flow chart for permanent exclusion).*
- Once the Head Teacher has recommended a permanent exclusion the pupil and parents will be informed in writing, a face to face meeting may be called or a phone call made where this is not possible so the parents are fully aware of the situation.
- The **governing board** will meet to hear the case of the **permanent exclusion** from both the school and the parents and upon hearing the evidence presented they will decide to overturn or uphold the permanent exclusion.
- A governor board must consist of at least 3 governors and have representation from the parents, the Head Teacher and a representative from the LA if appropriate.
- All relevant parties will be notified of this meeting and they will receive all the relevant paperwork at least 5 days before the governor panel is due to meet.
- Where parents dispute the decision of the governing board not to reinstate a PX pupil they can ask for the decision to be reviewed by an independent review panel. The Governor Board **MUST** consider reinstatement rather than considering the exclusion again.
- The school seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the school *(See Behaviour for Learning policy).*

- The school regularly monitors the number of fixed term and permanent exclusions to ensure that no group of pupils is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met. Reports are sent to the LA and presented to the governing body at least termly.
-

NOTIFICATION OF AN EXCLUSION (SEE APPENDIX 5 - EXCLUSIONS PROCESS FLOWCHART)

- Parents will be notified as soon as possible of the decision to exclude a pupil and the reason for the exclusion. This will be done on the day of the exclusion being authorised by either direct phone contact or a face to face meeting. A written confirmation of the reasons for the exclusion will be sent to parents the same day.
- Work will be provided by school for the pupil to complete during the fixed term exclusion period. This should be completed by the pupil and returned to school for marking and feedback.
- Pupils who are excluded will also have the reason for exclusion explained to them so that they understand the nature of their misbehaviour.
- All exclusion paperwork will be completed by the relevant Head of Year. Letters will then be prepared by the office staff and all documents linked into pupils files via Sims.
- Copies of documents for fixed term and permanent exclusions should be forwarded to the authority immediately. Sarah Kelly will be informed immediately of all permanent exclusions.
- In the case of a permanent exclusion a risk assessment and referral form should be completed and sent to Sarah Kelly along with an up to date FCAF to enable the authority to provide suitable education on the 6th day of the exclusion.

PUPILS RETURNING FROM A FIXED TERM EXCLUSION

- All pupils returning from fixed term exclusion are required to attend a reintegration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further exclusions can be avoided and behaviour modified to acceptable standards in partnership between pupil, parents and school. (*See re admission paperwork*).
- In some instances, on the return from fixed term exclusion pupils will be required to follow a phased reintegration back into school.

APPEALS (SEE APPENDIX 4 FLOW CHART FOR EXCLUSION APPEALS)

- All correspondence regarding exclusion will inform parents of their right to appeal to the Governing Board against the decision to exclude. The procedure is clearly set out in the statutory guidance.
- The person who should be contacted to initiate an appeal is the clerk to the governors

POLICY REVIEW

- This policy will be reviewed on an annual basis.

Compiled by: S Ruczenczyn Date: September 2018	Approved by Governor(s) (<i>print name</i>): Date:
LT or HR Check and approval (<i>Print names</i>): Date: September 2018	Revision Number: 7 Next Review Date: September 2019

APPENDICES:

Taking Statements

Equality Impact Assessment (EIA)

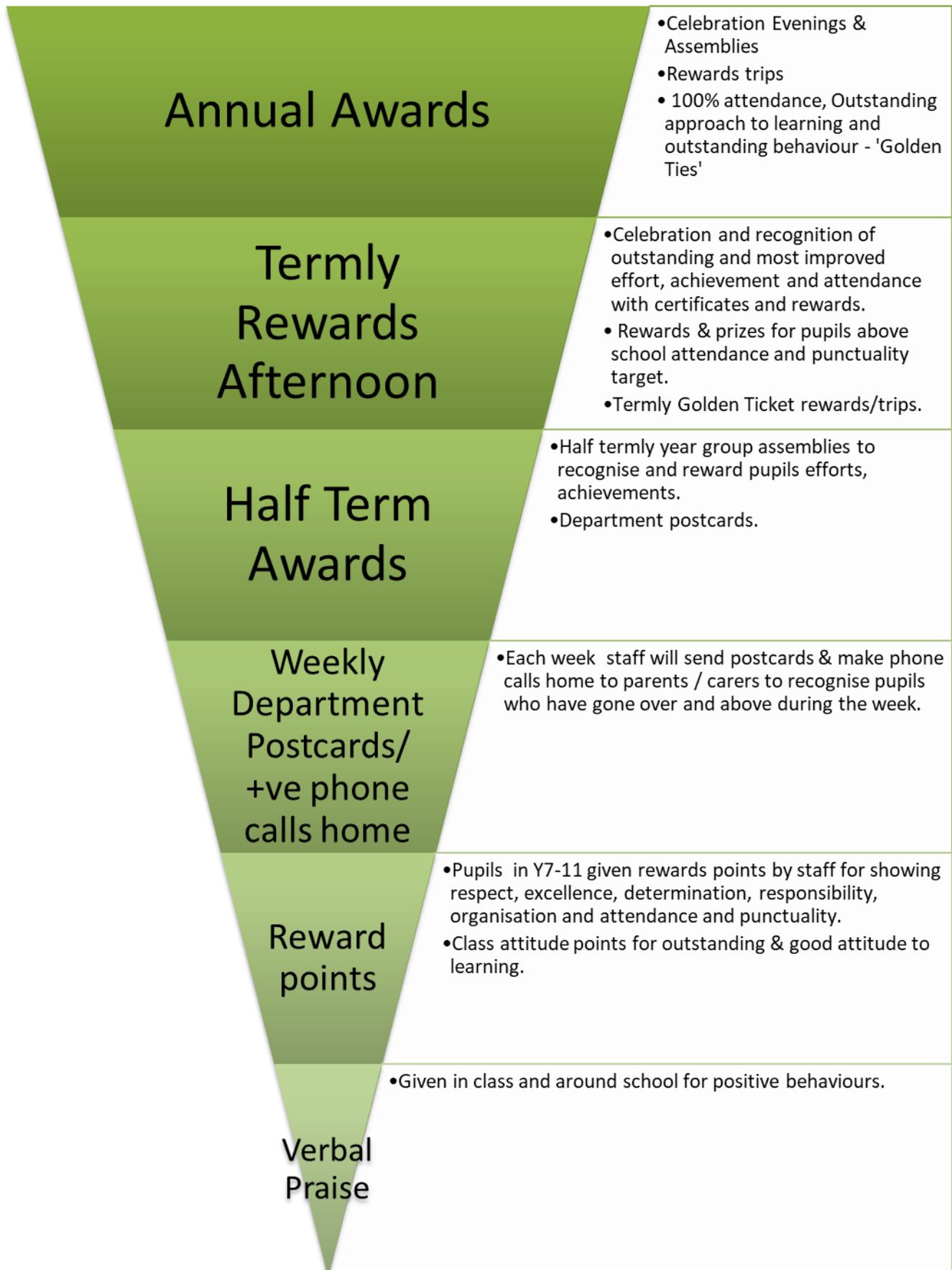


Approved by

Governor: **Date:**

Signature:

HGCSC Rewards Policy



HGCSC Sanctions Policy

