

**TOTTINGTON**  
HIGH SCHOOL



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# **BEHAVIOUR POLICY**

## **2023-2024**

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**WORKING TOGETHER**  
**AIMING HIGH**  
**ACHIEVING SUCCESS**



Shaw  
Education  
Trust

## Contents

1. Aims .....	3
2. Legislation & Statutory Requirements .....	3
3. Roles & Responsibilities .....	4
4. THS Steps To Success – Student Code of Conduct .....	5
5. Behaviour Monitoring & Class Charts .....	6
6. Rewards & Positive Behaviours .....	7
7. Sanctions & Negative Behaviours .....	8
7.1 Consequence System .....	9
7.2 Remove Room .....	9
7.3 Persistent Breaches .....	10
7.4 Remove Room, Suspensions & On-Call .....	11
7.5 Punctuality to School and Lessons .....	13
7.6 Off-Site Behaviour .....	13
7.8 Malicious & Mendacious Allegations .....	14
7.9 Mobile Phones & Specific Sanctions .....	14
7.9.1 Appearance/Uniform Issues & Infringements .....	15
8. Bullying .....	16
9. Behaviour Management .....	18
9.1 Classroom Management .....	18
9.2 Student Support .....	19
9.3 Confiscation .....	19
9.4 Physical Restraint .....	20
10. Class Charts & Provision Map .....	21
11. Pupil transition .....	21
12. Training .....	21
13. Monitoring arrangements .....	21
14. Links with other policies .....	21
Appendix 1 - Written Statement of Behaviour Principles: .....	22
Appendix 2 – THS Steps to Success - Students: .....	23
Appendix 3 – THS Steps to Success - Staff: .....	24
Appendix 4 – THS Steps to Success – Parents/Carers: .....	25
Appendix 5: Strategies to use for challenging behaviours .....	26

**APPROVED BY:** Academy Council

**DATE:**

**LAST REVIEWED:** September 2023

**NEXT REVIEW:** September 2024



## 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 students 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 & 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 students 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 students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' 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 & 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 the Academy Council 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 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 students 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 THS Steps to Success (student 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, poor punctuality or removal from lessons.
- 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, such as their child's Form Tutor or Head of Year in a constructive and supportive manner.
- Access Class Charts as a means of monitoring the behaviours of their child.

## 4. THS Steps To Success – Student Code of Conduct

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

- Working Together
- Aiming High
- Achieving Success

The unabridged THS Steps to Success for students can be found in Appendix 2. The Steps to Success for Students, links closely codes of conduct for Staff and Parents/Carers – also labelled as THS Steps to Success – these can be found in Appendices 3 and 4.

Tottington High School always insists upon the very highest standards of behaviour from **all** students. Therefore, in summary, all students are expected to:

- **Work Together** by being polite, kind, and respectful at all times. By following instructions first time, every time without question or argument. By working in partnership with their teachers to maximise learning in lessons.
- **Aim High** by working to the best of their ability in **all** lessons. By approaching challenges and obstacles with a positive mindset, and embracing all opportunities provided unlock their potential.
- **Achieve Success** by attend school **every day and on time**. By wearing their uniform correctly and with pride. Attending all lessons on time every day and demonstrating positive attitudes to learning in every lesson.

### **Unacceptable and disruptive behaviour will not be tolerated at Tottington High School.**

Unacceptable and disruptive behaviours are any which disrupt the learning environment of the school, classroom and learning of the students. They are any behaviours and actions which stop a member of staff from teaching their lesson. Any incidents of this nature will be sanctioned by staff in line with our behaviour policy.

Incidents of more serious behaviours may warrant stricter sanctions such as internal, fixed, or permanent suspensions. 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:** Tottington High School expects the best behaviour and conduct of students 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 also be sanctioned with a fixed-term or permanent exclusion.



## 5. Behaviour Monitoring & Class Charts

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 follow the THS Steps to Success. Students gather points which lead to various sanctions and rewards. The points follow a simple red and green system – Red points are awarded for negative behaviours and punctuality issues, and Green points for positive behaviours, attendance and academic excellence.

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 Class Charts app or website and their parent login, which the school provides. For further information, please contact the school office. For the new Year 7 intake, this information will be forwarded to parents once the new academic year has commenced.

**As part of the school and parent partnership, it is essential for parents to support the school's ability to sanction poor behaviour – this is integral to the behavioural development of students in school. It is an expectation that parents will not challenge the decisions of the staff of Tottington High School around the issuing and enforcement of removal from lessons, removal room allocation and detentions. Parents will be notified through Class Charts of sanctions and detentions awarded for poor behaviour.**

## 6. Rewards & Positive Behaviours

**It is essential that students 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 assembly times,
- Positive phone calls home recognising positive behaviours,
- Special responsibilities/privileges,
- Reward trips.

