

Tarporley High School and Sixth Form College Behaviour Policy



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Our School Rules

- We **respect** ourselves, each other and the school community
- We are **safe** and act responsibly
- We are **ready** to learn and make progress

Creating a Positive Learning Culture

We have high expectations for all and recognise that consistency of routine and practice supports students in their learning.

A successful behaviour policy depends on our staff understanding that **practice** comes before **system**. Teachers will use their professional skill and judgement in all aspects of the behaviour policy to support students to make the right choices and to help them avoid escalation towards sanctions.

At the beginning of every lesson we use **Ready to Learn**:

- Teacher to meet and greet students as they arrive.
- Teacher reminds students that phones should be out of view and switched off.
- Check students' uniform.
- Students stand in seating plan behind desks, remove coats, unpack lesson equipment and place bags on the floor.
- Students asked to sit down.

At the end of every lesson we use **Ready to Leave**:

- Students leave the classroom tidy.
- Students stand behind chairs.
- Teacher checks uniform and dismisses students.

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

Positive Approach: All staff should 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.

Rules/Rewards/Sanctions: Teachers will involve students in the development of any specific rules in their classroom that fit within the school's behaviour policy. Teachers will identify which of the school rules has been breached in any conversations about improving conduct.

Learning Zones

Learning Zones is a term to describe the kind of activity taking place in a lesson. Teachers will identify either verbally or on resources what Learning Zone students are in and students will be regularly reminded of how to positively approach these tasks.

Whole class focus	<ul style="list-style-type: none"> Pen or equipment in hand Resources ready to use Focus on teacher Take notes or write as directed Complete any tasks
Independent silent working	<ul style="list-style-type: none"> Focus on your own work Complete the task Try to resolve problems yourself Ask for help if needed Review your work and improve
Paired and small group discussion	<ul style="list-style-type: none"> Listen to peers Come to agreement Contribute your ideas Complete the task Be ready to discuss
Purposeful group task	<ul style="list-style-type: none"> Listen to peers Contribute your ideas Record your ideas Complete the task Be ready to discuss
Practical task	<ul style="list-style-type: none"> Follow the learning zone guidance for this subject Follow safety advice for this subject

Mobile Phones

Mobile phones are not to be used in lessons, including Tutor time.

Mobile phone use in lessons, after a warning, will be reflected in the lesson grade of 4 or 5 awarded.

Students must leave their phone, switched off, with the teacher or on the student's desk if they are given permission to use the toilet.

Mobile phones should not be used for any purpose between lesson transitions (including listening to music).

Students using their phones during transitions, when out of lessons (e.g. toilet visit) or during tutor time will receive a Conduct Point.

During break and lunch times, appropriate use of a mobile phone is permitted.

Sixth Form students must restrict their use of mobile phones to the Sixth Form Centre.

Mobile phones should not be used at any time to record images within school. Students who record, share and upload images will receive commensurate sanctions for their actions which could include fixed term and permanent exclusion. Misuse of mobile phones can quickly lead to serious incidents occurring. We consider misuse of mobile phone to be a serious breach of the behaviour policy and this means that suspension and permanent exclusion may be considered as sanctions.

Uniform

Tarporley High School is proud of its image and reputation. Wearing uniform with pride shows the commitment students have to the school and to giving their personal best. A student's appearance must always be smart, and only school uniform clothing can be worn.

If students or parents and carers are in any doubt about an item of clothing intended for school, please approach the form tutor. However, it is useful to remember the phrase, "*If it's not on the list; it's not school uniform.*"

We accept that some students may wish to wear make-up for personal reasons, but this should be natural looking. We do not accept unnatural colours of hair dye or coloured nail varnish, gel nails, false nails or false eye lashes.

UNIFORM

- **Blazer** - navy blue with a school badge to be worn at all times
- **Tie** – school tie.
- **Shirt** - light blue school uniform style short-sleeved or long-sleeved shirt.
- **Jumper/Cardigan** - plain navy blue, v-neck jumper or a plain navy blue standard school wear style cardigan underneath the blazer as an *optional* extra layer.
- **Trousers** - grey, standard school wear only.
- **Skirt** - grey, tartan THS official school skirt. Standard length. Not adapted or rolled.
- **Socks** – black, grey or white ankle socks with skirts; black, grey or white ankle socks with trousers; plain design.
- **Tights** – black or grey only.
- **Footwear** - all black, flat and low-heeled.
- **Outerwear** – an outdoor coat appropriate for school wear. Hats and scarves may be worn outside in cold weather but not worn inside school.

