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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.

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

- Teacher to meet and greet students as they arrive.
- 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/Consequences: Involve students in the development of any specific rules in your classroom that fit within the school's behaviour policy.

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
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.

Mobile Phone Rules

Mobile phones should not be used in lessons, including Tutor time, unless students are given permission or directed by the staff member to use them ***as part of the learning***.

Inappropriate 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 or during tutor time will receive a signature on their Respect Card.

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 mobiles phone to be a serious breach of the behaviour policy and this means that fixed term exclusion 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.

In addition to the standard uniform, there are a few things to remember in terms of appearance: We accept that some students may wish to wear make-up, but this should be natural looking. We do not accept unnatural colours of hair dye or coloured nail varnish, gel nails or false nails. **If you or your parents/carers are in any doubt about an item of clothing intended for school please contact the school to speak with your child's Form Tutor.**

Blazer - navy blue with a school badge.

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. These can only be worn under the blazer, not instead of the blazer.

Trousers - grey, standard school wear only.

Skirt - grey, tartan THS official school skirt. Standard length.

Socks – black, grey or white ankle socks with skirts; black, grey or white ankle socks with trousers; plain design.

Tights – black or grey only.

Shoes - plain black, flat or low heeled suitable for school wear.

Outdoor Clothing - Optional

School Coat - a coat appropriate for school wear, without large logos.

Scarf - optional - plain design, navy blue, black or grey.

Accessories - Optional

Hair - hair bands, slides or clips - plain styles, dark colours.

Jewellery - one plain finger ring, plain small earrings in the lobe of the ear.

PE KIT

Essential Items

Tarporley Polo Shirt *or* **Rugby Shirt**.

Tarporley Shorts *or* **Skort** *or* **Leggings**.

Tarporley Sports Socks.

Optional Items

Tarporley Zip Top

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, eComms 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, eComms 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
- Comment on Summative Report

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 averaging 1.8 and who have not received any 3, 4 or 5 grades, a letter sent by admin acknowledging this achievement

Dealing with Challenging Behaviour

Subject Intervention

Students graded as 3 in a half term:

Occasions	Action*	Who
2	10 minute 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	10 minute 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	Phone call home and 20 minute 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

* To support these actions, see Structured Conversations in Appendix 2.

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 or via TEAMS
- 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.

Deputy Headteacher 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, 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.

Out of Lesson Behaviour Monitoring and Roles

All Staff

For **low level poor behaviour**, member of staff or student to add a cross, reason and their name to the Respect card.

Tutors

- Check cards daily. Check cards at the beginning of assembly. Students who have reached 6 crosses – send name(s) to Year Leader by email.
- Tutors check with Year Leader for appropriate repair or detention list.
- Student is informed by tutor that they will be attending an appropriate repair or lunch time detention.
- Issue new card if card is full or lost.
- For lost/forgotten cards – if there is a genuine reason for a student not having their card, they should bring a note from home otherwise a lunch time detention will be issued by the tutor as above. Tutor should issue a second card and note that on the card that is the second card issued.

Year Leaders and Assistant Year Leaders:

- Support with detention and follow-up where necessary.
- For any students not attending their lunchtime detention – Year Leader will place them on after school detention and ensure a letter sent home.

SLT:

- Support by supervising students on internal exclusion for last 20 minutes of lunch.

For **more serious out of lesson behaviour** such as smoking, leaving the school site and fighting, staff need to 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 on SIMS under the 'Out of lesson Red', referring to the relevant Year Leader.

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

Appendix 2: 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 four 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 child 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 alternative provision for the student to continue their education off site.

Under the conditions of the fixed term exclusion, 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 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, 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 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.