



# **BEHAVIOUR POLICY 2021-22**

**Respect Learning  
Respect People  
Respect the Environment**

**Approved by:** Academy Council

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## 1. Aims

This policy aims to:

- Provide a written statement of behaviour principles (Appendix 1);
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management;
- Outline **how pupils are expected to behave**;
- **Define** what we consider to be unacceptable behaviour;
- Outline our system of **rewards and sanctions**;
- Provide a **consistent approach** to behaviour management.

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [School Exclusion](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#). In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

### **3. Roles and responsibilities**

#### **3.1 The Academy Council**

The academy council is responsible for monitoring this behaviour policy's effectiveness and ensuring its implementation by the Headteacher and school leadership team.

#### **3.2 The Headteacher & Senior Leadership Team**

The Headteacher is responsible for reviewing and presenting policy to AC for ratifying.

The Headteacher and Senior Leadership Team will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Identified member(s) of the SLT will have direct responsibility to ensure the implementation and monitoring of this policy under the guidance of the Headteacher.

#### **3.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently and fairly in their work;
- Modelling positive behaviour;
- Providing a personalised approach to the specific behavioural needs of identified pupils where relevant;
- Recording behaviour incidents using Class Charts;
- Ensuring all 'good practice' strategies for behaviour management are followed at all times;
- Contributing to any review and assessment of behaviour management practices if requested.

The Senior Leadership Team will support staff in responding to behaviour incidents when and if required.

#### **3.4 Parents/Carers**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct;
- Support the school in its implementation of the policy, including the sanctions deemed appropriate by the school. This includes detentions for negative behaviours;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any concerns with the relevant member of staff promptly, e.g. Form Tutor, Head of Year in a constructive and supportive manner.
- Access Class Charts as a means of monitoring the behaviours of their child.

## 4. Student code of conduct

Our core rules, and therefore our expectations, are based around the following:

- **Respect for Learning**
- **Respect for People**
- **Respect for the Environment**

**The unabridged student code of conduct can be found in Appendix 2.**

THS insists upon the very highest standards of behaviour from all students at all times. Therefore, in summary, all pupils are expected to:

- **Respect Learning** by arriving on time for lessons and prepared to learn with the correct equipment. By showing respect to their teacher and peers and safeguarding their own and others' learning. By engaging fully with all aspects of learning. By showing respect for their teacher and peers at all time.
- **Respect People** by treating every individual they encounter with decency, good manners and tolerance. By following instructions without question or argument. By conducting themselves with decency and discipline during social times and during transition between lessons.
- **Respect the Environment** by being role models for orderly conduct around the school building and yards. By ensuring the school building, yards and Tottington village are treated with respect by themselves and others.

**Unacceptable behaviours are any which disrupt the learning environment of the school and fail to respect learning, people or our environment. Incidents of more serious behaviours may warrant stricter sanctions such as internal, fixed or permanent exclusions. These behaviours include:** any form of bullying (including use of social media); vandalism; physical and threatening behaviour towards another student or adult; smoking; racist, sexist, homophobic or discriminatory behaviour; possession of any prohibited items, such as weapons (including replica guns), alcohol, illegal drugs and related paraphernalia.

**Use of buses:** THS expects the best behaviour and conduct of pupils when using the buses provided for travel to and from school. In the event of negative behaviour which constitutes a risk to health, damage to property or which damages the reputation of the school, students found guilty of poor behaviour will be stopped from using this service for a period that fits the behaviour. Should behaviour be deemed serious enough, it may be sanctioned with a fixed-term or permanent exclusion.

## 5. Behaviour Monitoring

Our behaviour monitoring system, using Class Charts, provides a transparent and simple method of tracking behaviour; which allows not only appropriate interventions and strategies to be implemented to correct negative behaviours, but also recognises positive behaviour and rewards those who adhere to the school's standards. Pupils gather points which lead to various sanctions and rewards.

RED	GREEN
Negative Behaviours	Positive Behaviours / Rewards
<ul style="list-style-type: none"> <li>• Negative behaviour in lesson – rudeness to peers, refusal to listen, calculated idleness, refusal to follow instructions, disrupting the learning of others and excessive talking.</li> <li>• Year group remove (for significant misbehaviour in lesson) – defiance, rudeness to peers, significant disruption to learning and rudeness to staff or peers.</li> <li>• On-call from remove – aggression in class, failure to improve behaviour after removal from original lesson.</li> <li>• Truancy</li> <li>• Poor behaviour during social times.</li> <li>• Incorrect or inappropriate uniform.</li> <li>• Unacceptable behavior in isolation</li> <li>• Confiscation of prohibited items.</li> </ul>	<ul style="list-style-type: none"> <li>• Respecting learning – excellent class work, participation, ATL, resilience and attendance to revision sessions.</li> <li>• Respecting people – excellent manners and behaviour, being considerate during social times, working well with others in class and looking after others.</li> <li>• Respecting the environment – positive actions in the community, involvement in the school community, tidying up and keeping the school tidy.</li> <li>• Remote learning – excellent work and excellent effort.</li> </ul>

The expectation of Tottington High School is that parents will track their child's behaviour and support the school in reinforcing our standards and expectations around positive behaviour using the parent account option on Class Charts. For further information, please contact the school office. For new Year 7 intake, this information will be forwarded to parents once the new academic year has commenced.

