



BEHAVIOUR AND REWARDS POLICY

AUTHOR:	Hayley Sharman
COMMITTEE:	
LAST REVIEW/UPDATE:	September 2025
LEVEL OF CHANGE:	Minor
NEXT REVIEW:	July 2026

Contents:

First Principles	3
Tapton Seven and Our Values, ethos and vision	3
Communication	4
Rewards and merits	4, 5
Behaviour Curriculum	5
Pre-emptive strategies, interventions, proactive behaviour	5
Inclusion Team and role of the Form Tutor	5
In Class support	6
Student Engagement Plans (SEP)	6
Inclusion Meetings	6
Student Engagement Meetings (SEM)	6
Behaviour Review Meetings	6
Step Outs, Off-Site Directions and Managed Moves	6, 7
SEND	7
The Equality Act	7
Student Routines	7
How students should conduct themselves around school	7
Electronic Devices	8
Students are responsible for their own learning journey and make the most of the resources around them.	8
Tracking	8
Uniform and jewellery	9
Homework and revision	9
Negative Behaviour	10
Classroom behaviour and protocols	10
On Call Process	10
Punctuality, late and truancy	11
Negative Points	11
Detentions	11
Unacceptable behaviours	12
Vaping	12
Bursary	12
Bullying	13
Discrimination and Harassment	13
Pestering	14
Behaviour outside of school	14
Negative behaviour on trips	14
Behaviour review meetings	14
Fixed Term Suspensions	15
Permanent Exclusions	16
How to appeal a suspension	17
Confiscations	17
Safety check	18
Conducting a safety check	19
Malicious allegations	19
Physical contact	19
Restraint and reasonable force	20
Artificial Intelligence (AI)	20
Drugs Education and Drug related incidences	20
22 Appendix	22 - 25

First Principles

Outstanding behaviour is essential for outstanding teaching and learning. It enables everyone to feel safe and happy. Together we strive to create a harmonious environment where everyone is treated fairly and consistently.

Students must learn to conduct themselves in a courteous, cooperative and respectful manner. The intention of our behaviour curriculum is to ensure there is a consistent understanding of how we behave at Tapton. We have high expectations of all our students because we want the best for everyone. We do not serve our school, our community or wider society by lowering our expectations.

Teachers have the right to teach, and students have the right to learn without disruption. Outstanding behaviour and conduct need to be the priority of all members of the school community. We work hard to promote positive behaviour, rewarding students where appropriate and acting decisively when students struggle to meet our high expectations. Our ultimate goal is to prepare students for future independence and responsibility enabling them to reach their life chances and dreams.

The behaviour policy of Tapton School has been written to support every member of the school community and is supported by our Student Code of Conduct which will go to all students and families. In order to achieve our vision of valuing everyone, caring for each other and achieving excellence students must adhere to the following principles:

Tapton Seven

1. We are responsible for the world around us
2. We are kind
3. We work hard
4. We follow the rules
5. We are responsible for our learning journey
6. We make the most of the resources available to us
7. We believe we are all capable of excellence

Our Values

Valuing Everyone

- We are an inclusive school and we celebrate our differences, knowing that our strength lies in our diversity
- We believe in equality
- We all have a voice and a responsibility to listen to others

Caring for Each Other

- We are a kind and caring community that recognises that everyone has a right to good mental health and wellbeing.
- We want our school to be a happy, safe place.
- We therefore think before we act and practice empathy.

Achieving Excellence

- We have high expectations of ourselves and others.
- We know that we are all learners with the capacity to develop and improve.
- We believe in progress not perfection.
- We take pride in all our achievements in all aspects of school life.
- We care about destinations and lifelong learning

Communication

Our Management Information System is ClassCharts, this system allows us to record both positive and negative points for each student. These are shared with parents and carers through the ClassCharts app. On ClassCharts parents and carers can see their child's attendance, access letters, assessment documents and behaviour records. We also share key messages from school. Parents and carers should ensure this app is downloaded and notifications are turned on.

We know a strong relationship with parents and carers plays a vital role in the experience of school life for all students. Parents and carers should ensure Tapton School has their most up to date form of communication, including phone number, email address and postal address.

Rewards

Tapton School has a system of rewards which aim to motivate and encourage students, nurturing a culture of positive achievement and behaviour. We believe it is important to reward young people for their achievements, both in terms of academic progress and success in other areas of school life.

Students can access a range of rewards:

Comments on work

Merit stickers

Electronic merits which can be viewed on ClassCharts

Praise postcards

Certificates for competitions

Praise and recognition from any member of staff

Positive phone call home

Public display of work

Acknowledgement in termly Celebration Assembly

Acknowledgement and celebration through Weekly Bulletins

Friday rewards

SLT Pastries and Postcards weekly events

Letter of commendation following tracking data

Attendance rewards

Additionally, each department will have their own process to reward students.

Merits

Merits form the backbone of our rewards system. They are awarded to students to recognise and celebrate positive behaviour, conduct and excellent work. Merits can be given to students by any member of staff at Tapton school.

Student can receive merits and positive praise for a variety of reasons; these include but are not limited to:

- Excellent piece of homework
- Following instructions
- Being kind
- Working hard
- Excellent completion of work
- Meeting high expectations
- Getting involved in extra-curricular activities.
- Providing support to other members of our community
- Going above and beyond

Merits

We work hard to acknowledge those students who are going above and beyond. Students who have reached a certain level of merits will receive a star badge and a certificate.

- Stage 1 rewarded by Form Tutor/Year Leader
- Stage 2 rewarded by Hayley Sharman, Assistant Headteacher for Behaviour
- Stage 3 awarded by Anna Siddell / Harkiran Grewal, Co-Heads of School
- Stage 4 rewarded by Kat Rhodes, Executive Director.
-

Behaviour Curriculum

The DfE Behaviour in Schools Guidance February 2024 has outlined the following:

Positive behaviour reflects the values of the school, readiness to learn and respect for others. This behaviour should be taught to all students, so that they understand what behaviour is expected and encouraged and what is prohibited.

Students should be taught explicitly what good behaviour looks like.

Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

Students should be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture

When students do misbehave, schools should be able to respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring.

Tapton School has a Behaviour Curriculum, which is centred around the teaching of routines and habits - to reinforce the behaviours expected of all students. We explicitly teach students how to conduct themselves in the school environment and in the wider community. We actively encourage students to reflect and develop, we have allocated time in Form Time to ensure students review their behaviours and look at ways of improving moving forwards.

