

Tarporley High School and Sixth Form College Behaviour Policy



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Behaviour Policy General Principles

The Behaviour Policy embodies the school's values. It promotes and supports teaching and learning, mutual respect and positive behaviour so that all can achieve and succeed. The purpose of the policy is to:

- Embody high expectations for all;
- Promote safe behaviour and well-being for all - in and beyond school;
- Expect respect for staff, fellow students, school and individual property, school buildings, the school environment and school transport;
- Promote positive behaviour through the development of students' social, emotional and behavioural skills;
- Ensure a balance between rewards and sanctions to encourage positive behaviour;
- Be fair, clearly communicated, and consistently, reasonably and proportionately applied;
- Ensure the orderly running of the school;
- Make reasonable adjustments where appropriate and be proportionate and responsive;
- Recognise the importance of keeping parents and carers informed of their child's behaviour, engage them in partnership with the school and support them in meeting their parental responsibilities
- Recognise that vulnerable students, and students with additional educational needs may need behavioural support, and make provision for such support so that all students are included;
- Promote equality of opportunity and good relationships;
- Endeavour to eliminate all forms of discrimination, harassment and bullying;
- Not tolerate violence, threatening behaviour or abuse;
- Encourage staff and students to lead by example and expect all to uphold the values and good name of the school;
- Extend to school visits, travel to and from school, and school-related activities

Introduction

At Tarporley High School and Sixth Form College we believe creating a positive behaviour culture is essential. We:

- Value learning and expect students to make positive contributions in all lessons and to complete classwork and homework on time and to the best of their ability.
- Believe that members of the school community should respect and care for each other.
- Value everyone, treating others with compassion and kindness as we would expect to be treated ourselves.
- Take responsibility by reflecting honestly on our own actions and learning from mistakes.

Staff Development

We are committed to developing behaviour practice by providing opportunities for training and coaching for staff.

Diversity

The school is required to be able to identify, record and monitor bullying and in particular bullying or incidents affecting those with protected characteristics as described under the Equality Act. All members of the school are protected from discrimination on the basis of:

- Disability
- Gender Identity/Sex/Sexual Orientation
- Race/Ethnicity
- Religion or belief
- Home Circumstances

Please note that the following related policies should also be referenced as appropriate:

- Drugs Policy
- Anti-bullying Policy
- Equality and Diversity Policy
- E-Safety Policy

Strategies for Promoting Positive Behaviour Culture: Guidance for Staff

All staff should follow the guidance below in their work with students.

Creating a Positive Culture

Positive Approach: Use positive language and model the behaviour that you expect from students. Take opportunities to praise and emphasise what is going well and reference previous positive behaviour.

Starting Lessons: Set a positive ethos from the outset. Be on time, meet and greet and settle the students. Be prepared and concentrate initially on the students who are on-task and complying with the classroom guidelines

Seating Plans: Establish seating plans that ensure that all students know where they are to sit in the class; these are set by the teacher to promote positive behaviour and progress in lessons.

Rules/Rewards/Consequences: Involve students in the development of rules in your classroom that fit within the school's behaviour policy.

Maintaining a Positive Culture

Language: Avoid the use of negative words such as, "don't", "shouldn't". Avoid directives resulting in "No": Be aware that more than 60% of all communication is non-verbal.

Proximity praise: Rather than giving random praise, spot the off-task student and make sure you praise the student nearby who is on task and complying. This is far more positive than simply noting the wrong behaviour.

Move in Move out: If you are speaking to an individual student, don't shout across the room; move in.: Once you have spoken to the student, move away, expecting compliance.

Choice rather than ultimatum: Remind students of the rules, provide a choice and give time to comply.

Refocus: Don't be verbally misled by arguing with students. Refocus them on the issue by using a statement of understanding ('Yes, I understand, however we need to...'). Be prepared to repeat your instruction or direction up to three times (use the exact same wording) before raising the level of your response

Dealing with Challenging Behaviour

Voice matching: Your voice should be at the volume and intonation you expect from the student. A loud and aggressive voice will usually result in a loud and aggressive response.

Remain Calm: Remember that the first person who needs to calm down in a confrontation is you.