Uniform beyond clothing:

- **Hair** - hair bands, slides or clips - plain styles, natural colours.
- **Jewellery** – Follow the principle of "one plain". One pair of earrings: plain stud or small loop earrings in the lobe of the ear. One plain ring. One plain bracelet.
- *Facial piercings are not part of school uniform.*

PE KIT

- **Tarporley Polo Shirt or Rugby Shirt.**
- **Tarporley Shorts or Skort or Leggings.**
- **Tarporley Sports Socks.**

Optional Item

- **Tarporley Zip Top**

Lesson Grades

We should seek every opportunity to praise students and recognise effort and achievement. In every lesson, the subject teacher will use SIMS lesson monitor – all students will be given grades as follows:

1	Outstanding learning – the student worked hard all lesson, making excellent progress with their learning. They actively contributed to the lesson and worked well with and supported other students.
2	Good learning - the student worked hard all lesson, making good progress with their learning. They contributed to the lesson and worked well with other students.
3	Passive learning – the student made little progress in the lesson as a result of not fully engaging with their work
4	Low level disruption – the student’s behaviour required the teacher to intervene on more than one occasion. The student’s behaviour has prevented others from learning.
5	Persistent disruption – despite warnings and teacher interventions, the student’s behaviour meant that they made little progress and their behaviour had a negative effect on the learning of other students. Also, Grade 5 if the student is removed from the lesson or a removal is scheduled for the next lesson.

Not every interaction between teachers and a student is a “step” on this system. Teachers will use ‘Ready to Learn’ routines and their professional skill and judgement to support students to make the right choices and to help them avoid escalation towards sanctions.

Recognition of Positive Learning Behaviour

The following triggers and actions will be used to recognise consistent excellence in lessons:

Subject Teachers

Daily

Verbal praise within and at the end of the lesson for grades awarded.

Half-Termly

In subject areas, good practice includes communication home via phone call, electronic communications or postcard

Pastoral Team

Daily

Tutor to give verbal praise within registration time for excellence the previous day.

Weekly

One student in the group who the tutor identifies using lesson data plus other knowledge of a student's achievement that week: communication home from tutor via phone call, electronic communication or postcard.

Half termly

Headteacher Awards

Two students from each year group identified by the Pastoral leader informed by lesson data and other knowledge of the students to meet with the Headteacher and receive a letter home.

Termly

Excellence recognised in assemblies.

Annually

- Recognition discussions at STAR Day.
- Assessment Point Reports
- Comment on Summative Report.
- Key Stage Awards Evenings.

Whole School

For students who are averaging 2 and who have not received any 3, 4 or 5 grades, a letter sent at the end of each half term by admin acknowledging this achievement.

For students who are in the top 10% of the year group and who have not received any 3, 4 or 5 grades, a letter sent home acknowledging this achievement.

Interventions for Lesson Grades

Subject Intervention

Students graded as 3 in a half term:

Occasions	Action*	Who
2	Repair	Subject teacher
3	Phone call home	Subject teacher
3+	Meet with parents (in person or via TEAMS). Send email after parent meeting (<i>Y7 Meeting, Y8 Meeting etc.</i>)	Subject teacher

Students graded as 4 in a half term:

Occasions	Action*	Who
1	Repair	Subject teacher
2	Phone call home	Subject teacher
3 (or 2 + a 5)	Meet with parents in person or via TEAMS. Send email after parent meeting (<i>Y7 Meeting, Y8 Meeting etc.</i>)	Subject teacher with Subject or Curriculum Leader

Students graded as 5 in a half term:

Occasions	Action*	Who
1	Repair.	Subject teacher
2+	Meet with parents in person or via TEAMS. Send email after parent meeting (<i>Y7 Meeting, Y8 Meeting etc.</i>)	Subject teacher with Subject or Curriculum Leader

Following a lesson grade of 4 or 5, students may be removed from one or two subsequent lessons as part of the restorative repair, communicated with parents. This would not be considered internal exclusion.