Outstanding teaching and learning can only take place when behaviour is outstanding. Our Behaviour Curriculum, Ethos and Tapton Seven will be reinforced continuously throughout form time, assemblies, lesson time and social time.

Pre-emptive strategies, interventions, proactive behaviour management strategies

Inclusion Team

Our Inclusion Team encompasses all members of the Leadership Team, our SEND department, Year Leaders, Inclusion Leads, Wellbeing and Engagement Workers, and our Safeguarding Team. They are supported by a wide range of admin colleagues. This extensive team collaborate and are aligned with one vision to remove barriers to learning whilst adopting the mantra of unconditional positive regard coupled with high expectations for all. Each Year Group has a dedicated Year Team which is co-led by a teaching Year Leader and an Inclusion Leader. They provide students with support and guidance for their pastoral needs.

The Role of the Form Tutor

Students begin each day with their form tutor. They will check all students are in uniform and have their lanyard, they will check students have the equipment needed and are prepared for learning. Families should communicate with their child's Form Tutor in the first instance if there are any issues school need to know about.

In Class Support

- Teachers are in charge of every classroom and their environment. Learning is sacrosanct and teachers will expect students to conduct themselves in an acceptable manner.
- Teachers will actively meet and greet students at the door to their classroom.
- Teachers will reward students for conducting themselves in an acceptable manner, demonstrating respect for staff and students, and completion of excellent work.
- Teachers will also praise students verbally throughout the lesson.
- At Tapton school we set homework to extend learning outside the classroom. If a student does not complete homework they will be sanctioned and given an opportunity to complete the homework for a rearranged deadline. If students continually fail to meet homework deadlines, they will be referred to the Homework Club by the Assistant Headteacher – Behaviour and Year Team.

Student Engagement Plans

All students with significant behavioural concerns, safeguarding or additional needs will have a Student Engagement Plan. This is a school-based intervention to support individuals with their learning and behaviour. The plan will look at difficulties and strengths whilst also setting targets to support moving forwards. Student Engagement Plans are created and in collaboration with the Inclusion Team and students. Through discussion interventions/strategies are identified to support students in lesson and social time.

Inclusion Meetings

Inclusion meetings for each year group will be held at designated times every week. These meetings will focus on behaviour, safeguarding, attendance data and rewards. The Inclusion Team will discuss appropriate interventions and sanctions to be put in place for students and what support can be provided to teaching staff to ensure progression. A range of interventions such as Step Outs, Off Site Directions, Managed Moves or referral to the Sheffield Inclusion Panel will be discussed.

Student Engagement Meetings (SEM)

The Co-Heads of School, Assistant Headteacher – Behaviour Lead, SENDCo and Designated Safeguarding Lead (DSL) will meet regularly (weekly) to discuss students who have received significant behaviour points, have struggled with self-regulation, concerns with attendance, have experienced higher level safeguarding issues and/or have been referred from year group inclusion meetings to ensure relevant and appropriate strategies are in place to support them.

Behaviour Review Meetings

If a student's behaviour is causing concern or if there is a drastic change in a student's behaviour, a meeting will be held with that student's parents and carers. This is a supportive meeting, to prompt a positive change in behaviour.

Step Out

Step Out is used as a short-term intervention where a student will attend another school setting for a specific length of time. This time allows them to reflect on their current behaviour and approach to Tapton School and consider what improvements are needed. A decision for a Step Out is initiated with the student's best interest in mind - it does not need to be agreed by all parties involved.

Off Site Direction

An off-site direction is used as an intervention where a student would benefit from experiencing another school environment for up to 12 weeks (can be extended to 18 weeks) with the aim to eventually becoming a student on roll at the host school. A decision for an off-site direction is initiated with the student's best interest in mind. It needs to be agreed by all parties involved and once agreed, key information is shared and discussed with the proposed school.

Managed Move

Due to extreme levels of negative behaviour or persistent disruption, a Managed Move will be considered. This is a direct transfer to another school chosen in collaboration with the Local Authority.

Special Educational Needs and Disabilities (SEND)

All teachers and members of staff will support students with identified needs. The SENDCO and SEND Team will work with all staff to ensure students with identified needs are supported and interventions are in place to support them with their behaviour and conduct.

The Equality Act 2010

Tapton School is aware of the different forms of disability discrimination and our legal duties under the Equality Act 2010 and the SEND Code of Practice 2020. We recognise that some students with identified needs will need additional support to manage their behaviour, however, where a student engages in certain behaviours that could cause harm to others, such as, violent conduct/bringing dangerous items into school a fixed term suspension or permanent exclusion would be considered.

The school does not need to give notice of after school Year Leader or SLT Detentions, however, we will endeavour to make the necessary arrangements for students who are looked after and/or students with additional needs. Reasonable adjustments will be made for students who may struggle with After School Detentions such as completing the detention with a Year Team away from the main detention room.

STUDENT ROUTINES

How students conduct themselves around school The school day starts at 8.55am. A warning bell sounds at 8.55am, however, students should be in school well before this warning bell in order to be fully prepared for an orderly start to their day. Students are able to use the canteen and our library from 8.30am. Students should not be on site before 8:30am unless they have a club or other activity led by a member of staff.

Students who arrive late are greatly disadvantaged because they miss starting the day with their peers in form time which means that they are often missing essential messages. It is very important that students establish good routines and habits in preparation for the rest of their lives. Punctuality is a life skill that they need to develop whilst they are at school.

Students should fill up water bottles and visit the toilet at breaks and lunchtime not during form time or lessons. Students are allowed in the building at break times and therefore have ample time to use the toilet and get refreshments.

Electronic Devices

We continue to have significant concerns about the impact of smart phones and devices on safeguarding and mental health; these concerns are supported both by our lived experience and academic research. Following our consultation on phones and devices we have decided on the following policy statement:

Mobile phones, smart watches, iPods and other electronic devices such as earphones and wireless earphones are not allowed to be visible on the school site at any time. This means from the moment students enter the site to the moment they leave the site they cannot have a visible device; this also includes at break and at lunchtime. If students choose to bring devices to school, they must put them into school bags before entry onto the site, so they are not at all visible or accessible. Students cannot place devices in pockets. This policy extends to earphone cables hanging from shirts and from pockets and headphones worn around necks. Any student found with a prohibited device will have it confiscated without discussion. The first time an item is confiscated it will be held in the school office until the end of the school day; this will incur one negative behaviour point. All subsequent confiscations will be locked in the school safe and only returned following a meeting with parents and carers. Devices will be returned to 6th formers following a first confiscation at 3.30pm, irrespective of when the final lesson of their day falls. If a child refuses to hand over the item, on call will be used. The attending team will confiscate the item and inform the student of the following day Year Team Detention for defiance. Failure to hand over a confiscated item will result in a fixed term suspension.

