

# John Gray High School

## SCHOOL DISCIPLINE AND STUDENT BEHAVIOUR POLICY



<b>REVIEW FREQUENCY</b>	Annually	
<b>LAST UPDATED</b>	(by) School & Community	(date)
<b>LAST REVIEWED</b>	(by)	(date)

<b>RESPONSIBILITY</b>	
Management Team	
Lead Person	

Policy approval date \_\_\_\_\_  
 Policy review date \ \_\_\_\_\_

Signed by

\_\_\_\_\_ Principal Date.....

\_\_\_\_\_ Senior School Improvement Officer. Date.....

\_\_\_\_\_ Chief Education Officer. Date.....

## **SCHOOL DISCIPLINE AND STUDENT BEHAVIOUR POLICY**

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Within John Gray High School positive behaviour is an essential foundation for a creative and effective teaching and learning environment, in which all members of the school community can thrive, feel safe and secure, and be respected.

## **PRINCIPLES**

- 1.1** This Discipline and Student Behaviour policy was revised in consultation with all stakeholders during April 2011 and is due for review during June 2012. It forms an integral part of our school curriculum, for at John Gray High School we recognise the need to teach values such as respect, fairness and inclusion as well as knowledge and skills. These clear values are reflected in the school's principles and within its social, moral and religious education programmes.
- 1.2** We therefore expect the highest standards of behaviour and conduct, support and encouragement from all members of our school community as we base our teaching and our school ethos on these values:
- **Adults and students show respect for one another**
  - **All members of the school community are considerate towards the learning needs of each individual and supportive of the school as a learning community.**
  - **Good behaviour is to be rewarded and sanctions to be applied consistently for inappropriate behaviour**
  - **Appropriate action will be taken to reduce the risk of inappropriate behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of students**
  - **All members of the school community are entitled to work and learn in a safe and secure environment**
  - **Adults and students are to act as appropriate ambassadors for the school on e.g. field trips, work placements, sports events and journeys to and from school**
  - **All school adults will model positive behaviour and promote it through the active development of student's social, emotional and behavioural skills**
  - **All members of the school community need to understand and accept these principles upon which this behaviour policy is grounded.**

**2. THE RIGHTS AND RESPONSIBILITIES OF THE SCHOOL, STUDENTS AND PARENTS IN ENSURING AN ORDERLY CLIMATE FOR LEARNING**

At John Gray High School we recognise that promoting positive behaviour is the responsibility of the school community as a whole. For our policy to be implemented comprehensively, we acknowledge that there are specific roles and responsibilities for stakeholders:

<b>SCHOOL</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>• To enforce their School Discipline and Student Behaviour Policy, including rules and disciplinary measures.</li> <li>• To expect students and parents to cooperate in maintaining an orderly climate of learning.</li> <li>• To expect students to respect the rights of other students and adults in the school.</li> <li>• Not to tolerate <b>abusive or violent</b> behaviour by students or parents.</li> <li>• To be clear about the limits of staff members' disciplinary authority and to engage outside partners, such as social workers and police as appropriate.</li> <li>• To make referrals, in accordance with the SEN Code of Practice, to the appropriate support agencies/personnel on students that are displaying behavioural difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure the whole school community is consulted about the principles of the School Discipline and Student Behaviour Policy.</li> <li>• To establish and communicate clearly measures to ensure good order, respect and discipline.</li> <li>• To co-operate and agree appropriate protocols with other schools.</li> <li>• To ensure that staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.</li> <li>• To support, praise and as appropriate reward students' good behaviour.</li> <li>• To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.</li> <li>• To ensure student safety and well-being.</li> <li>• To ensure that staff model good behaviour and never denigrate students or colleagues.</li> <li>• To promote positive behaviour through active development of students' social, emotional and behavioural skills.</li> <li>• To use appropriate methods of engaging parents and to support them in meeting their parental responsibilities.</li> </ul>

<b>STUDENTS</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>• To contribute to discussions on the School Discipline and Student Behaviour policy.</li> <li>• To be taught in environments that are safe, conducive to learning and free from disruption.</li> <li>• To expect appropriate action from school staff according to the school's disciplinary procedure.</li> </ul>	<ul style="list-style-type: none"> <li>• To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way.</li> <li>• To act as positive ambassadors for the school when off the school compound.</li> <li>• Not to bring inappropriate or unlawful items to school.</li> <li>• To show respect to school staff, fellow students, school property and the school environment.</li> <li>• Never to denigrate, harm or bully other students or staff.</li> <li>• To cooperate with and abide by any arrangements put in place to support their behaviour.</li> </ul>
<b>PARENTS</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>• To contribute to the development of the School Discipline and Student Behaviour Policy.</li> <li>• To expect their children to be safe, secure and respected in school.</li> <li>• To be kept informed about their child's progress.</li> <li>• To be listened to when complaining about the way the school has handled an issue and to receive a fair and prompt response.</li> </ul>	<ul style="list-style-type: none"> <li>• To respect the School Discipline and Student Behaviour Policy and the disciplinary authority of school staff.</li> <li>• To conduct themselves in a respectful way when communicating with the school.</li> <li>• To help ensure that their child follows reasonable instruction(s) by school staff and adheres to school rule</li> <li>• To send their child to school punctually every day, properly prepared, suitably clothed, fed and rested.</li> <li>• To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm.</li> <li>• To be prepared to work with and keep in regular</li> </ul>

	<p>contact with the school to support their child's positive behaviour.</p> <ul style="list-style-type: none"> <li>• To attend meetings with the Principal or other school staff, if requested, to discuss their child's behaviour.</li> <li>• To adhere to the terms of the Discipline and Behaviour Policy.</li> <li>• If their child is suspended to home, to ensure the child is not found unsupervised in a public place and to attend a reintegration interview with the school at the end of a fixed term suspension.</li> </ul>
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### 3. CODE OF CONDUCT

The **John Gray High School's Code of Conduct** promotes positive behaviour, and sets explicit standards of behaviour for all stakeholders. It was drawn up in consultation with students, parents/guardians, school adults during April 2011 and is scheduled for review in *June 2012*. It covers expectations of attendance, punctuality and behaviour around the school and in the community, both before during and after school:

#### At John Gray High School:

- We show respect to all people and property
- We are 'on time every time' and prepared for school and classes
- We stay on the school compound during the school day
- We participate actively in our classes, do our homework and study for tests and exams
- We care for our environment by placing litter in the bins provided
- We participate actively in our physical education classes
- We eat and drink in the right place at the right time
- We look after our health by not bringing any sort of 'fast food' onto the compound
- We practice safety and behave in a sensible and responsible manner
- We do not chew gum in class

- We leave prohibited items such as dice, I-pods, mp3/mp4, cellular phones and electronic games at home. Also, we understand that our school cannot help us if we break this rule and the items are lost, damaged or stolen
- We do not participate in illegal activities such as, bullying, issuing threats, sexual activity, fighting, gambling or theft and we understand that the Police could be involved if we do so
- We do not bring alcohol, cigarettes, drugs, pornography or weapons onto the school compound and we understand that the Police could be involved if we do so
- We do not engage in activities that could harm other people or property even in play
- We only use the fire equipment in the case of a fire emergency
- We obey the school rules and listen to directions

#### 4. REWARDS

Our Code of Conduct is supported by a coherent system of rewards and sanctions that are based on the concept of *choice and consequence*, with the ownership of the behaviour placed firmly with the student. We expect students to choose:

- To follow school expectations and behave appropriately, then they will be rewarded.
- Not to follow school expectations and behave inappropriately, then a system of sanctions can be reasonably applied if appropriate.

Underpinning the application of rewards and sanctions is an expectation that all adults in the school will intervene with students in a manner that:

- Encourages and promotes positive behaviour
- Looks to defuse and positively manage confrontation should it arise.