* To support these actions, see Structured Conversations in Appendix 2 of the staff version of this policy.

For all lessons graded 4 or 5, right click and add a comment describing the behaviour. This will be used in parental meetings so will need to be written bearing the potential audience in mind. Comments are otherwise not needed but you may wish to add a comment for exceptional work/effort.

Year Leader Intervention

For a student who has triggered parental meetings at grade 4, 5 in at least 3 subjects in a half term, the following actions will be taken:

- Meet with parents and student in person.
- Explore any additional needs and source external agency support if necessary.
- Create an IBP with targets set.
- Success criteria identified.
- Subject teachers continue to grade but also make a comment in each lesson.
- Student reports to YL every morning to review previous day.
- Monitoring continues for up to 4 weeks – or longer at the discretion of the Year leader. In the case where additional needs are identified, this will be longer.

If unsuccessful at this stage, the student will be issued with a fixed term exclusion/ step out and moved to monitoring by the Deputy Headteacher linked to the year group.

Senior Leadership Team Intervention

- New IBP produced in readmission meeting with parents and student.
- Additional needs explored.
- Managed move / alternative provision explored.
- Report to DH every day.
- Monitoring continues for up to 4 weeks or longer at the discretion of the Deputy Headteacher. In the case where additional needs are identified, this will be longer.

If successful, student returns to Pastoral Leader Intervention. If unsuccessful, the student will be issued with a fixed term exclusion / step out following which a Governor meeting will be held with parents, student, Year Leader, Assistant or Deputy Headteacher and Headteacher.

Headteacher Intervention

Targets agreed and monitored by Headteacher

- Report to Headteacher every day.
- Monitoring continues for up to 4 weeks or longer at the discretion of the Headteacher.

If successful, student returns to Pastoral Leader Intervention. If unsuccessful, the Headteacher will consider permanent exclusion.

Moving Between Interventions

Intervention sequences led by Year Leaders, Senior Leaders and the Headteacher may not always follow an immediate escalation pathway. Students may move up and down between processes and have extensions to sequences depending on progress. At all stages, parents will be informed of targets and progress. Additional support for students will be put in place to aid success and recorded in the IBP documents.

Out of Lesson Behaviour

All Staff

Staff guide and promote positive out of lesson behaviour through recognition, praise and advice when moving around school and during “ready to learn” and “ready to leave” routines in lessons.

Staff use clear language when a student may be acting in a way that could lead to them being unsafe, not ready or not showing respectful in any situation around school. Offer verbal choices and use professional judgement where possible to guide students.

Staff use professional judgement to consider when out lesson behaviour and / or lateness requires recording on the school’s electronic system for gathering information on conduct points or minutes late. Typically, the majority of conduct points issued will be for low-level poor behaviour or when students are not wearing the required uniform. Comments will be used in parental meetings so will need to be written bearing the potential audience in mind.

Conduct Points are allocated in amounts of 1, 3 and 5 under the following criteria:

Points	Who?	Criteria
1	Any member of staff	<ul style="list-style-type: none">• Breaching uniform policy.• Behaviour <i>out of lessons</i> that is either not safe or not respectful.
3	Form tutor Any member of staff	<ul style="list-style-type: none">• Repeatedly breaching uniform policy where the form tutor has given a reasonable reminder and the student is wilfully breaching the uniform policy.• Several incidents of the same breaches or behaviour out of lessons.
5	Any member of staff / moderated by Year Leaders	<ul style="list-style-type: none">• Out of lesson behaviour that is dangerous or highly disrespectful either to staff or peers.

Any teacher may allocate a 1 for a student at any time. Daily, we will use the “Form and Four” principle where form time and period 4 are the key moments of the day where uniform will be checked for all students.

Form Tutors

- Record conduct points for uniform daily. Share and respond to data received about tutees. Praise and reinforce positive behaviour. Provide advice and verbal interventions where possible to avoid students reaching sanctions thresholds.
- Tutors check with Year Leader for appropriate repair or detention list.
- A student is informed by form tutor that they will be attending an appropriate repair, lunch time detention or formal after school detention.
- Contact parents and carers where appropriate following thresholds set by the Year Leader.