## **6. Rewards / Positive Behaviours**

**It is essential that pupils behave in a way that promotes harmony and a positive learning environment.**

Positive behaviour will be rewarded with:

- Praise given by all staff,
- Green points which are transferred into tangible rewards as appropriate,
- Positive postcards recognising good behaviour/effort/attainment/progress given during lessons and at assemblytimes,
- Positive postcards posted home,
- Positive phone calls home recognising positive behaviours,
- Special responsibilities/privileges,
- Reward trips.

At various points across the academic year, certain positive behaviours will be prioritised in terms of the number of points awarded.

### MVP Awards

Teachers at Tottington High School are committed to recognising and rewarding the outstanding effort of students in lesson and around school and use the MVP (Most Valuable Pupil) award to achieve this. This award carries a greater number of positive points and so counts more towards end of term rewards and celebrations. Students receive a postcard and parents are notified through Class Charts of their child's achievement.

### End of Term Awards

End of term awards are made in celebration assemblies and recognise the very best of student behaviour and conduct at Tottington High School. Our pledge is to acknowledge and celebrate the extraordinary efforts of the majority of our pupils in the rewarding of vouchers and in the positive contact we have with parents.

### End of Year Trips

End of Year trips will be used to reward students who have consistently demonstrated the high standards of behaviour and effort that we expect at Tottington High School. Please note that trips are by invitation only and will not include students about whom we have concerns around behaviour. Invitation to trips is at the discretion of the Pastoral and Senior Leadership Team and decisions will be partly made according to data across the academic year.

## 7. Sanctions / Negative Behaviours

Staff also use a variety of intervention strategies to support those pupils who continually display negative behaviours. At times this will incorporate internal mechanisms (see appendix 8) but may on occasion involve external agencies to support. Alongside this positive intervention, the school also has in place a sanction system which helps support the overall process to improve some pupil behaviours. Sanctions are also important for other pupils to understand that some behaviours are not acceptable in our school. Negative behaviours will be monitored using school systems as detailed in part 6 of the policy and at times pupils may be placed on reports (stepped in terms of seriousness) to encourage them to work towards more positive behaviours.

In instances of repeated poor low level behaviour, it will be necessary to involve parents/carers in the discussion of their child's behaviour. In this instance, a contract for behaviour (Appendix 3) will be discussed, agreed and signed. This documents will be reviewed in a follow up meeting 4 weeks from the date of the initial meeting. Parental attendance to these meetings is compulsory.

**It is important to note that any pupil who displays outright defiance against a member of staff's instruction will be given some 'take-up time' to reconsider their response. Continued defiance will result in an exclusion and parents/carers will be invited in for a reintegration meeting.**

### 7.1 Sanctions

Negative behaviour in lesson will be sanctioned as follows:

- **Detention/Isolation (see appendix 5 for a complete description and list of behaviours appropriate to each stepped detention):**
  - Teacher detention: this can be set during break, lunch or after school and is at the teacher's discretion. The detention is set and overseen by the member of staff who had cause for complaint. This detention will be issued for failure to complete classwork, disruption to teaching and learning, a poor attitude to learning or rudeness to their peers. This detention will also be used for students who have had to be removed from a class to another in their year group due to unacceptable behaviour. Pupils are responsible for making their own way to the detention.
  - Faculty-led detention: this is a one-hour detention issued to pupils who have either failed to attend the first teacher detention or who have failed to improve their behaviour having already been removed from a previous class. This detention is run and staffed by Faculties. Pupils are responsible for making their own way to the detention having been reminded of it and its location by a member of our admin team.
  - SLT detention: this is a two-hour detention after school on Friday issued by SLT for a serious breach of school rules or a failure to attend middle leader detention. This detention can also form part of an extended sanction attached to a child's isolation room sanction.
  - Internal isolation will be used for pupils who are removed from lesson by on-call or whose behaviour makes it unsuitable for them to attend a mainstream classroom. In the event of a pupil being removed from 2 lessons in the school day by on-call. The pupil will then spend 5 hours in isolation with work provided by the teachers for whom they misbehaved and those whose lessons they would have been scheduled to attend. Failure to follow the code of conduct at this point may result in the issue of a fixed-term exclusion.