Personal space: Do not invade a student's personal space. Personal space is approximately the radius of an outstretched arm.

Avoid an audience: Avoid dealing with conflict in front of an audience.

Time out/Change seat: A change of environment may help to focus a student. However, the emphasis should be on **time-** you must have a plan of how to reintegrate the student back into your teaching group.

A to Z of Consistent Procedures to Support Behaviour Policy

Detentions- There are a number of different types and levels of detention:

- Teacher Detentions
- Faculty Detentions
- Lunchtime Pastoral Detention
- Whole School

Faculty and Year Team Practice- All Curriculum and Year Teams must develop, discuss and regularly review their practice in line with this policy.

Out of Lesson

- **Out of Lesson Passes-** Staff must issue students with an Out of Lesson Pass if they leave the classroom during a lesson.
- **Water-** Students should fill up their water bottles at break and lunch time
- **Toilets-** Students should use the toilet at break and lunch times. Students are allowed to use the toilet during lessons, however this is at the discretion of staff and they should use their professional judgement. Staff should not allow multiple students go to the toilet at the same time.

Registers- Staff must take a register within the first 5 minutes of all lessons.

Rewards- All pastoral and curriculum teams run a programme of rewards. These are specific to each team.

SLT Emergency Support- Staff should use this for a serious behaviour incident that cannot be dealt with by any of the usual Faculty, Pastoral or whole school procedures. For guidance see **Appendix 2**

Sick Bay- Staff should ask another student to accompany someone they wish to send to Sick Bay. If you are concerned about a student's medical condition you should contact Student Services for first aid support.

Students Missing from Lessons- If a student leaves your lesson without permission, or you have concerns about a student who is missing from your lesson send a student to reception with a note with brief details, the member of SLT on Emergency Support will be contacted and then instigate appropriate actions to ensure that the student is safe. Staff should not send out general emails about emergencies as there is no way for recipients to know whether anyone has responded.

Promoting and Rewarding Positive Behaviour

We believe that high expectations, believing in students' abilities, praise and rewards are all important ways of encouraging students to do their best. We want to reward effort, good conduct and achievement.

- Staff will recognise good behaviour and achievement by recording positive events on SIMS
- Staff will praise students when they see good behaviour
- Staff will regularly inform parents of exemplary behaviour as well as achievement in line with curriculum and pastoral team practice

Green Rewards

	Behaviour Points
Achievement/Progress	+1
Effort	+1
Helpful to Peers/Staff	+1
Outstanding Achievement/Progress	+3
Outstanding Effort	+3
Outstanding Contribution to School Life	+3

Challenging and Sanctioning Unacceptable Behaviour

It is the responsibility of all staff to challenge unacceptable behaviour wherever it is encountered.

Examples include the following key areas:

- **Uniform**
All staff have a responsibility to monitor and challenge incorrect uniform in lessons, tutor periods and assemblies and issue appropriate sanctions.
Staff should also challenge incorrect uniform when confronted by it outside lessons. Staff should request that this uniform is corrected.
Where staff experience persistent or extreme uniform issues with an individual they should issue a Yellow Incident sanction, recording it on SIMS and having a conversation with the student as their part of the sanction. This incident should then be referred to the Tutor who will work with the student, family and Year Leader to resolve the ongoing uniform problem.
- **Behaviour in corridors**
Unacceptable behaviour out of lessons should be challenged with a reminder about expectations, serious or persistent behaviour should be referred to tutors in the first instance.
- **Mobile phones**
Students should not be using their mobile phone as they move around the school; staff should challenge this.
In lessons mobile phones should be switched off and put away in bags or blazer pockets, unless the teacher wants to use them as part of the lesson.
Students must not record images on their mobile phones in school.

Yellow Incidents

Students who disrupt the work of others, disobey the rules, or offend any member of the school community will receive an appropriate sanction and this will be recorded in SIMS. The following are examples of unacceptable behaviour. These should be recorded on SIMS with an appropriate sanction applied by the member of staff who issued the Yellow Incident Report.