Year Leaders and Assistant Year Leaders:

- Review conduct points and set appropriate intervention thresholds for form tutor contact with parents and carers. These will vary according to year group and the time of the year.
- Collectively, lead detentions systems within year teams.
- Gatekeep and judge how a student may work through a “typical” sequence of interventions for any students not attending sanctions or repairs:

verbal intervention → tutor intervention → contact with parents and carers

→ school day detentions → after school detention → half day internal exclusion

→ full day internal exclusion → suspension

- To liaise with the Senior Year Leader and SLT regarding use of internal or fixed term exclusion for either cumulative failure to respond to out of lesson behaviour or for serious incident.
- Place a student on Year Leader Monitoring for Out of Lesson Behaviour including working with parents to agree an Individual Behaviour Plan.

Senior Year Leader

- Meet regularly with the Senior Leadership Team and share strategic analysis of the data and interventions taking place.
- Monitor all data on conduct points across year cohorts.
- Set thresholds for interventions and sanctions based on the data reports.
- Lead the after-school detention process.
- Lead the internal isolation process.
- Identify and agree with Year Leaders when thresholds for interventions and sanctions may be varied and altered.
- Lead and oversee Year Leader Monitoring processes for Lesson Grades and for Conduct Points.

Senior Leadership Team

- Investigation of serious incidents.
- Agreement of thresholds for internal exclusion.
- Formal communication regarding suspensions, including letters and meeting parents where necessary.
- Advice and guidance on next steps and sanctions for students who are persistently flouting school rules and / or not engaging or attending restorative conversations or sanctions such as detentions.
- Support Year Leaders with Individual Behaviour Plans for students.

For **any serious out of lesson behaviour** staff will use their professional judgement in the situation to firstly ensure that students are safe and that any immediate response which may be required is sought. Staff should then complete a log of the incident using the school's recording system and, where appropriate, complete a statement and share it with the year leader via email.

Internal Exclusion, Suspension and Permanent Exclusion

Our use of internal exclusion, suspension and permanent exclusion follows the guidance in the Department for Education document '*Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*'.

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

The document above names this *non-exhaustive* list of examples of the "types of circumstances that may warrant a suspension or permanent exclusions".

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Internal Exclusion

A student may be internally excluded from lessons for the following reasons:

- To support a student as part of an investigation into a serious incident and / or to secure de-escalation of tensions between peers in school;
- Persistent misbehaviour and a failure to respond to appropriate repair conversations, restorative actions and targets set in parental meetings in a subject's or faculty's lessons;
- Persistent misbehaviour out of lessons and a failure to respond to appropriate repair conversations, restorative actions and previous sanctions;
- For serious incidents including where the threshold for suspension is not met;
- For truancy.

This is a serious sanction as it means withdrawing a student from their lessons (including break and lunchtimes) for one or more days. Parents and carers will be informed when their child is placed on internal exclusion. These exclusions will be recorded by the Year Leader.

Suspension

Suspension 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 suspensions 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**.

Suspensions are normally for 1 to 5 days but in very exceptional circumstances could include “step out” to other school and can be up to 45 days in any one school year.

Students will be issued with work for the period of their suspension and a reintegration meeting will be held prior to readmission. Parents are expected to attend. Students must reflect on their behaviour during a suspension 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.

Suspensions of over five 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 alternative provision for the student to continue their education off site.

Under the conditions of the suspension, parents are responsible for ensuring that their child 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 suspension, 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

Exclusion is the most serious sanction the school can impose. A student will be excluded for either persistent breaches of the school’s behaviour policy 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 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, safety (a serious or persistent breach) 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 also 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 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 from which 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.

Reasonable adjustments: internal exclusion, suspension and exclusion

We believe that all our students can succeed and thrive under our behaviour policy. We understand that some will need additional support in a variety of ways to do this. In terms of sanctions for students, we expect that all students can fulfil sanctions that fall under the “daily life” of the school such as repairs, detentions and restorative actions.

However, for internal isolation, suspension and permanent exclusions, there are times when it is appropriate to consider “reasonable adjustments”. These are considered, but it is not always appropriate to make an adjustment. Adjustments may include one or more of the following:

- Adjustment to how viewpoints are taken from a student;
- Adjustment to sanction including length of sanction;
- Adjustment to the readmission process;
- Additional support following readmission.

Appendices

Appendix 1: 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