**As part of the school and parent partnership and integral to the student's behavioural development, it is essential for parents to support the school's ability to sanction poor**



**behaviour. It is an expectation that parents will not challenge the decisions of the staff of Tottington High School around the issuing and enforcement of detentions. Parents will be notified through Class Charts (see section 9) of sanctions and detentions awarded for poor behaviour.**

- **Internal Exclusion (Isolation):**

- Internal exclusion will be used to sanction any misbehaviour considered serious enough to warrant it. This can include, but is not limited to, misbehaviour that seriously disrupts learning, uniform transgressions or inappropriate pupil appearance, disrespect and defiance.
- Internal exclusion will also be used in the event of statements being collected pertaining to any serious incident.
- Students in internal exclusion are required to comply with staff instruction and complete all work set to the best of their ability. Failure to do so may result in a Fixed Term Exclusion.

- **Fixed Exclusions:**

- Fixed Term Exclusion are used for more serious behaviours or continuation of negative behaviours. These may be for any number of days and a reintegration meeting will occur on every student return. Where behaviour has necessitated a fixed term exclusion, a behaviour support plan (see appendix 4) will be created which will involve parents/carers attending a meeting with pastoral and/or senior staff. Repeated transgressions will involve a meeting with the Governors where next steps will be outlined.
- In instances of FTE, parents are expected to collect their child as quickly as possible. Where this does not occur, the pupil will be placed in isolation for the remainder of the school day.
- Students will be sent home with work to be completed over the duration of the exclusion period.
- On return from exclusion, it may be necessary to place the pupil in isolation in order to enable restorative actions to take place or to continue to support the pupil to improve their behaviour. This sanction is at the discretion of the Senior Leadership Team.
- In the event of the exclusion lasting more than 5 days, 6<sup>th</sup> day provision will be offered through another educational provider.

- **Permanent Exclusions:**

- Permanent Exclusion may be used for persistent ongoing issues or a one-off serious issue.

## **7.2 Faculty Remove and On-call**

The school operates a Faculty Remove and “on-call” system of behaviour management support during lesson times. Pupils who are continually disturbing a lesson will be instructed to go to another teacher within their Year group. Should the pupil’s behaviour continue to be negative after being re-roomed, on-call will be requested to remove them and they will be placed in isolation for the remainder of the lesson. Both scenarios represent a serious transgression of the school’s rules within the context of a lesson.

- 7.2.1 Where the pupil is placed in another lesson or room for the remainder of that period with work (Year group remove), the original class teacher will give the pupil a teacher detention for the same day if the incident took place before lunch. If after lunch, the pupil will receive teacher detention for the next day.

- 7.2.2 If the pupil continues to misbehave in a different classroom, on-call will remove that pupil to internal exclusion for the equivalent of a full teaching day. This will be supported with a middle leader detention (same day issue if this happens prior to lunch, next day issue if not).
- 7.2.3 Any pupil who refuses to attend or 'walks away' from supervising staff will be considered as displaying outright defiance and this could result in an exclusion.

### **7.3 Punctuality and attendance**

Tottington High School places significant emphasis on the importance of attendance and punctuality to pupils' progress and attainment. To that end, the following sanctions are used to address and correct this behaviour.

- Attendance detention 1 is a lunchtime detention issued and supervised by members of the pastoral system for lateness to registration. Failure to attend this sanction will result in an escalation to attendance detention 2.
- Attendance detention 2 is an after-school detention issued and run by members of the pastoral system for students who arrive late to school after registration has taken place.
- Lateness to lesson (outside reasonable parameters) will result in the issue of a teacher detention.
- Truancy of lessons will result in that pupil receiving a teacher detention for the duration of the lesson that was missed and will usually take place after-school. This detention will be issued by the class teacher for whom the pupil truanted.

In all cases of absence and lateness, it is an expectation that, where possible, parents will provide immediate verbal or written evidence of reasons. When deemed acceptable, there will be no sanction applied to the pupil.

### **7.4 Off-site behaviour**

School sanctions are applicable where a pupil has misbehaved off-site when representing the school, such as on a school trip, but also includes any time from a pupil leaving home until returning home during the school day when they are wearing the school uniform. In addition, any negative behaviours at any other time, whether wearing school uniform or not, which reflects negatively on our school or affect the harmony of school life will be treated seriously and be sanctioned as appropriate at the discretion of the Senior Leadership Team.

### **7.5 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy as being a serious incident of poor behaviour. This may result in a permanent exclusion.

Please refer to our safeguarding policy of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

### **7.6 Specific Sanctions**

For some behaviours there is a clear escalation of sanctions in place due to the nature of any repetition by a pupil of the following: **smoking** (including the use of e-cigarettes) / **selling items in school**:

First offence:	Contact with parents and one day internal exclusion;
Repetition of offence:	Parental meeting and internal exclusion;
Continued repetition:	Fixed term exclusion.