	Behaviour Points
Appearance/Uniform	-1
Eating/Chewing in lessons	-1
Distracting others	-1
Failure to do/complete homework satisfactorily	-1
Failure to do sanction	-1
Inappropriate attitude towards peers/teacher	-1
Lack of equipment/kit required for a lesson	-1
Late to a lesson	-1
Leaving the room without permission	-1
Inappropriate use of a mobile phone	-1
Out of bounds	-1
Out of seat without permission	-1
Other (Please specify in comments)	-1

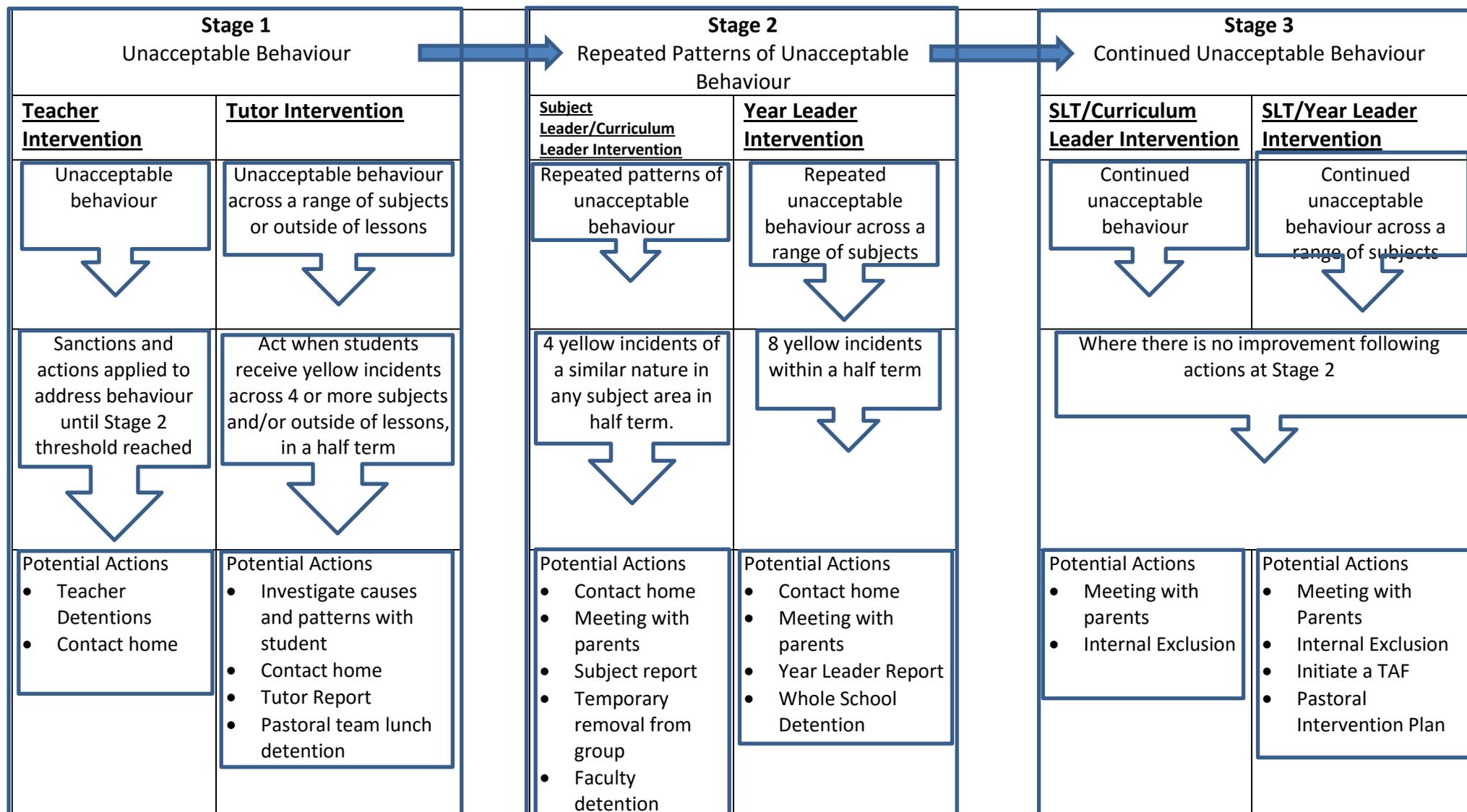
Yellow Incident Sanctions

The Yellow Incident sanctions below may be used as an incremental approach although teachers should use their professional judgement when deciding on an appropriate sanction related to the incident