We understand the need for students to have a mobile phone whilst on a school trip. However, we have the same expectations around all electronic devices as we do in school and therefore devices can only be used and be visible with direct permission from staff. If a student misuses their device or has a visible device including earphones and smartwatches without direct permission from a member of staff, it will be confiscated and returned to them at the end of the trip and before they begin their homeward journey. Any confiscations during a school trip will be recorded in school as stated in our behaviour policy.

Students are responsible for their own learning journey and making the most of the resources available to them.

It is incredibly important for students to be prepared for school. Every student needs a school bag. In their bag there should be a water bottle, their PE kit on the designated days, a reading book, pencil case filled with equipment, lunch if necessary, and books for that day. For every lesson, students must have a few black pens, a pencil, a pencil sharpener, a rubber, a ruler, as well as a scientific calculator, protractor and a compass. Students are required to have these on their desks at the start of every lesson to show they are prepared for their learning. Every lesson, the teacher will check students are equipped for learning. During seasonal times students should bring hats, gloves, scarf and coats and sun lotion and hat for summer. Please note hats and hoodies should not be worn inside the classroom.

Tracking

Students will receive two sets of tracking reports each year. These are emailed to families. On the tracking report students will be assessed on their conduct and the following grading system will be used.

Conduct		
5	Outstanding (a role model for other students)	Requires exemplary levels of behaviour and conduct, setting a standard for others. Routinely meets all expectations; makes extra efforts to be helpful to teachers and supportive of peers.
4	Good	Routinely meets all behaviour expectations without prompting. Students are on time, fully equipped, in uniform, polite, respectful, listen well, complete homework, and never disrupt learning.
3	Satisfactory	Meets basic expectations. May not have behaviour reports but can receive reminders or warnings. May be a passive learner; homework may sometimes be an issue.
2	Requires Improvement	Improvement needed. Usually meets expectations but sometimes requires prompting. May have reminders, warnings, concerns, incomplete homework, or punctuality issues.
1	Serious Concerns	Does not meet basic classroom expectations. Behaviour persistently or frequently disrupts their own learning and that of others.

Uniform Expectations

Please see our [uniform policy](#) for further details

Homework Monitoring - Systems and Procedures - see [homework principles](#) for further details

Homework is set using ClassCharts. Homework is set before 5pm on the day of the lesson. Students should be given a minimum of three nights to complete any homework set. Key Stage Three students will not receive homework over a holiday with the exception of reading from English. Furthermore, homework will not be set on the final Friday of a term with an expectation that it be handed in on the first Monday back. Parents and carers can access ClassCharts to monitor their child's homework completion and managing deadlines.

All students should receive feedback for completed homework be it verbal, whole-class feedback or written feedback. Students should also receive regular reinforcement in class that completing homework is a good study habit and impacts their classwork e.g., "fantastic answer, I can tell you are doing your homework properly"

Students are praised for completing homework as we support and encourage students to develop the routine of meeting deadlines and taking responsibility for their learning journey. This could be by way of merits, postcards, seeing the Subject Leader or being submitted for the Friday reward.

Classroom teachers will deal directly with any non-completion issues by having a conversation with anyone who has not completed a task and logging it as a non-completion on ClassCharts. If the piece of homework is still not completed a sanction is put in place by the class teacher (i.e break or lunch detention) and students complete the work at the agreed time and a second non completion log is put on ClassCharts (negative behaviour points attached). Any further non completion of the same piece of homework will be dealt with by the Subject Leader.

The Assistant Headteacher – Behaviour and Year Teams will monitor homework completion rates and use of ClassCharts and refer students to Homework club for repeated non-completion.

Negative Behaviour

If a student does not meet our high expectations, we will employ a wide range of measures to address inappropriate behaviour. These measures range from verbal warnings, teacher and department sanctions, lunchtime and/or after school detentions and being placed on report to more serious sanctions, such as, fixed term suspensions, behaviour review meetings and permanent exclusion. Certain behaviours, such as bullying, will always be deemed unacceptable and will always incur a serious sanction. This applies at break or lunch times, during school time including travel to and from school and at any time on school trips. If the police are investigating an incident reported to them School is duty bound to share relevant information with them and we would not routinely share our dialogue with the police with families.

Sixth form students who behave in an unacceptable way may also have their form tutor UCAS reference withdrawn and/or have their bursary suspended where applicable.

Classroom Behaviour and Protocols

If a student is not behaving in an acceptable way and pre-emptive strategies have not worked they can expect the following stages to occur.

- 1. Reminder** - The student is explicitly told this is their reminder. The teacher may note down the student's name privately. The teacher may also warn the student that further poor behaviour will result in classroom actions such as moving seat.
- 2. Warning** - If the behaviour continues the student is given a final warning which will always be accompanied by an action, for example, moving seats, stepping out, conversation with teacher, conversation with Subject Leader at the end of the lesson etc.
- 3. Cause for Concern** – at this stage the student's behaviour has not improved with the warnings. A Cause for Concern will be logged on ClassCharts and a notification will be sent to parents and carers. It will always be accompanied by a classroom teacher/department led detention. A Cause for Concern notification can be given by any adult at Tapton School for incidents of poor behaviour outside of lessons, for example on the corridor at break or lunch.
- 4. On Call** – On Call is for repeated disruption and/or immediate emergency removal. The On Call team will remove students to a 6th form/alternative class. Students will not be returned to the lesson as they have already made clear their choice about their learning. An On Call notification can be given by any adult at Tapton School for incidents of poor behaviour outside of lessons, for example on the corridor at break or lunch.

On Call Process

During every period of the school week at least one member of the Inclusion Team will be On Call. The On Call team will endeavour to visit every classroom during this period. This is an entirely supportive visit to ensure members of staff are satisfied with conduct in their classrooms and students are meeting their high expectations.