### **7.7 Appearance Issues:**

The wearing of school uniform is compulsory. Full uniform must be worn in school and when journeying to and from school. When a student is admitted, it is on condition that parents accept our school uniform regulations, and therefore it is assumed that parents are willing to ensure that their child conforms to these in every respect.

In selecting our school uniform, we have attempted to combine the important factors of neatness, practicality and easy availability. We have tried to avoid burdening parents with unnecessary expenditure on highly distinctive and expensive items of clothing whilst still achieving high standards of appearance.

**For a full description of correct uniform and prohibited items of uniform, please consult appendix 8.**

### **7.8 Mobile Phones:**

Mobile phones are banned and if seen or heard, they will be confiscated immediately. Parents can then collect mobile phones from the main school office from the end of the school day.

Any pupil who refuses to hand over their phone or walks away from staff will be considered as displaying outright defiance and this will result in isolation until the matter is resolved to the satisfaction of the staff concerned. Continued defiance may also result in a fixed term exclusion.

### **7.9 Bullying:**

The information communicated here is further outlined in the Tottington High School Anti-Bullying Policy 20-21.

Tottington High School strives to educate all its pupils in a happy school with high expectations, delivering quality education through quality first teaching and effective pastoral care. Bullying, of any sort, compromises this aim and prevents equality of opportunity and experience. It is the responsibility of all members of the school community to prevent bullying and to support the ethos of Tottington High School. Accordingly, the overall aim of this policy is to support everyone within the school community in tackling and eradicating bullying.

Where bullying exists, the victims must feel confident to activate the anti-bullying systems within the school in order to resolve situations. Furthermore, pupils must feel confident that when reporting matters relating to bullying, that these situations will be dealt with sensitively and effectively. It is our aim to empower the victims of bullying and to challenge the attitudes and values of those who are or have bullied. This will help to build and sustain an anti-bullying ethos at Tottington High School.

The anti-bullying agenda will be continuously promoted through the Personal Development curriculum, Form Time activities and assemblies throughout the academic year.

All members of the school will be vigilant and conscientious in their efforts to identify and then tackle all forms of bullying at Tottington High School. This will be supported through staff CPD and tutor sessions with pupils.

Student leadership teams will be tasked with supporting students for whom bullying is an issue and support the school to develop systems of restorative justice to resolve bullying incidents.

Staff and members of the student leadership team will act as mentors both to the victims of bullying and to students who themselves have been guilty of bullying behaviour in order to modify behaviour and support the ethos and culture of the school.

Where appropriate, incidents of bullying will be sanctioned internally by the school according to severity.

Tottington High School will be transparent in their reporting of all incidents as per Local Authority, Trust and National guidance with internal systems also utilised to ensure information is accurate.

Staff at Tottington High School will work proactively to establish a positive approach to and encourage confident relationships between staff and pupils so that the pupils themselves can make a positive contribution in reporting and resolving bullying issues.

Parents of victims and perpetrators will be kept fully apprised of all investigations and resolutions to issues around bullying.

It is the responsibility of the Headteacher to ensure that policy and procedures are in place in school to deal with bullying.

It is the responsibility of the designated Assistant Headteacher to ensure there is effective implementation, monitoring and review of the anti-bullying policy in conjunction with senior colleagues. This includes ensuring that all staff are fully engaged with the school's stance on anti-bullying and are enabled with applying policy effectively.

It is the responsibility of school Governance to liaise with the Headteacher and Senior Leadership Team to monitor incidents of bullying in school and the effectiveness of the policy and its application.

It is the responsibility of the Pastoral Leadership Team to fully investigate allegations of bullying and ensure that appropriate reporting of incidents takes place. Additionally, PLT are required to administer sanctions and to communicate – when appropriate – actions and next steps to parents. PLT are also expected to liaise with colleagues in school to ensure the anti-bullying agenda is at the forefront of practice and thinking.

It is the responsibility of all staff at Tottington High School to ensure that every child in school has the right to be able to learn in a safe and stable environment free from physical, verbal or any type of bullying or discrimination.

It is the responsibility of students and parents to advise the school of any incidents of bullying of which they are aware so that they can be investigated fully. It is an expectation that parents will support Tottington High School in the sanctioning of any behaviour found to challenge the anti-bullying ethos of the school.

## **8. Behaviour management**

### **8.1 Classroom management**

**Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom and are supported in this through high quality professional development opportunities. There are set 'routines' and behaviour management incorporated into every lesson as follows. Staff will:**

- 'Meet & Greet' pupils at the door at the start of each lesson
- Provide a 'Do Now' activity that they will be expected to start work on immediately.
- Use clear language to gain order in class which pupils must adhere to; 'All eyes on me' dictates that students should cease activity and be quiet and listen to staff. 'Start now' directs pupils to begin work after staff direction.
- Highlight and praise positive behaviours using the school systems detailed in section 6.
- Have seating plans which are used to promote a positive learning environment and pupils will be expected to sit where they are placed.
- Use 'RIP & PIP' as a behaviour management tool ('Reprimand in Private' & 'Praise in Public')
- Allow 'Take Up Time' for pupils displaying negative behaviours to reconsider their choices and behaviours.