### **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 many of our students 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 for 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 behaviour data across the academic year.



## 7. Sanctions & Negative Behaviours

Staff use a variety of intervention strategies to support those students who continually display negative behaviours. At times this will incorporate internal mechanisms (see appendix 5) 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 student behaviours. Sanctions are important for all students 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 students may be placed on reports (stepped in terms of seriousness) to encourage them to work towards more positive behaviours. The reports allow a student, in partnership with a key member of staff (Form Tutor, Head of Year, Subject Teacher, Head of Faculty) to identify issues and set SMART targets to help reduce negative and disruptive behaviour.

In instances of repeated negative and disruptive behaviour, it will be necessary to involve parents/carers in the discussion of their child's behaviour. This is to allow the school and parents/carers to work together to support their child to fulfil their academic potential and personal development. Meetings may take place with key staff for a student, which, dependant on the nature of the meeting may include, but are not limited to:

- Form Tutor
- Head of Year
- Behaviour Intervention Managers
- Subject Teachers
- Head of Faculties
- Senior Leadership Team
- SEN Team/SENCO
- School Youth Support Workers
- Headteacher
- Executive Headteacher
- Academy Council Chair
- Any relevant external agencies

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



## 7.1 Consequence System

The behaviour system at Tottington High School is based on a Consequence system which can be summarised as follows:

- Any student who is behaving negatively or disrupting their own learning as well as the learning of others in the class will be issued with a “**C1 – Warning**” point.
- If the student continues with their disruptive or negative behaviour, they will be removed from their lesson, issued with a “**C2 – Removal From Lesson**” point and will be placed in the school’s remove room for the remainder of the day and for a 30 minute detention after school.

## 7.2 Remove Room

If a student is placed in the remove room:

- Parents will be notified via Class Charts messenger and will be notified that their child will remain in there for 30 minutes after school.
- Work will be provided, and a lunch order will be taken from a limited menu of hot and cold food – students cannot leave to get food from the dining room or catering pods.
- Access to the toilet will be given at specific times during the day.
- Students will not be allowed to leave the remove room unless accompanied by a member of staff.
- Any student who fails to follow the instructions in the remove room or behaves in a disruptive manner will be suspended and a return from exclusion meeting will be held with parents before they can return to school.
- Any student who fails to complete their 30-minute detention after school will be placed in the remove room the following school day and their detention will be extended to a 60 minute after school detention.
- While in the remove room, students will be encouraged to reflect on their behaviour and understand the impact it has on their learning, and also the learning of others in the classroom. This will include conversations with behaviour managers and key staff in the remove room, as well as reflection workbooks designed to tackle specific issues based on behaviour(s) exhibited.
- Parents will be invited in for a meeting to discuss students who are persistently being removed from lesson – 3 removals from a lesson in a week will trigger a parental meeting and will lead to intervention including, but not limited to behaviour success report card, Pastoral Year Manager intervention, Governor’s behaviour panel.
- The 30 minutes after-school detention is compulsory and non-negotiable. Students who choose not to make the right choices in their lesson will have to adhere to this sanction.

### Detentions

- The 30-minute detention for being removed from a lesson is compulsory and non-negotiable. Students who do not choose to make the right choices in their lesson will have to adhere to this sanction.
- A class charts message will be sent to parents to inform them if their child is removed from a lesson. It is therefore imperative that all parents/carers ensure they have downloaded the Class Charts app and regularly monitor their child's conduct and achievements at school.
- It is the parent/carer's responsibility to make suitable travel arrangements, where necessary, for their child if they must remain in school for a detention. School bus services will not return to school once they depart.
- Guidelines from the Department for Education<sup>1</sup> clearly states that same day detentions can be used as a sanction to deter future misbehaviour (paragraph 65) and that parental consent is not required (paragraph 69).
- Teachers may choose to keep students behind at breaktime or lunchtime for minor infringements in their lesson, or for instances where independent study tasks are not completed. If a student is kept behind at lunchtime, they will be given reasonable time to eat, drink and use the toilet.

### 7.3 Persistent Breaches

- Any students who are in persistent breach of the behaviour policy will require a parental meeting every time they are placed in the school's remove room. Parents will be expected to attend the discuss the reasons for the disruptive behaviour. Failure to attend a meeting will result in the student remaining in the remove room until a meeting can take place.
- Parents will be contacted via a letter to inform them if their child is in persistent breach of the policy and that they will have to attend meetings every time their child is placed in the remove room.
- An off-site direction may be arranged for students who are persistently in breach of the school's behaviour policy. An off-site direction is when the school requires a pupil to attend another education setting to improve their behaviour, when interventions or targeted support have not been successful in improving a student's behaviour. This will be for a fixed period, ranging from 1 to 5 days, after which the student returns back to school.