#### 4.1 Rewards

At John Gray High School we believe that the values and beliefs that underpin the positive climate for learning are best promoted when students feel secure and are appropriately rewarded for all aspects of their school life - including acceptable behaviour. Rewards are much more effective than punishment in motivating students. To secure the positive climate for learning, the school seeks to create an atmosphere where the emphasis is on praise and encouragement whilst accepting that there will be a need to support those who find it difficult to maintain acceptable behaviour and conduct.

#### 4.2 Forms of Recognizing and Rewarding Students

Verbal Praise	Subject Awards
Post card/letter/certificate to parent/guardian	Rewards Trips
Text message/email/phone call to	Bumper Stickers

parents/guardian	
Display of student picture and work in classroom	Publication in The Advocate News Letter / other newspaper and/or local media
Merit Points– contributing to Merit system, certificates and rewards	Names with an article publish in Principal's News Letter to parents.
Honor Board – work displayed outside on each Academy notice board or a special designated area and School Website	Small tokens of appreciation- gift certificates, tickets for movies, etc.

### 4.3 Merit Points System

This scheme is to motivate students positively in all aspects of school life. For this reason it must be fair and teachers must be consistent in their awarding of Merit Points. Students must understand that Merit Points are given when they are earned. In addition to celebrating the achievement of individuals we want to appeal to the team spirit of students by extending the Merit Points to include group awards.

#### Merit Point Guidelines

There are four main categories to award points for, **Behaviour**, **Academic**, **Attitude** and **Other** (taking into consideration, extracurricular, community service, good citizenship etc).

#### Awarding Merit Points

When awarding points we only give one merit point at a time unless the points have accumulated over a period of time or it is a collation of points for a specific long term project. We appreciate that some teachers see some of their students on more than one occasion during the week and might want to give out the Merit points at the end of the week or the final session.

#### Recording Merit Points

- The tutor collects the slips from students and then uses the pre-printed tutorial sheets to record the number of points that students have received.
- At the end of each month and also prior to reporting sessions tutors will enter the numbers of merit points for each student in SIMS and this will be used for reporting and also whole school rewards.
- In the Merit System the teaching staff gives the merit slip directly to the student and the student is responsible to hand the slip to their tutorial teacher.
- On the slip it is important to enter the date clearly and to write the number of points in words that are being awarded (e.g. "Two" instead of "2").
- The blank slips are kept in a tray in the staff room and main office. There is also a class list merit points template in the SIMS folder for teachers who may wish to print out personalised class slips.
- Prefects will be given the task of posting merit points on notice boards throughout the academies.

**Merit Awards will be presented at the end of each term.**

### **Merit Point Standards**

The following gives an indication of the consistency required for the awarding of points; one merit may be awarded at a time for any of the following:

#### **ACADEMIC/ACHIEVEMENT**

<b>ACADEMIC/ACHIEVEMENT</b>
<ul style="list-style-type: none"><li>• Students participating at the level or grade expected of them</li><li>• Completing work to the best of their ability</li><li>• A positive contribution to the lesson</li><li>• Students who have achieved their lesson or achievement targets</li><li>• A piece of work which reflects the full potential of an individual*</li><li>• Excellent effort</li><li>• Good progress</li><li>• Good organisational skills</li><li>• Students making better progress than expected of them</li><li>• Students achieving the targets that they were set</li></ul>

#### **\*Awarding Merit Points for Excellent Work**

**In addition for every lesson, 1 Merit Points will be awarded up to three students who fulfill criteria set by staff for that lesson. These criteria should relate to the learning objective and be explained to students at the start of the lesson.**

#### **Attitude (Consistency)**

<b>GOOD EFFORT</b>
<ul style="list-style-type: none"><li>• Student takes out books and equipment soon after entering class and is ready for learning.</li><li>• Student starts task soon as the teacher gives the instructions to do so.</li><li>• Student stays on task throughout the class.</li></ul>
<b>BEHAVIOUR</b>
<ul style="list-style-type: none"><li>• Courtesy</li><li>• Thought and care for others</li><li>• Helpfulness</li><li>• Care of the school environment</li><li>• Wearing uniform with pride</li><li>• Consistent, appropriate behaviour, e.g. over a two to three week period</li><li>• High record of punctuality to class</li><li>• Student follows class rules</li><li>• Student asks questions by putting up hands and waiting to be called.</li><li>• Student does not move around the class unless told to do so by the teacher.</li><li>• Student does not use inappropriate language in class to other students or teacher.</li></ul>

<ul style="list-style-type: none"> <li>• Student does not engage in pushing, pulling or hitting with other students.</li> <li>• Student does not talk while teacher is teaching.</li> </ul>
<b>EQUIPMENT</b>
<ul style="list-style-type: none"> <li>• This includes pens, pencil, rulers, pencil sharpeners and erasers.</li> <li>• On special occasions subject teachers may require students to bring certain items to school for laboratory experiments etc.</li> <li>• P.E. kit.</li> </ul>

### OTHER

<b>IMPROVEMENT</b>
<ul style="list-style-type: none"> <li>• Students who show improvement in a skill, behaviour, attitude, effort, achievement, arriving on time or of such nature, over a period of time. The period of time should be determined by the subject teacher.</li> </ul>
<b>GOOD CITIZEN/VOLUNTARY WORK</b>
<ul style="list-style-type: none"> <li>• Student displays acts that show the following:</li> <li>• Concern for the environment.</li> <li>• Concern for others.</li> <li>• Concern for animals.</li> <li>• Honesty (e.g. turning in found money).</li> </ul>
<b>RESPONSIBLE BEHAVIOUR</b>
<ul style="list-style-type: none"> <li>• Students who are able to carry out a specific task assigned to them and accomplished the goals set out in that task.</li> </ul>
<b>SCHOOL INVOLVEMENT</b>
<ul style="list-style-type: none"> <li>• Students willing participate in school activities like assembly, clubs, canteen duties etc.</li> </ul>
<b>SPORTS INVOLVEMENT</b>
<ul style="list-style-type: none"> <li>• Students willingly participate in sports activities on sports day and during the normal school programs like football, basketball etc.</li> </ul>

### **Awarding Merit Points for Excellent Work**

Certificates will be presented in assembly to the student who has:

- Most merit points (student of the term/half term)
- Made greatest improvement in number of merits achieved

An average class score will be calculated as a benchmark for a class of the term or half term/tutorial term/half term award. Class of the term or half term/tutorial term/half term scores will be displayed on notice boards throughout each academy.

Class of the term or half term students will receive a reward of a non-uniform day. The scores will cumulate into class of the term or half term and a trip will be arranged for this class.

### **Subject Commendations**

At any point during the year a student may receive a subject commendation. A subject commendation is a special certificate awarded by the Teaching and Learning Coordinator (TLC) on teacher

recommendation. When a student is awarded a subject commendation, a letter of commendation will be sent home to parents by the TLC.

These would be issued for any of the following:

- Outstanding effort and commitment
- An outstanding piece of work
- Outstanding progress

Criteria: Each Subject Leader (SL) must decide on the criteria it will use for awarding subject commendations to students and these are to be communicated to all stakeholders. SL criteria should be placed on the common server for all SLs to share.

A subject commendation equates to 5 merit points which must be placed in SIMS by the TLC.

### **Merit Awards System**

<b>Categories</b>	<b>Number of Merit Points</b>	<b>Awards</b>	<b>Presented by</b>
<b>Merit</b>	25-49	Merit level certificate	<b>Head boy &amp; Head girl</b>
<b>Bronze</b>	50-99	Bronze level certificate and dress-down pass	<b>Teaching &amp; Learning Coordinator</b>
<b>Silver</b>	100-149	Silver certificate level, dress-down pass and gift voucher	<b>Learning Mentor</b>
<b>Gold</b>	150-199	Gold level certificate, dress-down pass and gift voucher	<b>Deputy Principal</b>
<b>Platinum</b>	200+	Platinum level certificate, dress-down pass, pin/badge and gift voucher	<b>Principal/Special Guest</b>

Year group awards assemblies to be held in January and May/June for the students.