On Call should be used for repeated disruption and/or immediate emergency removal and as such should be rare. An On Call can be given by any adult at Tapton School for incidents of poor behaviour outside of lessons, for example on the corridor at break or lunch. If a student has received an On Call detentions will be held the following day; a notification message will be sent to the parents and carers. It is therefore the responsibility of all parents and carers to ensure school has their up-to-date contact details. Year Team will be held for 30 minutes Monday – Friday and will be supervised by Year Teams. Failure to arrive to the detention room will result in a 60-minute detention the subsequent day. Poor behaviour in detention will also result in a 60-minute detention the subsequent day. Defiance to the collection team and refusal to attend detention may result in a fixed term suspension. A fixed term suspension may also be given to students who receive two or more On Call incidents in one day

Punctuality, Lateness and Truancy

Students who are late to form time and lesson 1 will be in a same day lunchtime detention for 20 minutes. Students who are late to period 4 will be in a following day after school detention for 20 minutes. Students who are repeatedly late will be discussed at the weekly attendance meeting and parents and carers will be invited into school to discuss their child's poor punctuality. A referral may also be made to the school's attendance and punctuality officer.

To be clear – students are late if they arrive after the 'ping' which sounds on all teacher laptops.

Truancy is counted as any intentional absence from education. This is arriving late to school after 9.30am or deliberately not attending lessons during the school day, i.e. truanting within school. If a student is truanting, they will receive an automatic 1 hour after school detention or sanctions ranging from a Year Team detention to a fixed term suspension, depending on the level, type and duration of the truancy and any additional related behaviours.

Failure to attend lunchtime detention for incorrect uniform/lanyards, punctuality or poor behaviour will result in a 30-minute following day Year Team.

Negative Points

Students will receive negative behaviour points for Behaviour that does not meet the school's expectations. This will result in a notification home parents and carers. Members of staff should use their professional judgement to make an additional phone call to parents and carers.

Detentions

Detentions will be set by teachers and the Inclusion Team for students whose behaviour is not acceptable. During the detention, the teacher will use this as an opportunity to discuss the student's negative behaviour choices and what steps can be taken to ensure the smooth running of the following lessons.

Students who fail to attend a detention will be moved up to the next stage, for example if a student misses a teacher detention this will be moved to a department/Subject Leader detention. Failure to attend a lunch time detention will result in an after-school detention on the following day. If a student does not attend the 30-minute after school detention they will then receive an hour detention the following day. If a student does not attend the hour detention a 90-minute SLT detention or fixed term suspension will be considered.

Please note, the DFE guidance 'Behaviour In Schools February 2024', states "Parent consent is not required for detentions that satisfy the conditions mentioned".

- Break detentions: should be for a maximum of 10 minutes of a 20-minute break
- Lunch detentions: should be for a maximum of 20 minutes of a 45-minute break. Students will be placed in a lunchtime detention for part or the whole of lunchtime by Year Teams and/or members of the Leadership Team if they display anti-social and/or defiant behaviour.
- After school detentions: The Department of Education has outlined that schools do not need to give notice of after-school detentions or tell parents and carers why a detention has been given. Class teachers can impose no notice after school detentions for Year 7 to 13 of 10 minutes. On Call after school detentions will be held the following day and parents and carers will be alerted by notification. It is the responsibility of parents and carers to ensure school has their correct contact details. Students who catch the 751 bus will then need to catch the 51 bus from Manchester Road. Ideally, the On Call team will speak with parents and carers about after school detentions, however, where this is not possible a ClassCharts notification will be sent. Students who have arrived after 9.30am and/or truanted a lesson will be placed in an hour day detention.

Detentions

Detentions will be set by teachers and the Inclusion Team for students who demonstrate any of the unacceptable behaviours listed below. These detentions will range in length depending on the seriousness of the incident. The range of detentions issued are listed in the table below with some examples of behaviour which leads to each detention – this list is not exhaustive.

Unacceptable Behaviours

The following behaviours are examples of unacceptable conduct which cause concern and will therefore incur sanctions ranging from lunchtime, after school detention, negative behaviour points, up to and including fixed term suspension and permanent exclusion. Behaviours which contravene our expectations and code of conduct include but are not limited to:

- Defiance
- Internal and external truancy
- Fighting and/or instigating violent behaviour or physically hurting others.
- Play fighting
- Inciting violence either on social media or directly in person. This includes students who are bystanders and/or those caught filming incidents.
- Sexual harassment.
- Deliberate offensive language, including racial, sexual or homophobic comments.
- Discrimination or harassment.
- Bullying or intimidation.
- Rudeness to staff and students.
- Spitting at another student or member of staff.
- Malicious accusations against school staff.
- Selling items to other students in school.
- Vandalism, such as, but not limited to, misuse of fire extinguishers and the fire alarms, graffiti.
- Continued disregard for staff instruction.
- Continued disregard for school rules and or procedures, such as and including refusing to attend an after-school detention when escorted by a member of staff.
- Theft from staff, fellow students and school premises.
- Bringing harmful substances into school.
- Enabling intruders to enter onto site.
- When a student brings in an item that causes disruption to the good order of the school for example water pistols, fun snaps, replica items, laser pens etc.
- Bringing in energy drinks on to the school site.
- Bringing lighters into school.

Vaping

Under no circumstances should a student bring a vape onto the school site. If a student is found with a vape on them, whether using it or not, they will receive a suspension.

16-19 Bursary

As per the Education and Skills Funding Agency Guidance (ESFA) 16 to 19 Bursary Fund Guide 2023-2024, it is the responsibility of the school to investigate 'instances of fraud relating to bursary fund applications', furthermore, it is also the responsibility of the school to report instances of 'significant fraud' to ESFA for further investigation and recoup funds.

16-19 Bursary

Where a student in receipt of 16-19 Bursary makes fraudulent claims, for instance, by making claims and/or submitting duplicate receipts and/or receipts not relating to themselves and/or their academic activities, they will receive a two-day Fixed Term Suspension and will be required to pay back any monies owed.

They may also have future bursary payments withheld. Where the fraud is considered 'significant' they will be referred to the ESFA.

In addition, as per the School Behaviour Policy, the Fixed Term Suspension will lead to the withdrawal of any Post-18 reference, including UCAS, that may be pending. Furthermore, if the student is employed by the Trust as a Lunchtime Supervisor, they will be suspended from the role for a four-week period.

Please note, as a fraud prevention measure, students will no longer be able to submit individual bus tickets as evidence of travel and will instead be required to purchase weekly or monthly bus passes, if they wish to use the 16-19 Bursary Fund to pay for travel costs.

Bullying

Tapton School has an ethos in which we care and value each other and achieve excellence. We teach students to treat each other with respect and decency. We also teach students to understand how their actions can impact upon others and therefore we expect them to moderate their behaviour accordingly. At Tapton School we do not accept bullying in any form. We have a separate Anti Bullying Policy which outlines our expectations on student's behaviour, our actions and sanctions.