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<sup>1</sup> Behaviour in Schools September 2022 -

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101597/Behaviour\\_in\\_schools\\_guidance\\_sept\\_22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf)

## 7.4 Remove Room, Suspensions & On-Call

### Remove Room:

- Remove room will be used as part of the Consequence System as mentioned in Section 7, but will also be used to sanction any misbehaviour considered serious enough to warrant it.
- This includes behaviour on the way to and from school as well as behaviour during social times in school.
- This can include, but is not limited to, misbehaviour that seriously disrupts the learning or safety of students and staff in school, uniform transgressions or inappropriate Student appearance, disrespect and defiance.
- Remove room will also be used in the event of statements being collected pertaining to any serious incidents.
- Students in remove room are required to comply with staff instructions and complete all work set to the best of their ability.
- Failure to complete the work set and/or behave in a manner that meets the expectations of the remove room will result in a student having to repeat the sanction the next school day and remain in school until 4pm.
- Persistent or serious disruption and failure to follow instructions in the remove room will lead to a suspension.

### Suspensions:

- Suspensions 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 suspensions occur due to persistent behavioural issues, a behaviour support plan 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 suspension, parents are expected to collect their child as quickly as possible. Where this does not occur, the student will be placed in the school remove room for the remainder of the school day.
- Students will be sent home with work to be completed over the duration of the suspension period.

### **Tottington High School Behaviour Policy 2023-2024**

- On return from suspension, it may be necessary to place the student in the school remove room to enable restorative actions to take place or to continue to support the student to improve their behaviour.
- This sanction is at the discretion of the Senior Leadership Team. In the event of the suspension lasting more than 5 days, 6th day provision will be offered through another educational provider.

#### **Permanent Exclusion:**

- Permanent Exclusion may be used for persistent ongoing issues or for a serious isolated instance.

#### **On Call:**

- The school operates an "On-Call" system of behaviour management support during lesson times. A member of staff will be on call and available to support lessons and to collect any students who need to be removed from lesson and taken to the remove room as per the Consequence System (see 7.1).
- Any student who refuses to attend or 'walks away' from supervising staff will be considered as displaying outright defiance and this may result in a suspension.



## **7.5 Punctuality to School and Lessons**

Tottington High School places significant emphasis on the importance of attendance and punctuality to student's progress and attainment. This applied to attendance and punctuality to school every day, but also attendance and punctuality to all lessons – Truancy will not be tolerated. To that end, the following sanctions are used to address and correct this behaviour:

- Any student caught truanting lesson will be isolated in the school's remove room until 3.30pm
- After school detentions will be issued for students who persistently late to school. This detention will be a 90 minute after school SLT detention and will be issued to a student who is late to school in the mornings on 3 occasions or more in a school week.
- Student who are persistently late to lesson will also be monitored and Pastoral Year Managers will contact home to discuss with parents.
- Any students who arrive late to school after 9.15 without an acceptable reason will be issued with a "U" mark, which means the student is late after the morning register is close and is therefore classed as an Unauthorised absence.
- 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 student.
- Cases of persistent lateness to school will parental meetings with key staff in school.

## **7.6 Off-Site Behaviour**

- School sanctions are applicable where a student has misbehaved off-site when representing the school, such as on a school trip, but also includes any time from a student 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.

## 7.8 Malicious & Mendacious Allegations

- Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious or mendacious, the Headteacher will discipline the student 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.

## 7.9 Mobile Phones & Specific Sanctions

- Tottington High School operates a zero-visibility policy for students with regards to mobile phones. If seen or heard, they will be confiscated immediately, and parents/carers will be required to collect from the main school office at the end of the school day.
- Any student who refuses to hand over their phone or walks away from staff will be considered as displaying outright defiance and this will result in being sent to the school's remove room until the matter is resolved to the satisfaction of the staff concerned.
- Continued defiance may also result in a suspension.
- For some behaviours there is a clear escalation of sanctions in place due to the nature of any repetition by a student of the following:
  - Smoking (including the use of e-cigarettes and vapes)
  - Selling items in school
- The escalation process is as follows:
  - **First Offence** – Parental Contact and One day in Remove Room
  - **Second Offence** – Parental Meeting and 2 days in Remove Room
  - **Repetition** - Suspension

### **7.9.1 Appearance/Uniform Issues & Infringements**

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 visit the school website.

Where a student is not in correct uniform, the school will, where possible, provide spares for the students to wear while in school for the day (this includes footwear). If a student refused to wear the spare uniform offered by the school, they will be placed in the school's remove room.

This also applies to students who come into school with makeup, false eyelashes, false nails, painted nails and unnatural hair colour.



## **8. Bullying**

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

Tottington High School strives to educate all its students 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.

Where bullying exists, the victims must feel confident to activate the anti-bullying systems within the school in order to resolve situations. Furthermore, students 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 students. 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 students so that the students 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.