#### **Members of staff who manage behaviour well:**

- Deliberately and persistently catch students doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all students.
- Relentlessly work to build mutual respect.
- Remain calm and keep their emotion for when it is most appreciated by students.
- Demonstrate unconditional care and compassion.

#### **Students want teachers to:**

- Give them a 'fresh start' every lesson.
- Help them learn and feel confident.
- Be just and fair.

#### **The Headteacher, Senior and Middle Leadership Team must:**

- Be a visible presence around the school.
- Regularly celebrate staff and students whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls/postcards and certificates.
- Ensure staff training needs are identified and targeted.
- Use behaviour data to target and assess interventions.
- Support teachers in managing students with more complex or challenging behaviours.

#### **Strategies to develop excellent behaviour:**

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour

- CREATE conditions for excellent behaviour

**In-class behaviour pathway (for low level disruption, rudeness, failure to comply with teacher instruction, lack of work):**

1<sup>st</sup> instance

- Notice the behaviour;
- Correct the behaviour using non-verbal gesture or side by side verbal (RIP);
- Provide take-up time and exit the conversation quickly. Move your attention to focus on a positive behaviour in the classroom;
- Praise the improvement if behaviour has changed.

2<sup>nd</sup> instance

- Challenge the continued behaviour calmly and assertively;
- Refer to the 'Respect' code of conduct and explain the contravention;
- Advise on the sanction that will be applied for failure to comply with the teacher's instruction;
- Provide take-up time and advise the pupil you will return to check on them (specify the time);
- Praise the improvement if behaviour has changed.

If the behaviour does not improve and if the learning of the classroom is being disrupted, Faculty remove must be used in the first instance.

Should the pupil refuse to move classrooms or if their behaviour does not improve when Faculty remove is employed, on-call will attend and resolve the situation.

Any ejection from the classroom **MUST** be followed up by the class teacher through a restorative conversation with the pupil and a detention **MUST** be issued (see **appendix 5**).

For a larger range of strategies to use when dealing with challenging behaviours, please consult **appendix 6**.

## **8.2 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

It must be noted however, that there are definite behaviours that cannot and will not be accepted in our school irrespective of any specific need the student might have.

**Our support of our students in terms of correcting behaviour and supporting their progress is a stepped approach with key triggers for specific interventions. This can be found in appendix 9.**

**In some instances, it may be necessary to provide students with an appropriate intervention**

that supports their learning in school. These may take the form of coloured bands that can subtly inform the class teacher of a pupil's additional needs. These bands will be issued by SLT only and only then after due consideration of the legitimacy of mitigating factors. Parents will be required to apply to Mr J Burgoyne (Assistant Head) with supporting documentation if they feel their child has a genuine need.

### 8.3 Confiscation

**Any prohibited items found in a pupil's possession will be confiscated.** These items will not be returned to pupils but depending on what they are, may be returned to parents/carers. We will also confiscate any item which is harmful or detrimental to school discipline. Possession of any illegal substance or 'weapon' will be handed to the police.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### 8.4 Physical restraint

In some circumstances, it may be necessary to use reasonable force to restrain a pupil to prevent them:

- 8.4.1 Causing disorder;
- 8.4.2 Hurting themselves or others;
- 8.4.3 Damaging property.

Incidents of physical restraint must:

#### **8.4.4 Always be used as a last resort**

- 8.4.5 Be applied using the minimum amount of force and for the minimum amount of time possible;
- 8.4.6 Be used in a way that maintains the safety and dignity of all concerned;
- 8.4.7 Never be used as a form of punishment;
- 8.4.8 Be recorded on SIMS and reported to parents.

## **9. Class Charts**

Tottington High School has invested in Class Charts to enable parents to track their child's behaviour, view attendance records, access their weekly timetable, view assigned homework tasks, track scheduled detentions and view announcements from Tottington High School. The expectation is that parents and pupils will download the App and that parents will support their children through effective monitoring using Class Charts.

Pupils and parents will receive information about creating an account and uptake of this system will be monitored by the appropriate SLT link. The information submitted to Class Charts by teachers will inform dialogue around both negative and positive behaviour.

## **10. Pupil transition**

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **11. Training**

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development at the Tottington High School.

## **12. Monitoring arrangements**

This behaviour policy will be reviewed by the Headteacher and SLT behaviour lead when appropriate. Following each review, the policy will be considered and finally approved by the Academy Council.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the academy council as appropriate.