#### **4.4 ACADEMIES AWARDS CEREMONIES**

##### **BEST REPORT**

Following each report, the highest average effort and achievement scores in each Year Group (Boys and Girls) will be calculated. Students who achieve these will have their names published and posted on notice boards throughout each academy. At the same time as letters will go home to parents offering congratulations to the students.

##### **PRESENTATION ASSEMBLIES**

These assemblies will be held once a month for the presentation of:

- Subject Commendations
- Highest Merit Score of the Term/Half Term (by Tutorial)
- Most Improved Merit Score (by Tutorial)
- Class of the Month\*
- Academy Point Award Certificates
- Academy / Principal Honor Roll (See Appendix 2)

**For future awards.**

## **CELEBRATION OF ACHIEVEMENT ASSEMBLIES**

These assemblies will be held for students to share their achievements in subject areas with their peers. These assemblies will be separate to the presentation assemblies.

This celebration of achievement might involve students reading out a piece of work they are proud of, talking about a task they particularly enjoyed and did well in or showing and talking about a piece of creative work.

## **ATTENDANCE AWARD**

Never Absent/Never Late Certificates – Tutors will monitor attendance and punctuality for their tutorial. Every term, certificates will be awarded to those students who are recommended by the tutors for being “Never Absent / Never Late”.

Students who have a perfect record for the academic year will receive a special award at the end of the academic year.

## **SPORT**

The Sports’ rewards system is currently being extended and sporting events in the school calendar contribute greatly to the merit points system.

## **PRIZE GIVING**

At the end of the academic year, there will be an Academy prize giving ceremony to acknowledge academic achievement, progress and effort.

A Prize-Giving Organisation Committee in each Academy will be responsible for reviewing the format for this event and coordinating the event on the day.

## **5. SANCTIONS**

Sanctions are necessary for students who choose not to follow the School Code of Conduct and behave inappropriately. At John Gray High School we accept that it is our responsibility to support those students so that they can make better behavioural choices in the future. As such the available sanctions are to be used to promote and develop positive behaviour rather than to be used as punishment, and all adults and students are expected to use the opportunities provided within the sanctions system to look to resolve the issues that have led to the inappropriate behaviour.

As much as there is an onus on students to take ownership of their behaviour, the school also expects all adults to maintain a professional approach in modelling expected behaviours when intervening and interacting with students.

Sanctions are more likely to promote positive behaviour and regular attendance if students see them being applied fairly and consistently. Adults are further expected to:

- Make clear they are dealing with the behaviour, rather than stigmatising the person.
- Avoid early escalation to severe sanctions, reserving them for the most serious or persistent

misbehaviour.

- Avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding).
- Avoid whole group sanctions that punish the innocent as well as the guilty.
- Wherever possible, use sanctions that are a logical consequence of the student's inappropriate behaviour (for example, if work is not finished in class the teacher might make the student stay behind at break time to finish it off).
- Use sanctions to help the student and others to learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome).
- When appropriate, use sanctions to put right harm caused.
- Never issue a sanction that is humiliating or degrading.
- Use sanctions in a calm and controlled manner.
- Ensure that sanctions are seen as inevitable and consistent (students should know that a sanction, when mentioned, will be used).
- Attempt to link the concept of sanctions to the concept of choice, so that students see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.
- Take account of individual circumstances. For example, punishing a girl who is late to school because she looks after younger siblings will not be seen as fair by other students.
- Encourage students to reflect on the effects of misbehaviour or absence on others in the school community, as part of everyday teaching and through the "Restorative Justice" opportunities provided.

The maintenance of the positive climate for learning in and around the school is the responsibility of all members of the school community. The primary responsibility for maintenance of the positive climate for learning in the classroom lies with the teachers within the classroom.

Adults are therefore advised to:

- Deal with the issue as it occurs.
- Make it clear that they are condemning the behaviour not the person.
- Avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour.
- Avoid whole group sanctions that punish the innocent as well as the guilty.
- Avoid humiliating or degrading sanctions.

**Refer to Appendix 1 for detailed advice and strategies on how to deal with inappropriate behaviour.**

We believe that all members of the school community have a responsibility to ensure that teachers are able to teach, students to learn, and that all can feel safe and happy at school. All staff are responsible for the behaviour and discipline of students, and use behaviour management strategies and sanctions to ensure that a positive atmosphere is maintained within the school. It is the responsibility of each staff member to apply the rules consistently and follow the tiers of action in response to poor behaviour. Where students are unable to operate within the set framework, a structured sanctions system is implemented.

## 5.1 Applying Sanctions

In order to achieve consistency, it is important that staff follow the same procedure with classroom discipline. Listed below are some simple guidelines on referring inappropriate behaviour in the use of the **Incident Referral Form**:

- The class teacher will deal with minor infringements of discipline that occur in his/her class.
- Should these infringements recur on a regular basis; the class teacher will log student's behaviour on **Class Behaviour Record Sheet** or their own record book.
- An **Incident Referral Form (IRF)** should only be completed for referral for **Tier 3**.
- If no progress is made fill out an **IRF** (with action taken and targets discussed with student) and email to **Learning Mentor** for further action.
- **LM's** should feed back to staff within one day of receiving **IRF**.
- **IRF's** may result in a **School Detention** or **Suspension**.
- In the case of very serious offences the student should be sent to the **Deputy Principals/Principal** where appropriate action will be taken.
- All **IRF** will be attached to student behaviour record on **SIMS**.
- Recorded student behaviour will contribute to term report and transcript.

See **Appendix 3** for a sample of the Incident Referral Form

## 5.2 Detentions

At John Gray High School, lunchtime detentions and after school detentions are widely used as sanctions for inappropriate behaviour and poor performance. A lunchtime detentions is given to a student by the subject teacher for reasons such as unsatisfactory homework, unsatisfactory class work, and unsatisfactory behaviour. An after school detention can be given by SENIOR STAFF for reasons such as skipping a subject teacher's detention and for persistent poor behaviour. School Detentions are held after school on **Mondays – Thursdays, conducted by Deputy Principals and Learning Mentors**. After School Detentions are held on Mondays and Wednesdays from 2.55 p.m – 3.55 p.m. Lunch Time / Academy Detentions are held on Tuesdays and Thursdays from 12.15 p.m – 12.35 p.m. Teacher Detentions are held on any day of the week and used at the discretion of the individual and will be for 10 – 20 minutes.

At John Gray High School we believe that the sanction of detention must be:

- Reasonable in the light of the seriousness of the misbehaviour
- Reasonable to achieve a specific outcome

As such, detention time is to be used purposefully to either:

- allow students to catch up on learning opportunities that were previously self-denied through inappropriate behaviour, or
- to resolve more serious behaviour-related issues through a solution focused meeting that may utilise restorative justice approaches.

**Under no circumstances are detentions to be used to denigrate or humiliate students. Detention will take precedence over all other commitments. Non-attendance at an allocated detention may result in a suspension.**

## **Notification to parents /guardians**

Parents should be notified within 24 hours or a reasonable time period prior to the student serving the After School Detention as long as there is an agreement with parents.

Notifying can take place by:

- A letter - allowing for the time this will take to be delivered and the fact that the 24 hours' notice requirement applies from the time that the notification is received by the parent; or
- An e-mail or text notification may be used where schools have reason to be confident that the parent can be contacted reliably by this route, and where parents have previously signified agreement that communication of this sort can be sent to them via e-mail or text.
- Or a simple phone call to the parents on the notifying of the detention the same day once there is an agreement with parents.

