

gmis

Greater Manchester Independent School



Habits of Excellence

What is the vision?

Why good habits?



Our Vision

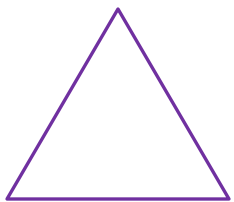
To have a holistic approach in instilling core habits that will help our pupils to be resilient, respectful and successful young people



Consistent teaching of the expected habits of excellence

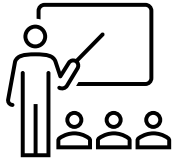


Standardisation of practice by teachers and leadership teams



Quickly addressing concerns with parents, teachers and pupils

Habits of Excellence



BE READY – to learn, listen, wear GMIS uniform and be the best version of yourselves

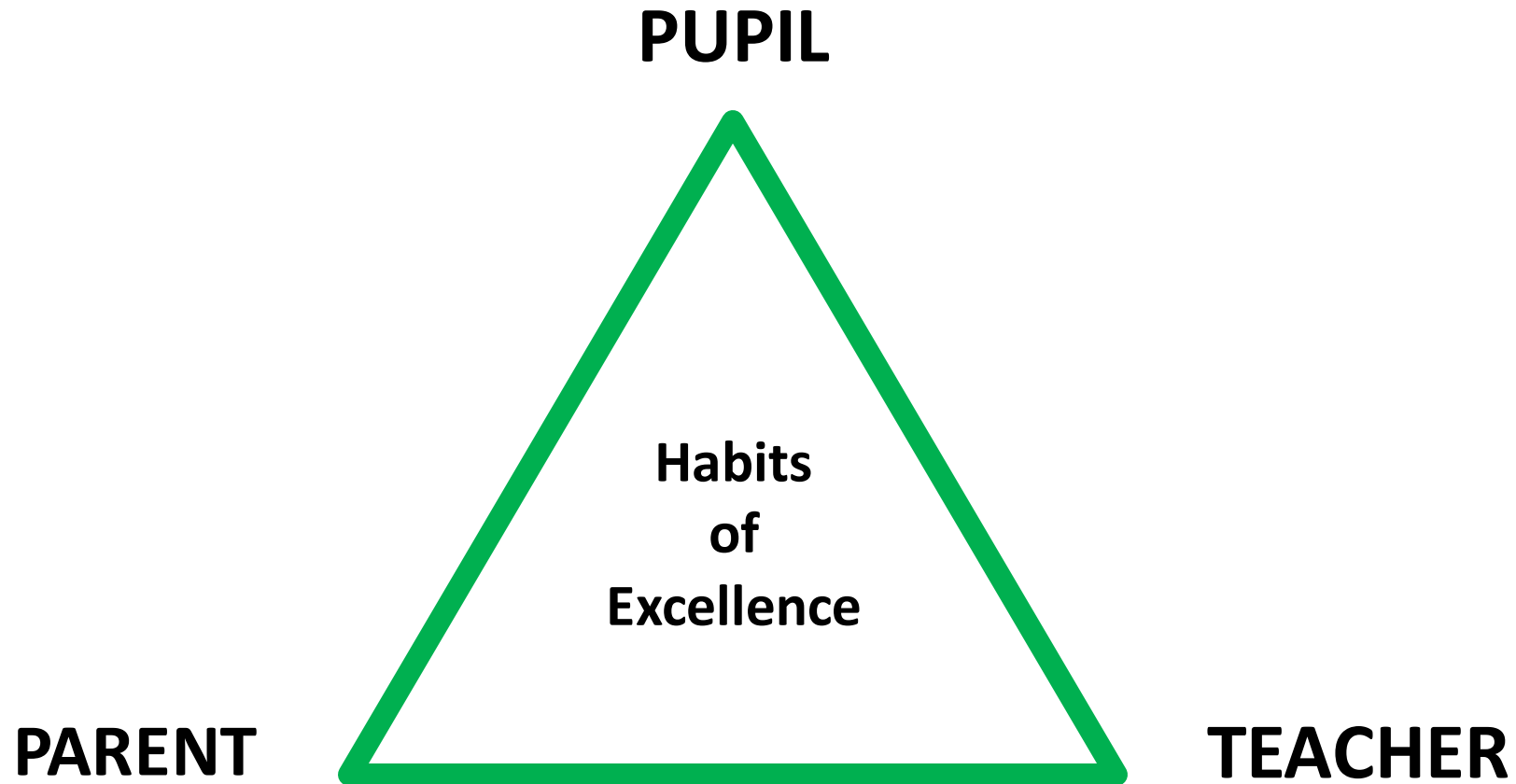


BE RESPECTFUL – treat peers and staff as you would want to be treated



BE SAFE – making choices that ensures the safety of ALL in school, online and in the community