Equity, Diversity and Inclusion (EDI) Commitment

As part of our commitment to creating a respectful, inclusive, and equitable learning environment, we have adopted an Equity, Diversity and Inclusion (EDI) goal. This goal provides a common direction, purpose, and accountability.

Our EDI goal states: "In our school community, we want every person to be safe, seen, supported, and feel free to be themselves. We are committed to growth through listening and learning together to create a place where everyone belongs."

This goal underpins our behaviour policy and guides how we respond to incidents, support student wellbeing, and promote a positive, inclusive school culture. It reflects our commitment to ensuring that all members of our community experience a strong sense of belonging and dignity.

Discrimination

Discrimination is defined as the unfair or unjust treatment of individuals based on certain characteristics they possess. These actions are not limited to individuals but often reflect broader negative attitudes toward the wider community or group with which the individual identifies. Discrimination occurs when a student is targeted by another due to a protected characteristic under the Equality Act 2010, or any other aspect considered integral to a student's identity.

Harassment

Harassment is defined as any behaviour intended to, or having the effect of, violating an individual's dignity or creating an environment that is intimidating, hostile, degrading, humiliating, or offensive. This may be in relation to a protected characteristic under the Equality Act 2010, or any other aspect considered unique to a student's identity.

Pestering

Pestering refers to the unfair or inappropriate treatment of individuals based on characteristics not protected under the Equality Act 2010 (e.g. social class, hair colour, body weight). While these characteristics may not be legally recognised as protected, all reports of pestering at Tapton School will be taken seriously and handled with the utmost care and diligence.

Behaviour in Breach of Our EDI Goal

All reported incidents that conflict with our EDI goals will be thoroughly investigated and documented in line with our Behaviour Policy (effective September 2024). Discriminatory behaviour, including harassment or persistent pestering, will result in behaviour points ranging from -1 to -5, alongside appropriate sanctions. These may range from a 30-minute detention to permanent exclusion, depending on the severity and nature of the incident.

Behaviour Outside of School hours

Whilst school cannot put in sanctions for incidents that take place outside of school hours, we urge families to contact the police if they believe an offence has taken place.

Negative Behaviour on School Trips

All school trips will be organised in line with the trips and visits policy and checklist. The School reserves the right to remove students from trips and visits if they have exhibited unacceptable behaviour. As a result, all trip letters will include the following paragraph:

We have very clear school rules and expectations. Students need to demonstrate that they are following school rules and meeting our expectations in school in order for them to be allowed to attend the trip. If 'On Call' should be summoned on two or more occasions because of poor behaviour choices, they are involved in a significant behavioural issue, a suspension takes place or we have safety concerns around a student from the date of receiving this letter to the date of the trip, they will not be allowed to attend the trip. We understand the need for students to have a mobile phone whilst on a school trip.

However, we have the same expectations around all electronic devices as we do in school and therefore devices can only be used and be visible with direct permission from staff. If a student misuses their device or has a visible device including earphones and smartwatches without direct permission from a member of staff, it will be confiscated and returned to them at the end of the trip and before they begin their homeward journey. Any confiscations during a school trip will be recorded in school as stated in our behaviour policy.

Behaviour Review Meeting

A Behaviour Review Meeting will be called when a student has an escalation of negative points. The following Behaviour Review Meetings will be put in place as a supportive measure when a student reaches a certain stage of negative points. If a student is causing significant concern, a Behaviour Meeting may be called to ensure actions are put in place to support the student changing their behaviour moving forwards. Behaviour Review Meetings will always outline what the student can do to improve, how the parent and carer can support their child's progress and identified interventions/strategies Tapton School will put in place.

Behaviour Review Meeting

Behaviour Stages Table		
Stage	Points	Action by Tapton School
Stage 1	-25 points	Stage 1 letter from Year Team
Stage 2	-50 points	Year Team Behaviour Review Meeting and a Stage 2 letter
Stage 3	-75 points	Stage 3 letter from Year Team
Stage 4	-100 points	Year Team and Assistant Headteacher in charge of behaviour meeting, plus a Stage 4 letter
Stage 5	-125 points	Stage 5 letter from Year Team
Stage 6	-150 points	Assistant Headteacher in charge of behaviour and Co-Heads of School meeting, plus a Stage 6 letter
Stage 7	-175 points	Stage 7 Letter from Year Team
Stage 8	-200 points	Assistant Headteacher in charge of behaviour, Co-Head of School and Executive Director meeting and a Stage 8 Letter

Fixed Term Suspension

Guidance from the DfE 'Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement' September 2023 states 'a suspension, where a student is temporarily removed from school, is an essential behaviour management tool.

When a Fixed Term Suspension has been put in place parents and carers will be informed of this decision via a phone call. A letter will be sent to the parent and carer outlining these key areas:

- Information as to why the student has received a Fixed Term Suspension
- Parent and Carers responsibility
- The School's responsibility
- Parent and Carer rights
- Information around the reintegration meeting.
- Where parents and carers can find statutory guidance.

Each suspension will fall under one of the following headings:

- Abuse against sexual orientation and gender identity
- Abuse relating to disability.
- Bullying.
- Damage.
- Drug and alcohol related.
- Inappropriate use of social media or online technology.
- Persistent or general disruptive behaviour.
- Physical assault against a student.
- Physical assault against an adult.
- Racist abuse.
- Sexual misconduct.

Fixed Term Suspension

Each suspension will fall under one of the following headings:

- Theft.
- Use or threat of use of an offensive weapon or prohibited item (including vape).
- Verbal abuse/threatening behaviour against a student.
- Verbal abuse/threatening behaviour against an adult.
- Wilful and repeated transgression of protective measures in place.

Students will be provided with work and reflection tasks linked to the incident to complete while completing the Fixed Term Suspension. The student will need to bring this to the reintegration meeting.

Reintegration Meetings

Reintegration Meetings are an important part of the suspension process in supporting the child to return to school. Parents and carers are expected to attend a reintegration meeting on their child's return to school. This meeting will be with your child's Year Team and a member from the Senior Leadership Team. We will discuss the reasons for the Fixed Term Suspension, discuss the completed reflection work, whilst also discussing interventions/strategies to use moving forwards. It is important the child attends the meeting so we can all work together.

Where students breach our Acceptable Use Policy and/or make defamatory posts we will deploy a range of sanctions. Responses can include, but are not limited to, temporary or permanent bans on IT equipment, contact with parents and carers and sanctions such as after school detentions and in serious cases, fixed term suspensions up to permanent exclusion.