## **Length of detentions**

- Lunchtime detentions must not be of such duration that a student or supervising adult misses the opportunity to eat, drink and use the bathroom. The maximum length is to be (25 minutes).
- After-school detentions must not exceed (60 minutes) and must take into account the considerations listed below.

## **Considerations in carrying out a detention**

- If there is doubt about the parents receiving or responding to a detention notification then staff are expected to use a confirming phone call, text message, or e-mail. A written record should be made of such contacts and retained in case of any subsequent challenge.
- In order to protect staff from allegations of misconduct, staff should ensure that there are at least two adults supervising students in detention, or that a member of staff is continually visible by another member of staff.
- The adult issuing the detention must make reasonable arrangements with parents / guardians.

## **What to do if a student walks out of a detention**

- Point out the need to return to the detention, but the second position being to make clear that the students will be held to account for the action they have taken.
- Make it clear to other students present that the student has made choices and will be held to account for those choices.
- Inform your line manager (*other relevant personnel including office staff*) that the student has left the detention without permission. A further and higher level sanction may be imposed on the student (*as appropriately directed by sanctions hierarchy*).

## **5.3 Suspension**

**Informal Suspension** – Students may be given time out and/or a period of cooling off/reflection time. During such a suspension students may be withdrawn from their regular timetable and placed away from the general school population in an area such as the internal suspension room or the LM/deputies office. On occasions it may be appropriate for students to spend a short time at home, especially where disputes with peers are concerned, as this often allows staff to deescalate a situation and allows for a period of information gathering.

Informal suspensions should not go beyond the day of the incident and the day following an incident.

**Formal Suspension (Fixed Term)** – Students are removed from the general school population due to a serious incident and/or persistence disregard of the school code of conduct. Such a suspension is usually served within the School Based Suspension Unit (located in Room 82) for a period of not longer than **three days**. It is recommended that on good behaviour a students should be allowed back into the school population after three days, although they may be sent home for a further two days if they continue to misbehave. (See attached Suspension Report Sheet attached for recording behaviour in the Unit).

For serious offences such as the misuse of drugs and/or health and safety issues students may be suspended to home for seven days and a possible extension may be applied for.

If students are suspended to home then appropriate work should be set for completion.

**All Formal suspensions:**

- **Must** be approved by the Principal, or in his/her absence, by any of the Deputy Principals.
- **Must** be reported to the Department/Ministry of Education and schools **will** file all relevant supporting material
- **Must** be recorded formally and may be used against graduation criteria if appropriate.
- Parents **must** be notified in writing if a student is to be suspended outlining the incident and the reason for the suspension.
- **Must** include a reintegration interview with student, parents and the Principal or Deputy Principal, Learning Mentor and the Counselor, in an effort to help in the smooth transition back into school life and advise him/her on strategies to avoid any further conflict. Ideally this should be done at school and involve any staff that were involved with the suspendable offence.

If transport arrangements are delaying the reintegration meeting then a phone conference will have to take place, as the primary focus is to get the student back into school.

**(See Suspension Guidance Document and attached recommended days for Suspension along with Model Letters)**

	Description	Examples	Staff Involved	Rewards and Consequences (examples)
<b>TIER 1</b>	<p>“Right Place, Right Time, Right thing!”</p> <p>The student is learning and progressing well.</p>	<p>Doing work, being polite, following instructions, and wearing the correct uniform, respecting others, making the right choice, especially when others are making the wrong choice, listening to others, finishing work.</p>	<b>All Staff</b>	<p>Reward system Merits, House Celebration Assemblies Praise, merits, stickers, text/call/email to parents, fun activity, extra privileges, homework pass,</p>
<b>TIER 2</b>	<p>“Wrong place, wrong time, wrong thing “</p> <p>Student is not learning and/or stopping others from learning.</p>	<p>Lateness to lesson. Failure to bring correct equipment to a lesson/PE kit. Uniform Non production of homework. Failing to follow simple instructions. Poor manners.</p>	<p><b>Teaching staff</b> who witnesses the incident, initiates and carries out the consequences as soon as possible. <i>If needed, advice and support can be sought from Tutors, Subject Leaders, Learning Mentors or Deputy Principal</i></p>	<p>Consequences may include; Assertive responses, choices, move seat, a quiet word outside, kept in by the teacher during break or lunch, call/email parents. Teachers can initiate individual student reports for their lessons to support change.</p>
<b>TIER 3</b>	<p>“The poor behaviour is not improving. The student is learning less and less. Other students are not learning because of them.”</p>	<p>Persistent misbehaviour. Minor aggression (physical and verbal) towards students and staff. Persistent misconduct on issues such as uniform, make-up, jewellery, homework. Minor damage to school property. Failure to attend class teacher detention.</p>	<p><b>Teaching Staff</b> Initiate sanctions and carry them out. <i>If needed, advice and support can be sought from Tutor, Subject Leaders, Learning Mentors or Deputy Principal</i></p>	<p>Consequences may include any of Tier 2 and/or Tutor may be contacted students may be placed on report if this is across subjects May keep the student for a break/lunch/after school to discuss the issue and or catch up on work Teacher/ Tutor may involve the parents or call them for a meeting with them and/or the Learning Mentor/ Deputy Principal and action decided in that meeting</p>
<b>TIER 4</b>	<p>“The student continues to learn very little, continues to disrupt the class, often stopping others from learning. “</p> <p>Teacher/Learning Mentor/Deputy Principal deems behaviour serious enough to warrant SMT involvement</p>	<p>Previous consequences are not working. Open defiance/intimidation of staff. Damage to property Assault. Persistent use of phones, etc. Found smoking cigarettes. Abusive language. Refusal to attend after school detentions with the Teacher...</p>	<p><b>Teaching Staff Tutor Learning Mentor, Deputy Principal Behaviour for Learning Support Centre</b></p>	<p>If student does not attend two consecutive after school detentions with the Teacher to discuss behaviour and set targets for improvement, parents should be contacted and another chance will be given for the next detention day. If student still refuses, a one day suspension on file will be given and BLSC Green intervention should be initiated. If problem persist then BLSC Amber intervention may be initiated and could incur a school suspension.</p>
<b>TIER 5</b>	<p>Sanctions at Tier 4 have not altered behaviour patterns. The SMT believe that the involvement of Student Support Services is needed.</p>	<p>Behaviour includes persistent failure to comply at Tiers 2, 3 and 4. Serious assault. Possession of alcohol/drugs. Possession of offensive weapons. Threats and/or serious intimidation of staff. Swearing at staff.</p>	<p><b>Teaching Staff Tutor Learning Mentor, Deputy Principal Behaviour for Learning Support Centre</b> BFLSC Red intervention and may lead to the involvement of outside agencies like Student Support Services and Police.</p>	<p>Extended time in the BLSC. Full/part time placement at AEC. Suspension. Increase out of school community /work place learning.</p>

## 6. CONFISCATION

- 6.1 As with other sanctions, the sanction of confiscation must be applied in a reasonable and proportionate way. The aim pursued in confiscating property is maintaining an environment conducive to learning - one which safeguards the rights of other students to be educated with regard to health and safety, threats to good order, uniform violation and ethos of the school.
- 6.2 At John Gray High School **all** adults have the right to seize and retain but *not* dispose of the following items: (*for example, mobile phone, MP3 player, cap, jewellery etc*) Such items may initially be returned at the end of the school day, although for persistent offenders items may be held for a longer period for parents to collect.

Exceptions to the above include material that is inappropriate or illegal for a child to have such as a cigarette lighter or pornographic material. This material should be referred to the Serious Incident Manager (SIM) /Deputy Principal of the Academy who will decide on the most appropriate action to take, followed by a letter to parents / guardians confirming the reasons for such action.

