

Tarporley High School and Sixth Form College Behaviour Policy



Behaviour Policy General Principles

Behaviour Policy at Tarporley will embody the school's values. It will promote and support teaching and learning, mutual respect and positive behaviour so that all can achieve and succeed. The policy will

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

- Support multi-agency working and partnership working with other local schools and settings to promote positive behaviour and good attendance

CODE OF CONDUCT

“Valuing Learning, Respecting Each Other, Taking Responsibility”

We value learning:

- By making a positive contribution to the lesson
- By not disrupting the education of others
- By completing classwork and homework on time and to the best of our ability

We respect each other:

- By valuing everyone and treating others as we would expect to be treated ourselves.
- By moving around the school site sensibly
- By reporting any concerns to an adult

We take responsibility:

- By wearing the correct uniform correctly
- By behaving in a way that does not endanger ourselves or others
- By arriving on time and bringing the correct equipment

PROMOTING AND REWARDING POSITIVE BEHAVIOUR

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

- Staff will recognise good behaviour and achievement by recording positive events on the behaviour tracking system
- Staff will praise students when they see good behaviour
- Staff will regularly inform parents of exemplary behaviour as well as achievement (letter of commendation, praise postcards, parents evening, or informally via a note in the students planner or phone-call)

Categories for positive behaviour, effort and achievement

Positive Behaviour Categories	Behaviour Points
Achievement	+1
Caring/Sharing	+1
Continued improvement	+1
Contribution to school life	+1
Excellent teamwork	+1
Good attendance	+1
Good attitude	+1
Good effort	+1
Good piece of work	+1
Good punctuality	+1
Helpful to peers	+1
Helpful to staff	+1
Homework attainment	+1
Homework effort	+1
Target Met	+1
Outstanding achievement	+3
Outstanding contribution to school life	+3
Outstanding attitude	+3

	KS3	KS4
Bronze Postcard	5	5
Silver Postcard	15	10
Gold Postcard	30	20
Platinum Postcard	50	40
Diamond Postcard	75	60

Tutor Group Non Uniform Rewards

KS3	+300
KS4	+200

UNACCEPTABLE BEHAVIOUR

Students who disrupt the work of others, disobey the rules, or offend any member of the school must receive an appropriate sanction and that this must be recorded in the behaviour tracking system.

Unacceptable Behaviour (Yellow Slip Events)

The following are examples of unacceptable behaviour. These should be recorded on the behaviour tracking system with an appropriate sanction applied

Unacceptable Behaviour Events	Behaviour Points
Inappropriate appearance/uniform	-1
Eating food in lessons (Chewing)	-1
Missed coursework deadline	-1
Distracting others	-1
Failure to do homework	-1
Failure to do sanction	-1
Unsatisfactory homework	-1
Inappropriate attitude towards peers/teacher	-1
Inappropriate behaviour	-1
Inappropriate comment	-1
Lack of equipment required for a lesson	-1
Late to a lesson	-1
Leaving the room without permission	-1
Using a mobile phone (in or out of a lesson)	-1
No PE kit	-1
Out of bounds	-1
Out of seat without permission	-1

Actions and Sanctions for Unacceptable Behaviour in Lessons

	Behaviour	Sanctions/Actions
Stage 1	Single unacceptable behaviour event. (1 st and 2 nd Yellows)	<ul style="list-style-type: none"> • Yellow slip issued by teacher • Class teacher holds a short detention for up to 15 minutes at the teacher's discretion. • The incident should be recorded in the planner
Stage 2	Repeated unacceptable behaviour events (3 rd and 4 th Yellows) continue with no improvement.	<ul style="list-style-type: none"> • Class teacher informs Subject Leader/Curriculum Leader using the referral system on Sleuth • Class Teacher contacts home • A longer detention up to 30 minutes at the teacher's discretion. (This can be held at lunchtime or over two break periods if required)
Stage 3	Further unacceptable behaviour events (5 th Yellow) with no improvement.	<ul style="list-style-type: none"> • Faculty detention • Curriculum Leader contacts home/ Invite parents in to meet with class teacher and Curriculum Leader/Subject Leader • Report card • Inform Year Leader
Stage 4	No improvement	<p>Work with Year Leader and/or SLT member Linked to the Year Group on joint strategies and sanctions including</p> <ul style="list-style-type: none"> • Internal exclusion within the faculty for a fixed period.