- **Conversation-** At the end of the lesson or outside the lesson to make expectations clear and to outline further actions e.g. bring homework tomorrow, change of seating in next lesson.....
- **Short Detention-** A short detention at break or lunchtime to further discuss the Yellow Incident, to make expectations clear and to outline further actions
- **Detention-** A detention at lunch or break where work is completed as part of the sanction.

Yellow Incidents Stages

We use a staged approach to challenge and sanction inappropriate behaviour



Red Incidents

Red Incidents should be referred to the Year Leader unless they happen in a lesson when they should be referred to the Curriculum Leader in the first instance.

Sanctions include:

- Removal from identified curriculum lessons for a fixed period
- Internal Exclusion
- Curriculum Leader/Year Leader to contact home
- Curriculum Leader/Year Leader detention

The nature of a Red Incident may mean that a more serious whole school sanction is issued e.g. internal exclusion, fixed term exclusion **or permanent exclusion (See Appendix 1 for further information and guidance)**

The following are examples of high level unacceptable behaviour. These should be recorded on SIMS with an appropriate sanction applied and should be referred to the appropriate Year Leader/Curriculum Leader.

Because of the serious nature of these incidents, it is vital that details are added to the comments section in SIMS. When a student has made an inappropriate comment please quote the comment in full.

	Behaviour Points
Bullying Incident	-3
Defiance	-3
Discriminatory behaviour/comments	-3
Fighting	-3
Offensive language directed at teachers or peers	-3
Off the school site without permission	-3
Rude/Offensive behaviour	-3
Smoking (on or off the school site)	-3
Truancy	-3
Other (Please specify in comments)	-3

Appendix 1: Exclusions

Exclusion

Exclusion is the most serious sanction the school can impose. A student will be excluded for either a number of behaviour incidents or a single serious incident of misbehaviour. All incidents are formally investigated by senior staff and students are given the opportunity to make a written statement.

The school informs the Local Authority about all external exclusions and the Governors monitor exclusions on a termly basis.

There are three levels of exclusion:

Internal Exclusion

A student may be excluded from lessons but remain in school as a result of persistent misbehaviour, for an isolated serious incident or when a serious incident is being investigated. This is a serious sanction as it means withdrawing a student from their lessons (including break and lunchtimes) for one or more days. Parents/carers will be informed when their son/daughter is placed on internal exclusion. These exclusions will be recorded by the Year Leader.

Fixed Term Exclusion:

Fixed term exclusion is an even more serious sanction because it means a student is not allowed to attend school for one or more days. The school will use fixed term exclusion for a serious behaviour incident. It will also be used as a sanction for persistent misbehaviour, defiance and/or disturbing the learning of others when other sanctions have been exhausted.

Fixed term exclusions are normally for 1 to 5 days but in very exceptional circumstances could be up to 45 days in any one school year.

Students will be issued with work for the period of their exclusion and a reintegration meeting will be held prior to readmission. Parents are expected to attend. Students must reflect on their behaviour during a fixed term exclusion and resolve to improve their behaviour on their return to school. The readmission meeting will outline expectations on future behaviour and arrangements for the return to school. It also enables parents, students and senior staff to discuss how behaviour in school will be improved and monitored.

Fixed term exclusions of over 5 days are a response to incidents of poor behaviour which are serious in nature. From the sixth day of exclusion, the school will make arrangements for the student to continue his/her education at another local school.

Under the conditions of the fixed term exclusion, parents are responsible for ensuring that their son/daughter is supervised in their education at home and are not present in a public place during school hours. If an excluded child is present in a public place during the dates of the exclusion, the parents are liable to a fixed penalty fine.

The school may also exclude students from the premises for their lunchtimes for a period of up to a week.