- 6.3 A student might reasonably be asked to turn out their pockets or to hand over an item such as a personal music player that is causing disruption, and the school will discipline the student if he or she refuses to cooperate. It should also be noted that, while confiscation of a mobile phone is legitimate if reasonably and appropriately done so, searching through a phone or accessing text messages without the student's permission is not. In some circumstances it may be reasonable for a member of staff to ask a student to reveal a message for the purpose of establishing whether cyber bullying has occurred, for instance, but if the student refuses then the member of staff should not enforce the instruction. The staff member can, however, contact the RCIPS for support and/or legitimately issue a disciplinary penalty for failure to follow a reasonable instruction if appropriate.

### 6.4 Weapons, drugs, stolen property

School staff should attempt to take temporary possession of any substance/object suspected of being an illegal drug/weapon for the purpose of protecting a student from harm. Although this is a duty of care on behalf of the member of staff, they should also be mindful of their own personal safety **and in no way knowingly put themselves at risk of injury.**

If a student is thought to be in possession of an illegal substance, a weapon or stolen goods staff will follow the following procedure;

- Contact the Serious Incident Manager (SIM) / Principal for assistance
- Request that the student hand over the article(s).
- If student refused to comply then a parent should be contacted and asked to attend and/or intervene over the phone. At this point it should be communicated to the parent and student that further non- compliance will result in police involvement.
- If the student is still refusing to cooperate at this time then a request to the RCIPS should be made for an officer to attend. This officer can then assess the situation and if necessary carry out a search.

- If parents are unable to attend, when police arrive, a member of the SMT will act as a responsible person.
- It is essential that a female staff member is involved when female students are searched.
- Students will be asked to turn out their pockets and staff may pat down pockets and limbs but will not conduct intimate body searches.
- Coats, bags, wallets and other possessions will be searched in the presence of the student or if not in the presence of a senior member of staff.
- Having taken possession of any illegal substance/paraphernalia, the Dugs Policy procedure should be followed (please see Drugs Policy 2011)

**EXTREME CARE SHOULD BE TAKEN IF HYPODERMIC NEEDLES ARE INVOLVED.**

**6.5 Considerations in confiscating items of clothing or jewellery**

Adults should take particular care when deciding whether to confiscate items of clothing or jewellery. In particular, they should have appropriate regard to whether the item in question has religious or cultural significance to the student and should avoid physical contact or interference with student's clothing of a kind that might give rise to allegations. In order to minimise such risks, if an item of clothing or jewellery is confiscated, this is done by a staff member of the same gender as the student and with another staff member present where possible.

**6.6 What to do with confiscated items**

When retaining a confiscated item, adults are expected to:

- *write a note or make a phone call to inform the student's parent that an item has been confiscated, and ensure the note if sent home is countersigned on return.*
- *for items of obvious value or illegal nature, place the item in an appropriate secure storage place (for example, in a safe, the finance office, or the principal's office)*
- *take care to ensure that they are clear which item belongs to which student.*

**7. EXPECTATIONS FOR STUDENT BEHAVIOUR WHEN OFF THE SCHOOL SITE**

At John Gray High School we have high expectations of the behaviour of our students when off school premises. This includes behaviour on activities arranged by the school, such as work experience placements, educational visits and sporting events; behaviour on the way to and from school; and behaviour when wearing school uniform in a public place.

**(See Appendix 6 for Bus Rules).**

As such this policy has the following objectives in regulating behaviour off the school premises:

- to maintain good order on transport, field trips or other placements such as work experience or college courses;

- to secure behaviour which does not threaten the health or safety of students, staff or members of the public;
- to provide reassurance to members of the public about school care and control over students and thus protect the reputation of the school;

To that extent, the school will:

- *work with transport providers to agree how behaviour or contract transport should be addressed*
- *make explicit statements about how rewards and consequences (including loss of access to transport) can improve behaviour.*
- *make our expectations clear through a 'safe travel' lesson as part of students' induction to the school.*
- *Work with work experience providers to ensure the school / provider contract makes clear expectations of standards of behaviour and procedures to use in the case of poor conduct*
- *liaise with local groups such as Neighbourhood Watch, retail staff, and police to establish clear communication routes and operational strategies, particularly to manage complaints by individuals in the community.*
- *work with parents to show how they can report poor out-of-school behaviour of specific types by students*
- *ensure that all applications for educational visits include clear statements to parents and students about behaviour standards and processes.*
- *ensure that staff educational visits procedures packs clearly state the expectations and disciplinary sanctions available to staff*
- *ensure that the Principal should be explicit about levels of authority which are delegated to staff on educational visits.*
- *ensure that a contact strategy should be given to a senior leader so that advice for staff is available in a crisis, particularly on residential trips and particularly for international trips*

#### **7.1 New media (such as mobile phones, internet and media players)**

Technology can be exploited by students in order to bully or embarrass fellow students or members of staff. The use of defamatory or intimidating messages / images inside or outside of school will not be tolerated and confiscation, disciplinary sanctions / restorative justice procedures will be applied to perpetrators as appropriate.

### **8. ABUSE OR INTIMIDATION OF STAFF OUTSIDE OF SCHOOL**

- 8.1** John Gray High School will not tolerate abuse or intimidation of staff by students when not on the school site, and when not under the lawful control or charge of a member of staff of the school. Staff are made aware that:

- They have the same rights of protection from threat as any citizen in a public place;
- They should use their professional judgement about immediate action to take in circumstances where a number of young people are present and displaying intimidating behaviour;
- Their first concern must be for their own personal safety;
- They should make clear that the student has been recognised, even if in a group of young people;
- They should then use their judgement about how to leave a difficult situation without provoking further confrontation (**Refer to strategies in Appendix 1**)

**8.2** Staff who feel that they have been subject to abuse or intimidation by students outside of school should refer the issue in the first instance to *Academy LM / DP*.

The school will apply disciplinary sanctions as appropriate at a suitable time when the student is in school.

## **9. TAKING ACCOUNT OF INDIVIDUAL STUDENT NEEDS.**

**9.1** At John Gray High School we are keen to ensure that we do not discriminate - through application of the School Discipline and Student Behaviour Policy - against students whose apparent inappropriate behaviour may be a function of their SEN. Adults should be aware that blanket policies, such as policies that provide a fixed penalty for a particular offence: e.g. an automatic detention for a student who does not follow staff instructions might put the school at risk of discriminating against disabled students. The policy might appear to have the advantage of consistency, but may discriminate because it fails to make reasonable adjustments for the disabled students for whom not following instructions may be 'related to their disability'. Therefore, when intervening with apparent inappropriate behaviour all adults must accept that there will be circumstances in which some students may be treated differently from others and are expected to take account of those individual student needs when applying sanctions.

## **10 SUPPORT SYSTEMS FOR ADULTS**

**10.1** **Appendix 1** provides advice for all adults in how to deal with inappropriate behaviour at the time and wherever it occurs in the school. The school also recognises regular professional development on behaviour is essential in developing the positive climate for learning, and will strive to ensure that all adults have access to such CPD as identified through self-evaluation and individual performance management reviews.

**10.2** However, the school recognises that from time to time and for a variety of reasons adults may feel unable to cope, and provides the following support in addition to the advice within **Appendix 1** :

- Adults who are having difficulty with a class or group should in the first instance seek advice from their .LM/TLC or other relevant line manager.
- Adults who need advice on managing the behaviour of individual students should in the first instance speak to the students' form tutor and then the LM/TLC.
- Adults who feel that they have been subject to abuse or intimidation by students should refer the issue in the first instance to *Academy LM / DP*.