For Sixth Form students - In the case of a suspension, the school will temporarily suspend the student's UCAS reference/reference for onward progression until a noticeable improvement in behaviour can be seen.

Permanent Exclusion

Permanent exclusion will always be considered for the following:

- Use or possession of knives, weapons and fireworks. Or replica items.
- Involvement with or possession of substances or items which may be harmful to themselves or to others, such as, alcohol, drugs, drug paraphernalia, 'legal highs', vaping equipment or solvents.
- Serious threats of and actual violence against staff, students or any other individual.
- Serious bullying incidents.
- Sexual violence.
- Persistent and serious breaches of the school behaviour policy.
- Behaviour which the Co-Heads of School or Executive Director believe represents a serious threat to others.
- Possession of any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property.
- Failure to comply with a safety check.

When putting in place a permanent exclusion the headteacher will always consider the following criteria, is the decision:

- lawful;
- reasonable;
- fair;
- proportionate;

The Co-Heads of School and Executive Director will also have regard to the wellbeing and safety of other students and staff.

How to appeal a Suspension

If the total days of suspension are five days or fewer in any one term you may make representation to the Governing Body who will consider these but the Governing body does not have the authority to overturn the suspension. At Tapton School representation for this level of suspension will be considered by the Chair of Governing Body.

If the total days of suspension take the total number of days above 5 but below 16 days in any one term parents can request a Governing Body Meeting. This meeting will be held within 50 days of the parent receiving the suspension notice. A representative of the local authority will also attend if requested by the school.

If the total days of suspension take the total number of days above 15 days in any one term or if the exclusion is permanent the Governing Body must convene a meeting to consider reinstatement. A representative of the local authority will also attend.

If you wish to make representations please contact our Chair of Governors at the school address or email our Governor Liaison Administrator at this address ssimmons@taptonschool.co.uk as soon as possible.

Confiscation of Electronic Devices

In line with the Department For Education 'Searching, screening and confiscation advice for schools' July 2022. The rules around confiscations apply to all students Years 7-13 (and Year 14 students). Mobile phones, smart watches, iPods and other electronic devices such as earphones and wireless earphones are not allowed to be visible on the school site at any time. This means from the moment students enter the site to the moment they leave the site they cannot have a visible device; this also includes at break and at lunchtime. If students choose to bring devices to school, they must put them into school bags before entry onto the site, so they are not at all visible or accessible. Students cannot place devices in pockets. This policy extends to earphone cables hanging from shirts and from pockets and headphones worn around necks. Any student found with a prohibited device will have it confiscated without discussion. The first time an item is confiscated it will be held in the school office until the end of the school day; this will incur one negative behaviour point. If a student has an item confiscated for a second time the parents and carers must come into school to collect the item between 3.30 and 4.30 and to meet with the Year Leader and a member of the Leadership Team to discuss their child's refusal to comply with our rules. All subsequent confiscations will then also go into the safe awaiting a parent meeting and will incur two negative behaviour points. If a child refuses to hand over the item, on call will be used. The attending team will confiscate the item and inform the student of the following day After School Detention for defiance. Failure to hand over a confiscated item will result in a fixed term suspension.

A member of staff will confiscate any item they deem to cause disruption to the good order of the school.

Confiscation 1 (-1 point)

- Item is confiscated and returned at the end of the first day. The student is responsible for collecting the item.
- 1 negative point added onto ClassCharts log
- Automated confiscation letter sent to parents and carers advising of incident and next stage.

Confiscation 2 (-2 points)

- Item is locked in school safe and a text sent to parents and carers alerting them to this.
- 2 negative points are added to ClassCharts log.
- Automated confiscations letter sent to parents and carers asking them to collect the device and arrange a meeting with Year Team or member of the Senior Leadership Team.

Confiscation 3+ will be dealt with as per the arrangements for Confiscation 2 (-2 points)

*Please note confiscations of banned items will be handed to the police

Safety Check

In line with the Department For Education 'Searching, screening and confiscation advice for schools' July 2022.

Our safety check and confiscation policy is guided by the following principles and guidance:

- The need to safeguard all students by confiscating harmful, illegal, or disruptive items, this includes replica items.
- The safeguarding needs and wellbeing of students suspected of possessing these items.
- All safety checks will be justified and proportionate considering the best interests of the student, our school, our staff and any visitors to the school.
- Headteachers and staff authorised by them have a statutory power to conduct a safety check on students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. This is including mobile phones or electronic devices.
- Schools are not required to inform parents before conducting a safety check or to seek their consent.
- Schools should inform the individual student's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

If at any point a student is suspected of concealing, possessing, supplying, selling, or (where relevant) consuming knives or weapons, alcohol, illegal drugs, legal highs, vaping equipment, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property, every effort will be made to persuade the student to hand over the items, preferably in the presence of a second adult witness.

School staff should immediately seek a member of SLT through On Call system to carry out any safety checks. These safety checks do not require parental consent and will only be carried out by school staff who have been authorised by a Co-Head of School or the Executive Director. Any safety check should be recorded and logged on a student's file. The member of SLT may also use a safety check wand during the course of the investigation.

If a student refuses to give consent to a safety check, a safety check can still be conducted by law if a member of staff has reasonable grounds to suspect the student is concealing knives or weapons, alcohol, illegal drugs, legal highs, vaping equipment, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property. In more serious situations the police may be contacted and may carry out a safety check. Failure to cooperate with a safety check will be treated as defiance and will result in a fixed term suspension. Sanctions will be applied depending upon the nature of the safety check and its findings ranging from after school detention, fixed term suspension up to and including permanent exclusion. Please also see section on Unacceptable Behaviour, Suspensions and Exclusions.

Conducting a Safety Check

All safety checks should respect a student's personal privacy and be conducted in as considerate manner as possible by a member of staff who is the same sex (except in exceptional circumstances to prevent danger to themselves or others) and there must be a witness (also a staff member of the opposite sex). The person conducting the safety check may check outer clothing, pockets and possessions such as bags.

Conducting a Safety Check

Where a member of staff conducting a search finds an electronic device that is prohibited by the school rules or that they reasonably suspect has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. Parental consent is not required to safety check a young person's mobile phone if it has been seized and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.

A person carrying out a safety check can seize anything they have reasonable grounds for suspecting is a prohibited item as listed above or is evidence in relation to an offence. Items seized should be recorded and stored in a locked secure cupboard or safe before considering whether the item should be retained, disposed of or delivered to the police. For further information and guidance on searching and confiscation please see Department For Education 'Searching, screening and confiscation advice for schools' July 2022.

Malicious Allegations

Complaints and reports of discrimination against staff or students are always investigated thoroughly. If after a full and thorough investigation it is the considered view that the allegation against the member of staff or students was unfounded and malicious any record of the incident will be removed from the member of staff or student's file. The student or students involved in making the allegations will be disciplined according to the severity of the case up to and including fixed term suspension or permanent exclusion.

Physical Contact

Tapton School does not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a student or prevent them taking action needed to prevent a student causing harm. Students however must follow our 'hands off' rule and avoid physical contact with others.

The law forbids any degree of physical contact which is deliberately intended to punish a student, or which is primarily intended to cause pain, injury or humiliation.

Physical contact with a student may be appropriate and necessary in some circumstances. Staff should use their professional judgement and be aware of the following key points before making any physical contact with a student.

Staff should not assume that it is acceptable practice to use touch as a form of communication and should be very clear why it is necessary before touching any student. There are occasions when it is appropriate for adults to have some physical contact with a student or young person with whom they are working, for example in medical emergencies, in practical subjects to demonstrate the use of equipment, to adjust posture or to support a student in completing an activity safely. Also, when a student is in distress.

This should only take place in an environment which is easily observed and should last for the minimum time necessary. Staff should be aware of gender, cultural or religious issues that may need to be considered and should check that the student is comfortable with the contact.

Staff must be aware that even well-intentioned physical contact may be misconstrued so should always be prepared to record and explain any actions and must understand that all physical contact is open to scrutiny. Staff should see the Designated Safeguarding Lead to record any physical contact.

Restraint and Use of Reasonable Force

In some circumstances reasonable force can be used to control or restrain students but this should be seen as a last resort. All members of Tapton staff have a legal power to use reasonable force.

These circumstances are:

To prevent students from committing a criminal offence, harming themselves or others, causing damage to property including their own or engaging in behaviour prejudicial to maintaining good order and discipline at the school.

To defend themselves against attack provided that they do not use a disproportionate degree of force.

Before intervening physically in any situation staff should try to communicate calmly and clearly with the student about their behaviour and the consequences and wherever possible send for assistance via the On Call system for staff to support.

If there is a risk of injury to other students they should be removed and assistance summoned.

Force used will be proportionate and reasonable. School staff should always try to act in a way that minimises the chance of injury to the student but it may not always be possible. Force will never be used as a form of punishment and reasonable adjustments will be made for SEND children. Parental consent is not required to use reasonable force. Staff should see the Designated Safeguarding Lead for further advice.

Artificial Intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, students, parents and carers may be familiar with generative chatbots such as ChatGPT and Google Bard. We recognise that AI has many uses, including enhancing teaching and learning, and safeguarding students. However, AI may also have the potential to facilitate abuse e.g. bullying and grooming and/or exposing students to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real. Personal and sensitive data should not be entered into AI tools.

We will treat the use of AI to access resources for plagiarism, access harmful content, or to bully and intimidate students in line with our Behaviour Policy.

Drugs Education and Drug related Incidents

The term 'drugs', unless otherwise stated, is used throughout this section to refer to all legal and illegal drugs, including tobacco, alcohol, volatile substances, new psychoactive substances, legal highs and other unauthorised substances controlled by the Misuse of Drugs Act 1971. This also includes the misuse of all medicines including over the counter and prescription medicines.

Our primary concern is the health and safety of the school community and meeting the health, medical and pastoral needs of students.

It is pertinent to note that Tapton School will not tolerate the possession, supply or use of drugs in our school community. Our most serious sanctions will be considered for drug related incidents.

All members of staff are required to be vigilant in relation to all matters of drugs. If staff believe a student or group of students to be under the influence of, or involved in the possession, consumption, supply and/or sale of drugs, alcohol or substances inside lesson, outside of lesson, or on school trips, they will raise this issue immediately with a member of SLT or Safeguarding team.

Drugs Education and Drug related Incidents

Incidents may involve suspicions, observations, disclosures or discoveries of situations involving drugs, alcohol and/or other banned substances. They may include:

- Drugs or associated paraphernalia being found on school premises
- A student found in possession of drugs or associated paraphernalia
- A student found to be supplying drugs on school premises
- A student thought to be under the influence of drugs
- Information that the sale or supply of drugs is taking place within school or in the local area.
- A student disclosing that they or a family member/friend/peer are misusing drugs

A full and thorough internal investigation will be carried out to fully understand the nature/details of an incident.

Sanctions

Permanent exclusion will always be considered for the following: involvement with substances or items which may be harmful to themselves or to others, such as, alcohol, drugs, 'legal highs', vaping equipment or solvents.

Police

Tapton School will work in conjunction with the Police in regard to drugs, alcohol and banned substances.

Student Code of Conduct

At Tapton School, we expect students to behave in an outstanding way. This is essential for outstanding teaching and learning, for everyone to feel safe and happy and for the creation of harmonious environment. Students will conduct themselves in a courteous, cooperative and respectful manner. These are not only the unequivocal expectations of Tapton School but the expectations of society. We do not serve our school, our community or wider society by lowering our expectations. In order to achieve our vision of valuing everyone, caring for each other and achieving excellence students must adhere to the following three principles: Be Kind, Work Hard, Follow the Rules.

1. You must be punctual to form and all lessons. You need to be waiting outside your form room five minutes before registration. If you are late, you will be in a same day lunchtime detention.
2. You must follow instructions first time, quickly, quietly and without question so that learning can begin. The teacher is in charge of their classroom and their corridor. Show teachers that you are ready to learn by sitting down quietly and getting out your equipment.
3. Move around the building sensibly and quietly. Always keep to the left on corridors so that everyone can reach their destinations on time.
4. Food and drink are only to be consumed in the Dining Room or outside the building. Litter must go in the bins. There is no chewing in lessons.
5. The rules around confiscations apply to all students. Mobile phones, smart watches, iPods, and other electronic devices such as earphones and wireless earphones are not allowed to be visible on the school site at any time. This includes before school, break time, lunch time and after school. This means the moment you enter the school site to the moment you leave you cannot have a visible device. The first confiscation will result in a warning and letter home. The second one will result in items being locked away until a meeting has been held with families.
6. You have time to visit the toilet and fill up water bottles at break and lunchtime not during lessons.
7. In Tapton all students wear full uniform. This does not include leggings, jogging bottoms, cargo trousers, hoodies or non-black trainers. Outdoor clothing (eg a coat) is not worn in classrooms. No hoods or hats in the building. Failure to wear full uniform without an exceptional reason will result in you being given an item to loan for the day. Please see more information in our uniform policy.
8. Be kind and courteous in all of your interactions – with teachers, with your peers and with people in our community. Tapton School will not tolerate bullying in any form and the Co-Heads of School will consider the most serious sanctions for any student who intimidates or bullies others.
9. The following items cannot be brought into school - alcohol, cigarettes, tobacco, vaping equipment, fireworks, knives* or weapons* and illegal drugs*. (* a permanent exclusion will be considered if these items are brought to school).
10. Be kind, work hard and follow the rules.

Signed: (Student)		Form:	
Signed: (Parent/ Carer)		Date:	

Student Code of Conduct Sports

It is an honour to be selected to represent Tapton School in a sporting activity. Sports fixtures build resilience and give students experience of working as part of a team. When you represent Tapton you represent our whole community. Students earn this privilege. This is not an automatic right. If you do not comply with the below points, there will be serious consequences and you may not be allowed to represent the school again.

Competitors

1. Co-operate with teachers, coaches, volunteers, teammates, and opponents. Without them there would be no game!
2. Respect the referee, umpire and decision of the officials involved and the rules of the game.
3. Treat all people fairly and with respect regardless of race, background, religious beliefs, or gender.
4. Control your temper both on and off the playing area. The use of bad language, deliberately fouling, or provoking an opponent is not permitted and will be dealt with severely.
5. Do not criticise others by words or gestures.
6. Work to the best of your ability both individually and as a team.
7. Be a good sport. Cheer all good play whether it is from your team or the other team.
8. Respect the facility and equipment being used.

Spectators

1. Recognise the value and importance of teachers, coaches, and officials. They give their time and resources to provide school sport opportunities and deserve support.
2. Respect the officials' decision. If there is a disagreement, follow the appropriate procedure in order to question the decision.
3. Show respect for your team's opponents. Without them there would be no game.
4. Encourage players to play according to the rules and the decision of the officials involved.
5. Demonstrate appropriate social behaviour by not using foul language or harassing players, coaches, teachers or officials.
6. Applaud good performance and effort by your team and the opponents. Congratulate both teams on their performance regardless of the game's outcome.
7. Never ridicule or criticise players for making a mistake during a competition. Positive comments are motivational.
8. Condemn the use of violence in any form, be it by spectators, coaches, teachers, officials, or players.

Signed: (Student)		Form:	
Signed: (Parent/ Carer)		Date:	

Student Code of Conduct Community & Transport

Tapton School is a uniform school – your uniform identifies you as a member of our community and as an ambassador for our school. We, therefore, expect you to uphold our values in and out of school. This includes how you conduct yourself on your journey to and from school on public transport. As always, you must remember our three guiding principles: Be Kind, Work Hard, Follow the Rules

1. Behave courteously and kindly when out of school. Treat members of our community with respect.
2. You must queue and board the bus sensibly and in single file so that members of the public can still use the pavements.
3. You must join the queue from the back; do not push in or leave spaces for friends. This is not fair.
4. Whilst both waiting and travelling conduct yourself as you do in school – do not shout or use inappropriate language – be kind.
5. Put your litter in the bin.
6. You must only use designated bus stops to board the bus and you must wait until the bus has safely come to a stop to board.
7. You must try to have the correct money for your fare and your bus pass.
8. You must ensure you have a valid ticket for your journey which you need to keep as proof of travel.
9. You must remain in your seat for the journey.
10. You must only use the bus bell to alert the driver to stop.
11. Be a courteous passenger; do not take up more than one seat and do not prevent someone from being able to sit next to you. Give up your seat to someone who may need additional consideration.
12. Do not bang on the windows and do not use an emergency exit unless there is a genuine emergency or if the driver has instructed you to do so.
13. We expect you to be courteous and kind to members of our community who need additional consideration when using public transport. Be considerate of other passengers as you leave the bus; use your manners and say, 'excuse me' and 'thank you' as you leave.

Sanctions

Most bus companies now use CCTV on public transport. The bus companies will involve school to identify anyone who behaves in an anti-social or dangerous manner. In addition to the bus companies are within their rights to ban students from using their service and reporting issues to the Police. School will always work with the Police to identify students behaving unacceptably.

Signed: (Student)		Form:	
Signed: (Parent/ Carer)		Date:	

Home School Agreement

Our primary purpose at Tapton is to ensure that we value everyone, care for each other and achieve excellence. We want everyone in our school to be enriched by the Tapton experience so we can access opportunities throughout our lives and make a positive contribution to society. We recognise that the successful development of our students depends upon an effective partnership with parents and carers. Our Home School Agreement outlines the important role parents and carers play in ensuring their children are successful.

As a parent or carer, I will:

1. Make sure my child arrives to school on time every day.
 - The Dining Room and Library open from 8.30am and some sports clubs begin at 8.00am. Students should be waiting near form rooms five minutes before registration begins.
2. Make sure my child arrives promptly to lessons.
3. Make sure my child attends school in correct uniform:
 - A black or white polo shirt with the Tapton logo.
 - A black sweatshirt or black cardigan with the Tapton Logo.
 - A black fleece with the Tapton logo or a plain black fleece.
 - Students can wear either flat black full-length trousers, black tailored shorts or a black skirt. Students are not allowed to wear jogging bottoms or cargo/combat trousers.
 - All black shoes or trainers without any coloured logo and without different coloured trims (not sandals).
 - Flat all black below the knee boots
4. Make sure my child arrives fully equipped for learning with:
 - A school bag,
 - A pencil case containing black biros, a pencil, a pencil sharpener, a rubber, a ruler, a compass, and a protractor.
 - The school planner.
 - A scientific calculator.
 - The exercise books for that day.
 - P.E Kit when needed.
5. Ensure my child works hard and is a resilient learner.
6. Ensure my child completes all homework to a high standard and hands it in on time.
7. Attend Progress Evenings and meetings to discuss my child's progress.
8. Support the school and its policies including lunchtime and afterschool conduct detentions.
9. Support the behaviour policy and student code of conduct.
10. Ensure my child understands the importance of being a Tapton School ambassador inside school and in the wider community.
11. Ensure my child is respectful and kind to all students and staff.
12. Encourage my child to take full advantage of the opportunities available at Tapton School.
13. Ensure my child looks after books borrowed from the school library and returns or renews them by the due date.

Signed: (Student)		Form:	
Signed: (Parent/ Carer)		Date:	
Signed: (Form Tutor)		Date:	