## Tottington High School Behaviour Policy 2023-2024

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.



## 9. Behaviour Management

### 9.1 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' students 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 students must adhere to; 'All eyes on me' dictates that students should cease activity and be quiet and listen to staff. 'Start now' directs students 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 students 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 students 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/green points and MVP's.
- 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.

## 9.2 Student Support

The school recognises its legal duty under the Equality Act 2010 to prevent students 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 student.

The school's special educational needs co-ordinator will evaluate a student 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 student, 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.

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 student'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 Ishtiaq (Assistant Headteacher) or Mr Moreton (SENCO) with supporting documentation if they feel their child has a genuine need.

## 9.3 Confiscation

**Any prohibited items found in a student's possession will be confiscated.** These items will not be returned to students 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](#).

## 9.4 Physical Restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property.

Incidents of physical restraint must:

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

## 10. Class Charts & Provision Map

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. Class charts also allows parents to message their child's teachers directly, and vice versa. Class charts messenger will also be used to inform parents if their child has been removed from lesson and has been placed in the remove room.

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.

To support Class Charts, the school has invested further in Provision Map which a piece of software used to record and monitor any support that a pupil may receive in school. Curriculum subjects, SEN support and pastoral staff all use this software to record any interventions that may have been used to support pupils when required. On occasion there will be a necessity to share this information with parents/carers.

## 11. 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.

## 12. 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.

## 13. 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.

## 14. 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 student understands they have the right to feel safe, valued, respected, and to learn in a disruption free environment.
- All students, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to students 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 students 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.
- Students are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to help foster good relationships between the school and students' home life
- The academy council also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## Appendix 2 – THS Steps to Success - Students:

# THE T.H.S STEPS TO SUCCESS

## Working Together - Collaboration, Communication

### I CAN AND I WILL...

Be polite, kind and respectful at all times.

Follow instructions first time, every time.

Demonstrate tolerance and celebrate our differences.

Work with purpose in partnership with my teacher and peers.

## Aiming High - Resilience, Aspiration

### I CAN AND I WILL...

Work to the best of my ability in every lesson.

Approach all challenges with a positive mindset.

Embrace all opportunities to unlock my full potential.

Overcome obstacles to grow stronger and excel.

## Achieving Success - Excellence, Commitment

### I CAN AND I WILL...

Attend school and all lessons on time every day.

Wear my uniform correctly and with pride.

Demonstrate positive attitudes to learning in every lesson.

Be an active member of the T.H.S community by participating in extracurricular and enrichment activities.

Focus on my personal and academic excellence in order to achieve success.



## Appendix 3 – THS Steps to Success - Staff:

# THE T.H.S STEPS TO SUCCESS

## Working Together - Collaboration, Communication

### I CAN AND I WILL...

Seek opportunities to work alongside my school community to develop my practice, pupil outcomes and THS's profile.

Celebrate my own success, the success of my students and the accomplishments of my school with all stakeholders.

Communicate, enforce and exemplify my expectations around behaviour, standards of work and teaching and learning.

Have mutually respectful dialogue with all stakeholders in the school.

## Aiming High - Resilience, Aspiration

### I CAN AND I WILL...

Plan sequenced lessons that challenge, inspire and raise progress.

Incorporate cultural capital opportunities, careers based opportunities and an emphasis on reading to raise aspirations and breed resilience in my learners.

Ensure that my formative and summative assessment enables me to intervene effectively and secure outcomes that allow my learners to fulfil their ambitions.

## Achieving Success - Excellence, Commitment

### I CAN AND I WILL...

Seek excellence in all aspects of practice of teaching and learning and pastoral support for my learners.

Provide extra-curricular opportunities for my learners that raise progress and which increase exposure to cultural capital.

Share best practice and support the collegiate approach of Tottington High School.



## Appendix 4 – THS Steps to Success – Parents/Carers:

### THE T.H.S STEPS TO SUCCESS

#### Working Together - Collaboration, Communication

##### I CAN AND I WILL...

Use Class Charts to support my child in meeting Tottington High school's expectations and celebrating my child's achievements.

Have mutually respectful dialogue with all stakeholders in the school in order to support my child.

Support the school in all decisions around your child and share your expectations regarding behaviour and learning with your child.

#### Aiming High - Resilience, Aspiration

##### I CAN AND I WILL...

Encourage my child to try their hardest in all aspects of school life.

Talk with my child about their ambitions and aspirations for the future, exploring pathways and sharing this knowledge with school.

Support and encourage my child with independent learning.

#### Achieving Success - Excellence, Commitment

##### I CAN AND I WILL...

Commit to attending all parental meetings and having an open dialogue with all stakeholders.

Volunteer, as appropriate, for any aspects of wider school life that support pupil outcomes and the reputation of the school.

Share in all of my child's achievements.

## Appendix 5: 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.