- If appropriate, the above issues can be further referred to *Academy Counsellor / SENCO with responsibility for staff well-being / training in solution-focused discussions*), from which strategies to address the issues arising can be developed and supported. This may involve the support of Senior Leaders, peer support and outside agencies if appropriate. Further support may be provided by the Principal or Educational Psychologists who can refer to other appropriate external agencies / expertise.  
(list and contact details of professional organisations, both internal and external, DoES and other sources e.g. Cayman Counselling Service)

## **11. SUPPORT SYSTEMS FOR PARENTS**

- 11.1** In addition to involving our parents at all times in their child's education and in particular gaining their support for effective positive behaviour and teaching and learning, parents may also benefit from the opportunities such as:
- Attendance at Parents Evenings.
  - Phone calls to school about issues.
  - Support meetings in school about issues / forward planning.
  - Multi agency meeting.
  - To contribute to the development of the behaviour policy.
  - To share some of the training for school adults in behaviour
  - Voluntary parenting courses and parenting skills offered

If a student or parent feels that the measures or sanctions in the behaviour policy are unfair or have been unfairly applied, then they can lodge a complaint through the Academy LM / DP or *directly to the Principal*.

## **12. SUPPORT SYSTEMS FOR STUDENTS**

- 12.1** In addition to regular teaching and learning about positive behaviour and regular attendance, and the support of a well organised and caring school community, some students will need extra support to help manage their behaviour and many of our students who are referred to external agencies will be vulnerable and have Special Educational Needs (SEN).
- 12.2** The school will look to use procedures to identify early those students most at risk in order to draw up a support plan to establish a support programme (e.g. pastoral support programme and individual behaviour plans) to address issues arising, through:
- Liaison with parents/guardians, previous schools, outside agencies and services.
  - Referrals by adults to pastoral.
  - Regular pastoral reviews to identify students most at risk, included as part of any regular academic progress reviews.
  - Programmes of short courses on specific elements of Social, Emotional and Behavioural Skills within the Behaviour for Learning Centre.
  - Contact with parents on the first day of any unexplained absence and discussion between the student and staff responsible for their registration.
  - Contact with parents in the early stages of an issue, rather than when a learner may be close to suspension, or following bereavement, parental divorce, or separation.

- Referrals for specialist advice from agencies linked to the school such as the Educational Psychology Service.
- Referrals to the School Inclusion Unit for a short period of additional support outside the usual classroom environment.
- Peer mediation and counselling schemes.
- Parents/guardians consultations and family sessions.
- One to one counselling with a trained specialist or support from Learning Mentors / Support Assistants.

### **13. CONSULTATION**

To be fully effective, this policy needs support from the whole school community, so consultation is essential. **At John Gray High School** we also believe that support is more likely if all stakeholders are actively involved in the process of developing the School Discipline and Student Behaviour Policy as well as agreeing underpinning principles such as:

- School adults will be consulted through (e.g. annual behaviour and attendance audit, questionnaires, working parties), and informed through ( e.g. dedicated staff meetings)
- Students will be consulted through (e.g. annual behaviour and attendance audit, questionnaires, school council, tutor group discussions) and informed through (e.g. assemblies, newsletter, and school council feedback).
- Parents / guardians will be consulted through (e.g. annual behaviour and attendance audit, questionnaires, parent events, target-setting days) and informed through (e.g. letter, newsletter).

### **14. MONITORING AND EVALUATION**

- 14.1** At John Gray High School we wish to know if this policy is working fairly. Data gathered consistently and analysed will reinforce good news stories about school improvement; contribute to the School Self Evaluation Form; and inform discussions with staff, students (including through the school council), parents and multi-agency staff about patterns of poor behaviour and steps taken to tackle it.
- 14.2** We therefore monitor the distribution of rewards and sanctions based on the criteria included.
- 14.3** Evaluation of data takes place regularly every year.
- 14.4** An audit of behaviour (*such as that provided by DoES*) in conjunction with the consultative process above will be carried out on a two-yearly cycle to inform the effectiveness of the behaviour policy.

## **APPENDIX 1**

### **SUPPORT TO ADULTS IN DEVELOPING THE POSITIVE CLIMATE FOR LEARNING AND IN POSITIVELY MANAGING INAPPROPRIATE BEHAVIOUR**

**To create a culture where praise and reward are the norm and sanctions the exception, it is helpful if all staff develop the skills and strategies needed for them to be effective in encouraging behaviours for learning, for example:**

- a conscious competence in giving praise;
- including behaviour and attendance objectives alongside lesson objectives;
- developing a presence in the classroom;
- use of tone, gesture and tactically ignoring;
- offering assertive statements or directions;
- making use of good question technique;
- using the language of correction;
- offering partial agreements;
- using the language of choice.

#### **Avoiding challenging behaviour:**

- Be organised and on time.
- Try to have a positive or upbeat start to the lesson.
- Be aware of your tone of voice – calm and persuasive, not arrogant or condescending.
- Use your initiative, tailoring your actions to individual situations.
- Use students' names rather than referring to them in impersonal terms.
- Try to have a sense of humour; be relaxed.
- Give students a choice or a way out of situations.
- Deal with secondary issues at a later date. Loan a pen to those without, but follow this up after the lesson or as a reminder before the next lesson.

#### **Diverting challenging behaviour:**

- Give students responsibility.
- Change the subject or the conversation if possible.
- Acknowledge the reason for the conflict but say you will help or sort it out later.
- If appropriate, accept some responsibility for the situation and offer a new start.
- Be aware of the needs of the individuals and, where appropriate, modify tasks or offer support.
- Bring humour to the situation.
- Talk about students who have successfully dealt with other similar situations.

#### **Defusing challenging behaviour:**

- Use a personal touch – use of name or reference to former achievements.
- Offer a dignified way out of conflict.
- Avoid personal comments.
- Remain calm.
- Praise previous good behaviour.
- Remove for a short period of time or offer time-out. Discuss the incident before re-admission.
- Smile.
- Divert by changing the topic of conflict.

**Managing challenging behaviour:**

- Allow the student space – a way out, time-out, etc.
- Keep conversation impersonal.
- Don't make impossible demands.
- Avoid making threats – state facts and make statements.
- Follow up what you say you will do.
- Avoid physical contact.
- Use the agreed system – Learning Mentor, Behaviour Support, Deputy Principal.
- Try to ensure the safety of others within the group.
- Be aware of individual education plan targets and the needs of individuals in the group.
- Avoid confining a student who is determined to leave – let him or her go and follow it up later.
- Restraint should only be used in proportion to the nature of the incident and only if there is threat to health and safety and property, and must be carried out using agreed restraint techniques. Authorisation for levels of restraint needs to be clear within the school.

**BEHAVIOUR FOR LEARNING TECHNIQUES AND LANGUAGE SCRIPTS**

TECHNIQUES	DETAILS
Pause- direction	Use a pause after calling a name to establish and sustain attention. <i>“Sharon (pause).... – back to work, thanks”. “Michael...facing this way and listening, at”.</i>
Privately understood / non-verbal signals	Draws the class together and builds in sharing times. Examples include: ‘Clapping your hands three times; or standing next to a ‘learning zone’ poster in the room. Pointing to Code of Conduct / visual behaviour reminder. An individual student may recognise a gesture from the teacher as a reminder to concentrate on work.’
Tactical ignoring	May be appropriate for attention-seeking behaviour. This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the student and not the behaviour. Ignore the ‘target’ student but praise the nearby student. If target students change their behaviour, praise them. Example includes: The teacher may say to a nearby student. <i>‘Well done Phil – you remembered to put your hand up to answer a question.’</i>
Partial agreement	Deflects confrontation with students by acknowledging concerns, feelings and actions. Examples include: <i>‘Yes, you may have been talking about your work but I would like you to...’ ‘Yes, it may not seem fair but . . . ’</i>
When-then direction	Avoids the negative by expressing the situation positively. Examples include: It is better to say, <i>‘When you have finished your work, then you can go out’</i> than. <i>‘No, you cannot go out because you have not finished your work’.</i>