Totals to be reset at the start of each term

Actions and Sanctions for Unacceptable Behaviour Outside Lessons

	Behaviour	Sanction/Actions
Stage 1	Single unacceptable behaviour event(1 st and 2 nd Yellows)	<ul style="list-style-type: none"> • Yellow slip issued by teacher/tutor to record the event • Teacher/tutor holds a short detention for up to 15 minutes at the teacher's discretion. • The incident should be recorded in the planner
Stage 2	Repeated unacceptable behaviour events (3 rd and 4 th Yellows) continue with no improvement.	<ul style="list-style-type: none"> • Tutor informs Year Leader using the referral system on Sleuth • Tutor contacts home. • A longer detention with the tutor, up to 30 minutes at the tutor's discretion. (This can be held at lunchtime or over two break periods if required) • Tutor Report
Stage 3	Further unacceptable behaviour events (5 th Yellow) with no improvement.	<ul style="list-style-type: none"> • Whole school detention • Year Leader contacts home/ Invite parents in to meet with Year Leader • Year Leader Report
Stage 4	No improvement	<ul style="list-style-type: none"> • Work with SLT on strategies and sanctions

Totals to be reset at the start of each term

High Level Unacceptable Behaviour (Red Slip Behaviour Events)

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

Defiance	-3
Fighting	-3
Foul/Abusive language directed at teachers or peers	-3
Off the school site without permission	-3
Rude/Offensive behaviour	-3
Smoking (on or off the school site)	-3
Truancy	-3

Actions and Sanctions for High Level Unacceptable Behaviour in Lessons

Stage 1-	Red Slip	<p>Student is referred to CL sanctions may include:</p> <ul style="list-style-type: none"> • Internal exclusion from lessons for a fixed term • Curriculum Leader to contact home • Curriculum Leader detention (up to 30 minutes breaks or lunch) <p>The nature of a Red Slip may mean that a more serious whole school sanction is issued e.g. internal exclusion, fixed term exclusion or permanent exclusion. When a fixed term or permanent exclusion is used as a sanction the school will follow the guidance from the DFE</p> <p>Incidents of this nature should be referred to the Year Leader and SLT link by the Curriculum Leader</p>
Stage 2	Actions for further red slips	<ul style="list-style-type: none"> • Whole school detention • Internal exclusion • Year Leader informed

Totals to be reset at the start of each term

Actions and Sanctions for High Level Unacceptable Behaviour **Outside Lessons**

Stage 1-	First Red Slip	<p>Student to meet with the YL sanctions may include:</p> <ul style="list-style-type: none"> • Internal exclusion • Year Leader to contact home • Year Leader detention (up to 30 minutes breaks or lunch) <p>The nature of a Red Slip may mean that a more serious whole school sanction is issued e.g. internal exclusion, fixed term exclusion or permanent exclusion. When a fixed term or permanent exclusion is used as a sanction the school will follow the guidance from the DFE</p> <p>Incidents of this nature should be referred to the SLT link by the Year Leader</p>
Stage 2	Actions for further red slips	<ul style="list-style-type: none"> • Whole school detention • Internal exclusion

Totals to be reset at the start of each term

Exclusion

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

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

There are three levels of exclusion:

1) Internal Exclusion

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

2) Fixed Term External Exclusion:

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

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

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

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

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

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

3) Permanent Exclusion

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

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

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

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

Letters about fixed period and permanent exclusions will explain:

- Why the Headteacher decided to exclude the pupil;
- The reason for the exclusion;
- If the exclusion is for a fixed period, the length of the exclusion and the date and time the pupil 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 pupil entitled to free school meals;
- If the exclusion is permanent, the date the permanent exclusion takes effect, and details of any relevant previous warnings, fixed period exclusions or other disciplinary measures taken before the present incident. The letter will outline the date for the governor meeting to consider the exclusion;
- Copies of all external exclusion letters are sent to the Local Authority.

Positive Behaviour Expectations

Creating a Positive Ethos

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

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

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

Maintaining a Positive Ethos

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

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

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

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

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

Dealing with Challenging Behaviour

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

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

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

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

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