## **13. Links with other policies**

This behaviour policy is linked to the following policies:

- Attendance policy
- Safeguarding policy
- SEND Policy



## **Appendix 1: Written Statement of Behaviour Principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The academy council also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## Appendix 2: Student Code of Conduct

### Tottington High School Student Code of Conduct



#### Respect People

- Speak to staff, fellow pupils and members of the public with respect and show good manners.
- Be polite, kind and sensible at all times.
- Follow instructions without arguing and do not raise your voice to a member of staff.
- Use language that is appropriate and will not cause offence.
- During social times, conduct yourself sensibly, kindly and with respect for yourself and others.
- Respect and show tolerance for student differences.

#### Respect Learning

- Move quickly and sensibly to lessons, avoiding distractions and arriving on time with the necessary equipment.
- Greet your teacher with respect, enter the classroom and start work on the 'Do It Now' task.
- Listen to and follow your teacher's instructions, giving full attention to each part of the lesson.
- Contribute fully to every activity in a positive way.
- Give eye contact when listening to your teacher and do not shout out or interrupt.
- Ensure that you do not disrupt the learning of others.
- Challenge any disruption to learning that is taking place in the lesson.
- Exit the classroom at the end of the lesson in a controlled and respectful way.

#### Respect the Environment

- Use the one way system and respect personal space.
- Do not shout, run or display dangerous behaviours on corridors.
- Keep classrooms, school and the local area tidy and put all your rubbish in the bin.
- Treat the building and equipment with respect and do not cause any damage.
- Show care and consideration for the wider community (Tottington village) in your conduct out of school.
- Treat public transport and those who provide it with the respect they deserve.

## Appendix 3: Pupil – Parent – School Behaviour Contract



### TOTTINGTON HIGH SCHOOL CONTRACT

#### BETWEEN: Child A and Tottington High School

I am aware that my conduct is being monitored. I hereby agree to the following conditions:

1. I agree to avoid confrontation with other pupils that may lead to any accusations of bullying made against me.
2. I agree to use social media responsibly and to avoid making comments that may be hurtful or offensive to other members of the school community.
3. I agree to try to forge positive relationships with my peers, where necessary encouraging others to be more considerate to the needs of others.
4. I agree to comply fully and completely with all the school rules, including those relating to smoking, uniform, detentions, and general school behaviour.
5. I agree to pursue my studies to the best of my ability and to attempt all the work required of me in the normal course of those studies and complete all necessary homework and coursework assignments as directed.

I have read the above conditions and agree that they are fair and reasonable.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

.....

I have read the above conditions and agree that it is fair and reasonable that my child, Child A should be required to comply with the conditions as outlined. I agree to do all that I can to ensure that Child A complies with the conditions and **I fully understand and accept that failure to do so may result in her being subject to more stringent disciplinary measures. These measures have been outlined and explained to in this meeting and are detailed below.**

Signed: \_\_\_\_\_ Parent of: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 4: Behaviour Support Plan



**Tottington High School**  
Excellence through partnership



### Behaviour Support Plan

Agencies involved:

Name of pupil:

Review Date:

Date:

RfE Date (if applicable):

BSP completed by:

Present:

	Attendance	Reds	Greens	Exclusions	Total Days
BSP Start Date					

Factors around negative behaviours and reason for BSP:

Areas of difficulty (subject areas):

Pupil comments and targets (what can I do to help myself?):

Pastoral Lead comments and targets (what can we do to help you?):

Subject Lead comments (if appropriate):

Parent comments (if appropriate):

Progress and targets for report in week 1.

Next review date:

## Appendix 5: Detention and Internal Sanction System

Sanction	What is it?
<b>Teacher detention</b>	<p>This sanction can be employed at break, lunch or after school and this is entirely at the teacher's discretion. Students will make their own way to the detention.</p> <p>This sanction is for any behaviour that a member of staff judges to be unacceptable and where it is deemed a simple, corrective conversation is not a sufficient deterrent.</p> <p><u>In lessons</u> this will include behaviour that is rude, uncooperative or shows a poor attitude to learning. For example:</p> <ul style="list-style-type: none"> <li>• Not attempting classwork;</li> <li>• Talking when asked not to;</li> <li>• Failing to bring equipment;</li> <li>• Failing to bring homework;</li> <li>• Not following instructions;</li> <li>• Not sitting in the correct place;</li> <li>• Using bad language to peers;</li> <li>• Behaviour that results in the child being moved to another class within their year group.</li> </ul> <p><u>At social times</u> this will include behaviour that is silly, uncooperative or shows a lack of respect for people or the environment. For example:</p> <ul style="list-style-type: none"> <li>• Throwing litter;</li> <li>• Running in corridors;</li> <li>• Leaving an area untidy;</li> <li>• Refusing to move from a corridor/area;</li> <li>• Using bad language.</li> </ul> <p><b><i>At all points, the teacher setting the detention should make every effort to enforce the detention. Should this prove difficult, and after intervention from the Head of Faculty, the detention will be escalated to a Middle Leader detention.</i></b></p>
<b>Faculty-led detention</b>	<p>1 hour after school detention within a designated Year group area. Students will make their own way to this detention having been advised of the sanction and the location by a member of the admin team. Failure to attend this detention will result in the child receiving ST detention.</p> <p>A Faculty-led detention will be issued when a student is collected by on-call for sustained poor behaviour which significantly disrupts the learning of others. This detention will also be used when a teacher detention needs to be up-scaled. Faculty-led detention can also be given for the following serious misbehaviours:</p> <ul style="list-style-type: none"> <li>• Dangerous behaviour</li> <li>• Any behaviour that results in the entire class being unable to continue with their lesson</li> <li>• Any behaviour where a member of staff is not treated with respect</li> <li>• Any behaviour where damage is caused to equipment or the learning environment</li> </ul> <p><i>It may be that further sanctions are required and the On Call staff may need to consult a member of the Senior Leadership Team on appropriate actions to take.</i></p> <p><b><i>For pupils receiving consecutive days of Faculty-led or SLT detentions, pupils will be placed in Isolation for one day and parents will be asked to attend a behaviour meeting as per the behaviour pathway (appendix 8).</i></b></p>
<b>SLT detention</b>	<p>2 hour detention run by SLT on Friday after school.</p> <p>A SLT detention is issued automatically for the next Friday if a student does not attend their middle leader detention. This detention can also be used by SLT for incidents that they feel merit an extended sanction.</p>
<b>Internal Isolation – On Call</b>	<p>On call must only be used when a child has failed Faculty remove or presents significant misbehaviour that is considered outside of acceptable tolerance.</p>

	<p>Any child collected by on-call will be escorted to internal isolation where they will spend the remainder of the lesson in isolation. Should there be a second occasion of on-call during the school day, the pupils will spend the equivalent of 5 periods in isolation. Parents will be advised and attend a behaviour meeting around the actions of the pupil.</p>
<p><b>Isolation (additional use)</b></p>	<p>Students will be placed in isolation for significant misbehaviour that does not merit a Fixed Term Exclusion. Isolation will always be used at the discretion of the Senior Leadership Team and in some instances, Heads of Year.</p> <p>Also, students are placed in isolation if:</p> <ul style="list-style-type: none"> <li>• they receive 2 on calls in a day,</li> <li>• they refuse to correct any uniform issues, for example if they do not have a tie or shoes or refuse to remove make up, false eye lashes, piercings or false nails,</li> <li>• they are persistently defiant to members of staff,</li> <li>• they miss a SLT detention.</li> </ul>

## Appendix 6: Restorative conversation rationale and model

<b>Authoritarian Approaches</b>	<b>Restorative Approaches</b>
Rule-breaking	Harm done to individuals
Blame or guilt	Responsibility and problem-solving
Adversarial processes	Dialogue and negotiation
Punishment to deter	Repair, apology and reparation
Impersonal processes	Interpersonal processes
The needs of those affected are often ignored	The needs of those affected are addressed
The unmet needs behind the behaviour are ignored	The unmet needs behind the behaviour are addressed
Accountability = being punished	Accountability = putting things right

1. Ensure eye contact and appropriate body language throughout.
2. Ask the student what happened. Prompt if necessary.
3. Ask the student what happened as a result (so that students can verbalise and explore the consequences of their behaviour).
4. Ask the student how they could have handled this differently.
5. Ask the student to agree with you as to how we can avoid this happening again.
6. Thank the student for the conversation and indicate that your next meeting will be with a fresh start.

## **Appendix 7: Strategies to use for challenging behaviours**

- We treat children with respect even when they are exhibiting behaviours that challenge.
- We ignore inappropriate behaviour when noticing it would cause more disruption or as part of a planned approach, however this is always followed up at a more appropriate time.
- We avoid talking above background noise.
- We focus on those who are behaving and working well and praise and encourage them.
- We use eye contact, facial gesture and/or signals to express approval and disapproval initially.
- We have a 'quiet word' with the child who is exhibiting behaviours that challenge, telling them that the behaviour is not acceptable and should stop: this is done outside of earshot of their peers.
- We describe the effects of the behaviour not the behaviour itself.
- If necessary, we send for help in good time, before behaviours have escalated to a crisis point.
- We allow children time to make amends or take time to follow up an instruction.
- We follow up inappropriate behaviour with a child on their own where possible.
- We discuss problems and difficulties privately, as far as possible.
- We accept that sometimes it is appropriate to show controlled anger. We can thus model appropriate anger to the children. We do so in a controlled way and avoid blaming.
- We only raise our voices in exceptional circumstances and always in a controlled manner.
- We give opportunities for reparation and restitution when all those involved are ready.
- We model reconciliation and support these processes, as appropriate.



## Appendix 8: Uniform instructions

### TOTTINGTON HIGH SCHOOL NEW UNIFORM FROM SEPTEMBER 2021

(Y11 may wear the previous school uniform during 2021/22)

- **School blazer**, black with school logo.
- A white **school shirt** which buttons to the neck. No open neck shirts, or shirts without a top button.
- **School tie** with school logo and correct year group stripe for 2021/22 (the coloured stripe will stay with the year group until end of year 11). Example of new ties on the next page.
- Plain, **v-neck jumper** with school logo (optional). No other sweatshirt, hoody or jumper/cardigan allowed.
- Plain, black **school trousers**. No hipsters, jean-style, tight, skinny or casual trousers/leggings/jeggings.
- Plain black **school style shoes**. No boots, over the ankle shoe, trainers, trainer style shoe, pumps, footwear with steel toe caps, logos, labels or coloured laces. Please see shoe examples further on.
- Black or charcoal grey **socks**. No coloured, patterned or bright socks.
- Dark suitable **outdoor coat**. No outdoor coat or denim to be worn inside.
- The wearing of all **headgear** is not allowed, unless it is of a religious nature. In such cases it should be no longer than shoulder length, navy blue or black and understated.
- No unnatural **hair styles** or fashions. Only hair colours which are natural are allowed (no bright reds or other vibrant colours, no dip dye). No sculpted haircuts, including patterns, are allowed. Students must not shave their eyebrows.
- Only plain **ear studs** are allowed – one in each ear lobe.
- Facial/body piercings, rings, necklaces and bracelets are not allowed.
- Make-up, false nails, false eyelashes must not to be worn.

### Skirt option

- THS pleated, check **knee length skirt** with school logo situated on waist band, the school has strict guidelines as to the length of a school skirt.
- To be worn with skirt Black or charcoal grey ankle **socks** or plain black **tights** in an opaque (non-see-through) style. No coloured, patterned or bright socks. No knee length socks or ankle socks and tights worn together.

Continued over.....

School Tie colours:



Year 7 – Red



Year 8 – Yellow



Year 9 – Blue



Year 10 – Silver/White



Year 11 – plain



lists

Details of School Wear stockists and price are on the school website

<https://tottenham.bury.sch.uk/>

Continued over .....



## Appendix 9: Behaviour and reporting pathway

Sanction	Next Step	Intervention
<b>Behaviour Meeting</b> HT	Permanent Exclusion	Headteacher & Parent/Carer + Governors as required Agree 'Behaviour and Support Plan'
<b>Fixed Term Exclusion 3<sup>rd</sup> Offence</b> Governors' Meeting	Escalate – Behaviour Meeting	Reintegration Meeting – Senior Leadership Team & Parent/Carer & Governors Mentor Behaviour Target Setting SLT Report Investigate other external support – Senior Leadership Team 'Lesson Visits' – Head Of Year / Senior Leadership Team
<b>Fixed Term Exclusion 2<sup>nd</sup> Offence</b> Senior Leadership Team		Reintegration Meeting – Head Of Year/SLT Link & Parent/Carer Mentor Behaviour target setting and support plan SLT Report Investigate other external support – Senior Leadership Team 'Lesson Visits' – Head Of Year / Senior Leadership Team
<b>Fixed Term Exclusion</b> Senior Leadership Team		Reintegration Meeting – HOY/ Senior Leadership Team Link & Parent/Carer Mentor Behaviour Target Setting HOY Report Investigate other external support – Senior Leadership Team 'Lesson Visits' – Head Of Year / Senior Leadership Team
<b>SLT Report</b>	Triggered by 30 red points and escalation from Head Of Year report.	Phone call home – Senior Leadership Team. Meeting with Senior Leadership team & Parent/Carer – behaviour contract put in place – review 4 weeks Mentor Restorative Conversation – Senior Leadership Team HOY Report 'Lesson Visits' – Head Of Year / Senior Leadership Team
<b>HOY Report</b>	Escalate – if failed targets after 4 week period.	Targets set with Head Of Year. Phone call home. Signed daily by Head of Year & home. Parent Meeting if at risk of not meeting targets. Failure to meet targets may result In isolation. Investigate other external support – Senior Leadership Team / Head of Year
<b>HOF Report</b>	Triggered by 5 or more red points in subject area.	To be monitored by Head of Faculty in conjunction with Head of Year. Behaviour target setting. Review setting as appropriate. Communication with parent via Head of Faculty. Lesson visits – Head of Year / Senior Leadership Team.
<b>Form Tutor Report</b>	Escalate – if failed targets after 2 week period.	Targets set with Form Tutor. Communicate with home. Signed daily by Form Tutor & home.
<b>Red Point</b>	Triggered by 8 red points in a 4 week cycle.	Form Tutor report.