Take up time	Allows students not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations. Follows an instruction with a pause to allow students time to comply. Example includes: <i>'I need you to open your book and start work now Jane. I'm going to see Bill who needs some help but I'll come back in a minute if you need any.'</i>
Choice direction	Gives students some control over a situation which is less likely to initiate point-blank refusal. Examples include: <i>'I need you to get on with your work or (consequences) - it's your choice.'</i> <i>'Are you choosing not to follow our rules on _____?'</i> or <i>'Sit over here or next to Peter (implicit choice).'</i>
Deferred consequences	Deals with a student who is misbehaving later and therefore removes the 'audience' the rest i.e. of the class who are watching the drama unfold and also avoids a possible confrontation. Dealing with a student in a one-to-one situation is more likely to have a positive outcome. Example includes: <i>'I'd like to sort this out Amy but we can't do it now. I'll talk with you later / at the end of the lesson.'</i>
Consequences and sanctions, rule reminders	Needs to be in line with school policy and be implemented clearly and consistently. Example includes: <i>'Annette – you KNOW that if you're late to lessons without a pink slip you make up the time at lunchtime.'</i> <i>"What does the Code of Conduct say about how you are you expected to enter the room?"</i> <i>"What's our rule for working noise?"</i>

## **APPENDIX 2**

### **CRITERIA FOR HONOR ROLL**

#### **ACADEMY HONOUR ROLL**

*Criteria:*

- Attendance 94% or higher for the school year
- Conduct scores of grade 1 (and not more than two grade 2s)
- Effort scores of grade 1 (and not more than two grade 2s)
- Attainment all represented as successful passes
  - **Years 7 – 9:** students were working at expected academic level or have exceeded expectations
  - **Years 10-11:** students obtained higher level passes in all subjects (Grades 1-3 at CXC, GCSE Grades A\*-C or the equivalent with another examination board)

*Reward package:*

- Term 1 – Certificate – Academy Honour Roll
- Term 2 – Academy Honour Roll certificate + trip + publicity (newspaper)
- Term 3 – Academy Honour Roll Certificate + publicity (newspaper) + gift voucher/ trophy + Academy Bumper stickers

#### **PRINCIPAL'S HONOUR ROLL**

*Criteria:*

- Top students on Academy Honour Roll for all three terms
- Grade 1s only for effort and conduct
- Attendance 94% or higher
- Attainment – all excellent passes (top students from Academy Honour Roll):
  - **Year 7 – 9:** Students working at academic level or exceeded expectations
  - **Year 10 – 11:** Students obtain grades 1-2 in CXC, A\*-B in GCSE or the equivalent with another examination board)

*Reward package:*

Principal's Honour Roll certificate + MOE/Governor's dinner + publicity (newspaper) + Honour Roll + Principal's Bumper sticker

**APPENDIX 3**

**INCIDENT REFERRAL FORM**

GENERAL INFORMATION			
<b>Academy/TG:</b>	<b>Time:</b>		
Infraction			
<input type="checkbox"/> Excessive talking	<input type="checkbox"/> Disturbing others	<input type="checkbox"/> Lack of effort	<input type="checkbox"/> Hair
<input type="checkbox"/> Disrespectful to others up	<input type="checkbox"/> Poor attitude	<input type="checkbox"/> Excessive Lateness	<input type="checkbox"/> Make up
<b>INCIDENT DESCRIPTION:</b>			
Prior action(s) taken by teacher			
		Parent Notification	
<input type="checkbox"/>	Parental Notification	Date/Time	
		Conference with Student:	
		In-Class Detention: Date(s)	
		After-School Detention: Date(s):	
Other Action(s):			
Administrative action			
Consultation with Student by Learning Mentor			
Warning Issued for Offence/Student on Report		Method: <input type="checkbox"/> Verbal <input type="checkbox"/> Written	
Date:	Phone   Phone #: Time:		
Suspension		No. of Days:	
Academy After-School Detention		Date:	
Guidance Counsellor Referral		Counsellor:	
Additional Measures:			
<b>Issuing Teacher:</b>	<b>Learning Mentor</b>	<b>Deputy Principal</b>	

## **APPENDIX 4**

### **Home-School Agreement**

#### **At John Gray High School, we believe in:**

- creating a safe and secure learning environment
- challenging students to be the best that they can be
- valuing every student as an individual and providing all with equal opportunities
- promoting a culture of mutual respect and understanding
- working in partnership with parents in the best interests of their children

#### **IN SCHOOL**

##### **We shall:**

1. provide your child with opportunities to grow and learn and so maximize their potential
2. provide your child with a broad based education including academic and creative learning opportunities
3. contact you if there is a problem with your child's attendance, behaviour, punctuality, appearance or equipment
4. record and reward the good performance and progress your child is making
5. keep you regularly informed of your child's progress through written reports and parents' evenings
6. promote high quality work and behaviour through good relationships
7. be supportive of your child's social and emotional needs as best we can by taking time to listen to your child and providing access to counselling services
8. not tolerate bullying or personal harassment
9. respond quickly to your enquiries or concerns
10. ensure that the school is free from weapons and illegal substances by working in close partnership with the RCIPS. This may involve the presence of K-9 Dog Units on the school compound.

#### **THE PARENTS / GUARDIANS**

##### **I /We shall:**

1. provide a safe, peaceful and encouraging environment at home that allows my child to come to school in a learning frame of mind.
2. see that my child goes to school regularly, arrives on time and is correctly dressed and equipped
3. contact the Tutor as early as possible on the first day of absence if my child will not be attending through illness or any other reason
4. tell the school about anything that might affect my child's learning
5. support the school's discipline and behaviour policies
6. support my child in homework and other opportunities for home learning
7. take an interest in my child's life at school by attending parents' evenings and other activities that they are involved in
8. pay all due school fees on time by the agreed date, and in the event of non

payment, accept that the school has the right to refuse my child participation in the school-leaving ceremony until such fees are paid.

**THE STUDENT**

**I shall:**

1. attend school regularly and arrive on time
2. follow the school rules and co-operate with teachers
3. wear my uniform and conduct myself in a manner, in and out of school, that always gives **John Gray High School** a good name.
4. treat others with respect in and out of the classroom
5. learn to take responsibility for my own actions
6. work to the best of my ability and allow others to do the same
7. bring all the equipment that I need every day and be responsible for it
8. care for the school environment
9. take advantage of this wonderful opportunity to learn and grow now, and to prepare myself for the future.

**In agreement with the above statements we sign below**

**Student:** \_\_\_\_\_

**Parent/Guardian:** \_\_\_\_\_

Phone #: \_\_\_\_\_ E-mail: \_\_\_\_\_

Tutor for Deputy Principal: \_\_\_\_\_

Date \_\_\_\_\_

**Re: Student:** \_\_\_\_\_

**Tutor Group:** \_\_\_\_\_

## APPENDIX 5

### JGHS BUS RULES

**Riding the School Bus is a privilege. Failure to keep the Rules may result in having the privilege removed. Students of JOHN GRAY HIGH SCHOOL are expected to display the following while riding the school bus:**

- Show respect for themselves, other students, passer(s) by and the Bus Warden / Driver.
- Be well-groomed and smartly dressed in the correct school uniform.
- Show respect for the property of others.
- Leave prohibited items such as cards, cellular phones, I-pods, radios, and other types of games and electronic equipment at home.
- Do not participate in destructive habits such as fights, theft, littering, damaging the bus seats, or the use or possession of alcohol, cigarettes, drugs and offensive weapons.
- Practice safety and behave in a sensible and responsible manner on the bus.
- Line up for buses in an orderly manner.
- Sit down and DO NOT hang out of windows or stand while the bus is moving.
- DO NOT exit through the back (EMERGENCY) door.
- Obey the bus rules and be obedient to those who are placed in positions of authority.