Holistic approach to excellence



Implementation



BE READY - BE RESPECTFUL - BE SAFE

1. Building positive relationships with our young people

- Public praise, private correction
- Behaviour toolkit (4-3-2-1, proximity, non-verbal)
- Quick wins (lesson starters)
- Enthusiasm and engagement
- Confidence and humility

2. Creating a positive culture



Shared values

Responsibility,
Helpfulness, Inspiration,
Honesty, Compassion and
Nurture



TEAM GMIS
We're in this together



Staying positive
We are the change
we want (mindset)

3. Graduated Response

- ❖ Our rationale is that behaviour is a choice: pupils learn that positive and negative behaviour leads to positive and negative consequences respectively. Sometimes a pupils behaviour falls short of the standards expected at GMIS. When this happens, we have a graduated level of sanctions appropriate to the incident, or inappropriate behaviour.
- ❖ A sanction may be issued by a member of staff where a pupil does not act safely, respectfully, or responsibly or does not accept responsibility for their actions. When determining the sanction to be issued, the member of staff will consider the pupil's circumstances (including their age and any SEND) alongside the circumstances of the case. The sanction issued will be appropriate to the seriousness of the incident taking those factors into account.

4. Categorising Behaviour

Cat 1 Low Level Behaviour	Cat 2 Moderate Behaviour	Cat 3 Challenging Behaviour
<ul style="list-style-type: none">• Not listening/following simple instructions• Eating/chewing in lessons• Incomplete work• Not following seating plan	<ul style="list-style-type: none">• Name calling peers• Walk out of lesson without permission but return• Poor attitude to learning• Disruptive in lessons• Refusal to complete work	<ul style="list-style-type: none">• Refusal to hand phone in• Walk out of lesson, no return• Swearing/abusive to staff• Bullying• Vandalism• Fighting• Smoking/Vaping• Incomplete cat 2 detention
FOLLOW 3 C'S – CHOICE, CHANCE, CONSEQUENCE		INCLUSION TEAM

Graduated Response: Staff Expectations

Cat 1

- Staff to log on behaviour system
- Restorative conversation with young person
- Make up for lost learning time
- Reminder of habits of excellence
- Mark as complete when happy incident has been resolved

Cat 2

- Staff to log on behaviour system
- 15 minute detention with restorative conversation
- Reminder of habits of excellence
- Mark as complete when happy incident has been resolved
- If incomplete, Inclusion Team will intervene

Cat 3

- Staff to log on behaviour system as “escalate to Inclusion Team”
- Inclusion team will then decide on appropriate sanctions to put in place
 - Extended detention
 - Reflection
 - Exclusion
- All Cat 3 behaviour result in parental phone call and sanction to follow

Multiple Sanctions

MULTIPLE CAT 1

MULTIPLE CAT 2

1. THREE OR MORE CAT 2'S IN A DAY – PARENTAL PHONE CALL.
2. MORE THAN FIVE CAT 2'S IN A WEEK – PARENTAL MEETING

MULTIPLE CAT 3

1. 2 CAT 3'S IN A WEEK – PARENTAL MEETING
1. 3 OR MORE CAT 3'S IN A WEEK, HOME VISIT

EXCLUSIONS

MULTIPLE EXCLUSIONS MAY RESULT IN REMOVAL OF PLACE AT GMIS

Exclusions

- Fighting
- Swearing/verbal abuse towards staff
- Vaping/Smoking
- Homophobic language
- Dangerous behaviour
- Failed reflection
- Other serious incidents



Pupil Expectations

- Receiving a “behaviour sanction” is not to be challenged in the lesson. If you are not happy, remain focused and attentive in lesson, but at the end of the lesson, once dismissed, then speak to your teacher.
- Excuses, such as "Everyone else is doing it" is not a reason for not receiving a sanction. You were caught. It is about taking responsibility for your choices.
- Do not argue about receiving a sanction, instead, make a change to your behaviour choices – that is the best way of not receiving one.

Teachers: Key tips

- Refer to our Habits of Excellence when discussing positive and poor behaviour choices: **Be ready, Be respectful and Be safe.**
- Public praise, private correction.
- Be clear and explain in private why the pupil received a sanction.
- New day – Fresh Start
- Behaviour is about emotion – it is difficult, but we must strive to manage it e.g., stay calm and don't get in to an argument.
Remain in control





Impact

What changes should we expect to see?

- Our young people displaying a willingness to embrace our values and habits
- A respectful culture in and around the school, providing a safe place for our young people to succeed
- Our young people taking responsibility for their behaviour and reflecting on ways to manage situations better



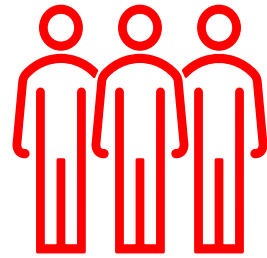
Why does it all matter?

-  Because every child matters
-  Because their learning matters
-  Because everyone deserves an environment to achieve their personal best
-  Because teachers need to be able to teach and help others

Excellent Habits create an Excellent Culture for our school



Be ready



Be respectful



Be safe