Permanent Exclusion

The Headteacher may decide that permanent exclusion is necessary for a student. This may include, but is not limited to, the following:

- All other steps to encourage the student to obey the school rules have failed.
- Allowing the student to remain in school would be seriously detrimental to the education or welfare of others in the school.
- Persistent and defiant behaviour. This would encompass persistent bullying including homophobic or racist bullying.
- Serious actual or threatened violence against a student or member of staff.
- Sexual misconduct.
- Supply of a drug, or the severe misuse of a drug (Please refer to the Drugs Policy)
- Carrying an offensive weapon.

The Headteacher will consider all external exclusions in line with current statutory regulations.

When a student is excluded the school the parent will be notified by telephone, and then followed by a letter. An exclusion will normally begin on the next school day.

Letters about fixed period and permanent exclusions will explain:

- Why the Headteacher decided to exclude the student;
- The reason for the exclusion;
- If the exclusion is for a fixed period, the length of the exclusion and the date and time the student should return to school;
- If the exclusion is for lunchtimes only, the length of the exclusion (normally no more than five school days), and the arrangements for providing a meal for any student entitled to free school meals;
- If the exclusion is permanent, the date the permanent exclusion takes effect, and details of any relevant previous warnings, fixed period exclusions or other disciplinary measures taken before the present incident. The letter will outline the date for the governor meeting to consider the exclusion;
- Copies of all external exclusion letters are sent to the Local Authority.

Appendix 2: SLT Emergency Support

The purpose of this briefing note is to clarify the procedures for SLT emergency support and to ensure a consistent approach at each stage of the process.

Q. When should SLT Emergency Support be used?

A. For a serious behaviour incident that cannot be dealt with by any of the usual Faculty, Pastoral or whole school procedures.

When there is a serious behaviour issue in a lesson, Faculty behaviour and support systems should be used. These include Faculty buddy systems, and systems of warnings, sanctions and referrals. All Faculties have procedures for addressing the full range of poor behaviours.

In addition, there are procedures that are used throughout the school:

- Short cooling off periods outside the classroom
- Get out of lesson passes issued to some students
- Staff Mentor – a named member of staff that a student can go to
- Other agreed strategies for a specific student e.g. as part of their behaviour plan

In a behaviour emergency, when these approaches have been tried, as appropriate, but fail to address the problem, a teacher can send an urgent request for the support of a member of SLT.

Procedures:

- Send a student to reception with a Red Card (a Red Card will be issued to every member of the teaching staff and to cover supervisors). If you have mislaid your red card, send a brief note instead, making it clear you are requesting SLT Emergency Support.
- Do not use telephone or email, for the following reasons; a teacher should avoid leaving the class in a behaviour emergency, and most classrooms do not have a phone; also there is no guarantee that an email will be seen immediately and so you will not know whether anyone has received your message.
- Reception staff will ascertain the room/location, the teacher requesting emergency support, and if possible the name/s of students involved. The details will later be logged on the emergency call spreadsheet
- Reception staff will send your student messenger back to your lesson as soon as possible
- Reception staff will be aware of visitors/students in the reception area – they will not discuss the problem openly and will act calmly but quickly, using one of the adjacent offices if necessary

- Reception staff will contact an SLT member according to a rota covering all 48 periods.
- Support staff must not attend a behaviour emergency themselves
- Reception staff will speak to SLT on a Friday to get details of any meetings or appointments the following week
- SLT will be aware of the periods when they are first on the emergency support list and will take reasonable steps to ensure they can be located.
- If an SLT member knows they will be out of school, PZ must be informed so she can inform the “substitute” for any emergency call periods affected

What will happen when an SLT member attends an emergency call?

De-escalation- This will involve the member of SLT trying to calm the situation, this may involve:

- A brief discussion out of the lesson
- Time to cool off away from the lesson
- Removal of the student for the rest of the lesson

After the emergency call:

- Emergency Call is not in itself the sanction- The member of staff must follow procedures for an appropriate sanction. E.g. Complete a Red Slip and follow the faculty behaviour policy. In some instances the incident may lead to an exclusion (internal or external), however it must still be recorded in the appropriate way i.e. a Red Slip so that Pastoral Leaders and SLT are fully informed.
- **N.B. This procedure is specifically about behaviour emergencies. For first aid and medical emergencies, fire or other danger, staff should call on the nearest member of staff, use a phone if needed etc. Support staff may attend medical emergencies, for example in their roles as trained first-aiders.**

Non-emergencies

SLT emergency support is for emergencies. It is completely understood by SLT that staff seeking emergency support have to make a judgement call based on the situation as they see it at the time. However, if frequent non-emergency calls occur, staff concerned will be made aware and directed to more appropriate behaviour strategies. Inappropriate support requests could potentially slow down the response to a real emergency.

General emails to multiple recipients

Staff should not send out general emails about emergencies as there is no way for recipients to know whether anyone has responded. Requests should always go to reception where they can be followed up.

Students going missing from lessons

Always complete your register promptly at the start of a lesson. If a student leaves your lesson without permission, send a student to reception with a note with brief details, the member of SLT on the Emergency Support will be contacted and then instigate appropriate actions to ensure that the student is safe. Please make sure that either a Red or Yellow Slip is completed and that appropriate sanctions are issued.

Appendix 3: School Uniform List

- Shirt – light blue, school uniform style, short-sleeved or long-sleeved shirt
- School tie
- Blazer - navy blue with a school badge
- Jumper - plain navy blue V- neck jumper or a plain navy blue standard school wear style cardigan underneath the blazer as an optional extra layer. These can only be worn under the blazer, not instead of the blazer
- Trousers - grey, standard school wear only. No jean-style trousers, jeggings, leggings or bootlegs and no attached wide or decorative belts
- Skirts – grey, plain style school wear like those available in the school uniform shop. Standard length, no shorter than 4 inches/10cm above the knee. No stretch tube-style skirts. No fashion styles
- Socks – white or grey ankle socks for girls; grey ankle socks for boys; plain design. No knee socks
- Tights – **grey only**
- Shoes – **plain black, flat or low heeled** suitable for school wear. No boots, trainers, patent leather, canvas shoes, sandals, or large decorative buckles, bows etc
- Top coat - as appropriate for school wear, plain with a front fastening, dark-coloured, without large logos

- Jewellery – one plain finger ring, plain small earrings in the lobe of the ear, no other piercings, no bracelets or necklaces. One charity band allowed.

Appendix 4: Search and Confiscation Policy

The school has a responsibility to ensure that pupils, staff and visitors are safe at school. Ensuring that pupils do not have in their possession prohibited or dangerous items, forms part of the school's responsible approach to behaviour policy.

We will search pupils if we suspect they have a prohibited item with them at school. Prohibited items include:

- Knives, bladed items, weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any items related to smoking e.g. cigarettes, tobacco, cigarette papers, lighters, electronic cigarettes
- Fireworks
- Pornographic images
- Any item that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or cause personal injury to, or damage property.

Searching Pupils

- School staff can search pupils with their consent for any item which is banned by the school rules.
- Schools are not required to have formal written consent from the pupil for this sort of search.
- It is enough for the teacher to ask a pupil to turn out their pockets or to look in a locker or bag.
- All searches will be conducted by two members of staff. In the case of a pupil with special educational needs, it would be appropriate for the student to have a familiar adult; or where particular religious or cultural sensitivities apply.
- A pupil's possessions can be searched (and the search witnessed) by staff of the opposite sex to the student. The student should be present.
- If a pupil refuses to cooperate with a search the school will apply appropriate consequences using the school's Behaviour Policy. This may mean that the student's possessions remain unsearched. When a pupil refuses to cooperate with a search parents will always be contacted.
- The Headteacher and any staff authorised by her have a statutory power to search without consent. This means that staff may search a pupil's bag, locker or possessions before informing the pupil of their actions.

Confiscated Items

- School staff can confiscate items on the list of prohibited items above.
- All confiscated items should be stored securely.

- Any illegal items including drugs, knives and weapons, should be handed to the police for disposal.
- Stolen items will be returned directly or via the Police to their owners where possible.
- Other items can be returned to parents if collected from school within 10 school days by the parents.