### NOTE

Students who break the above Rules will be given a Suspension Warning Letter and any *repetition* will result in Suspension from riding the bus. Parents/Guardians will have to arrange transportation for anyone suspended from riding the bus.

## APPENDIX 6

## UNIFORM POLICY

### **Boys at John Gray High School:**

- Boys wear a white short with JGHS inscribed (in the colour of the Academy) on the pocket with navy blue pants that fit properly and are worn at the waist (These items must be purchased from the uniform shop)
- T-shirts if worn under shirts must be white in colour
- White, grey or black crew socks must be worn
- Black shoes/sneakers that do not contain other colours
- Boots, sandals and slippers are not allowed
- Solid black belt (available at the uniform shop)
- Earrings and other types of jewellery should not be worn. No items that display connection to gangs are allowed. Eyebrows are not to be shaved or have designs
- No items that display connection with gangs are not allowed
- Hair is to be groomed and smart. Extremes of hairstyle, design in the hair or colour are not allowed

### **Girls at John Gray High School:**

- A white blouse with JGHS inscribed on the pocket (in the Academy colour) with navy blue pants or skirt that fit properly and are worn at the waist (These items must be purchased from the uniform shop)
- Underclothing if worn beneath blouses must be white in colour
- White crew socks must be worn
- Black shoes/sneakers that do not contain other colours
- Boots, sandals and slippers are not allowed
- Stud earrings are permitted and should be worn in the lower lobe and no other jewellery should be worn except a watch
- Makeup, nail polish and false nails are not permitted
- Hair is to be kept groomed and smart and understand that extremes of hairstyle, colour or accessories are not allowed
- **NOTE: Sweatshirts worn must be solid black, navy blue, white or grey.**

## **GUIDANCE ON NUMBER OF RECOMMENDED DAYS FOR SUSPENSION**

### **SUSPENSION:**

The purpose of suspension is twofold

- to provide a sanction for serious disciplinary infringements
- to positively impact on a student's behaviour as part of a behaviour modification strategy

Where this is considered, it must be recognized that there is a need for clearly defined rules and sanctions in order to establish and maintain good order. Equally, we have a duty and responsibility to use these procedures to 'turn students around' and where this is felt to be possible by the senior member of staff, the rules and sanctions must allow for professional judgment and compassion in deploying the means of effecting positive change in a student's outward behaviour and / or attitude.

Suspensions maybe internal or external (at home) and are received for:

- Theft (e.g. student personal property, staff and school property): **3 - 5** days
- Bullying: **2 - 4** days
- Extortion: **5** days
- Fighting – physical blows: **1-3** days; instigating a fight: **1 - 2** days
- Causing injury to another student: **3+** days
- Vandalism/ graffiti: repair / replace damage along with **1 - 3** days
- Verbal or physical abuse or threatening conduct towards a teacher  
Verbal: **3 - 5** days. Physical: **7+** days and Police involvement;
- Possession or consumption of alcohol, drugs and offensive weapons: **7+** days and Police involvement;
- Possession of cigarettes/lighter: **3+** days;
- Refusal to hand over prohibited items (such as phone or jewellery): **1** day on file and repeat will result in Suspension at Home;
- Leaving school without permission: **1** day on file (and returning); **2** days on file (not returning); repeat will increase by an additional **1** day;
- Sexual misconduct: **5** days;
- Making a false fire alarm: **5** days;
- Bomb threat: **7** days and Police involvement;

**Note:** LMs / DPs will use professional judgment in dealing with chronic offenders and may give a maximum

**Suspension of 7 days.**

**MODEL LETTER 1.**

**From Principal or Academy Deputy notifying parent(s) of a fixed period exclusion of seven (7) or less school days to be served at the School Based Suspension Unit.**

Dear **[Parent's Name]**

I am writing to inform you of my decision to suspend **[Child's Name]** for a fixed period of **[Period of suspension]**. This means that **[Child's Name]** will not be allowed in regular lessons during this period. The suspension will be served at school based suspension room and begins on **[date]** and ends on **[date]**. This means that **[Child's Name]** will return to normal lessons on **[date]**.

I realise this suspension may well be upsetting for you and your family, but the decision to suspend **[Child's Name]** has not been taken lightly. **[Child's Name]** has been suspended for this fixed period because **[Reason for Suspension]**.

**[Name of Child]'s** suspension expires on **[Date]** and we expect **[Name of Child]** to be back in normal lessons on **[Date]** at **[Time]**. It will be necessary for us to meet with you on or before this date to discuss **[Name of Child]'s** return to lessons. We will contact you to arrange a convenient time and date.

Yours sincerely

**[Name]**  
Principal

**MODEL LETTER 2.**

**From Principal or Academy Deputy notifying parent(s) of a fixed period exclusion of seven (7) days or less school days to be served at home.**

Dear **[Parent's Name]**

I am writing to inform you of my decision to suspend **[Child's Name]** for a fixed period of **[Period of suspension]**. This means that **[Child's Name]** will not be allowed in school for this period. Unfortunately there are no spaces currently available at the school based suspension unit so the term will be served at home and begins on **[date]**.

I realise this suspension may well be upsetting for you and your family, but the decision to suspend **[Child's Name]** has not been taken lightly. **[Child's Name]** has been suspended for this fixed period because **[Reason for Suspension]**.

As the suspension is to be served at home you have a duty to ensure that **[Child's Name]** is not present in a public place during school hours, especially in the vicinity of the school. I must advise you that the suspension may be extended if **[Child's Name]** is present in a public place on the specified dates without reasonable justification. It will be for you to show that there is reasonable justification for this.

**[Name of Child]'s** suspension expires on **[Date]** and we expect **[Name of Child]** to be back in school on **[Date]** at **[Time]**. It will be necessary for us to meet with you on or before this date to discuss **[Name of Child]'s** return to school. We will contact you to arrange a convenient time and date.

Yours sincerely

**[Name]**  
Principal

**MODEL LETTER 3.**

**From Principal notifying parent(s) of an extension to an existing suspension of more than five (5) days.**

Dear **[Parent's Name]**

I am writing to inform you of the decision to extend the suspension of **[Child's Name]** for a fixed period of **[Period of suspension]**. This means that **[Child's Name]** will not be allowed in school for this period. The extension of the suspension begins/began on **[date]** and ends on **[date]**. This means that **[Child's Name]** should return to school on **[date]**.

I realise this suspension may well be upsetting for you and your family, but the decision to extend the suspension has not been taken lightly. You will be asked to attend a planning meeting of professionals from the school, AEC and DoES/DCFS to discuss the case. **[Child's Name]** will then serve the extended suspension at .....

**[Name of Child]'s** suspension expires on **[Date]** and we expect **[Name of Child]** to be back in school on **[Date]** at **[Time]**. It will be necessary for us to meet to discuss **[Name of Child]'s** return to school at least 5 days before the date he/she returns. We will contact you to arrange a convenient time and date.

Yours sincerely

**[Name]**  
Principal

## JOHN GRAY HIGH SCHOOL SUSPENSION UNIT REPORT

name:

Tutor Group:

Reason for Suspension:

Start / End Date:

Length of Suspension:

Day	7.45 - 8.20 a.m	Period 1	Period 2	BREAK	Period 3	Period 4	LUNCH	Period 5	Period 6	Completed by Supervisor
MONDAY										
TUESDAY										
WEDNESDAY										
THURSDAY										
FRIDAY										

**Note:** Students are placed in this Unit for a maximum of 3 days. Kindly refer to Suspension Policy document.

GENERAL COMMENTS IF ANY  
REQUIRE FURTHER ACTION: