

**TOTTINGTON
HIGH SCHOOL**



BEHAVIOUR POLICY

2024-2025

KINDNESS | ENTHUSIASM | EXCELLENCE

Approved by:

[]

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**Shaw
Education
Trust**

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1. Aims

This policy aims to:

- Provide a written statement of behaviour principles (Appendix 1)
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management.
- Outline **how 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 and Arbor.
- 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. Our vision and values – student code of conduct

Our vision is to create a happy, safe and welcoming environment where everyone is valued and aspires to achieve their best. Therefore our expectations, are based around the following:

- Kindness
- Enthusiasm
- Excellence

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

- **Kindness** we look after each other.
- **Enthusiasm** we approach each day with a positive and optimistic mindset.
- **Excellence** we work hard to achieve our personal best.

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 and Arbor, 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 House
- Behaviour Managers
- Subject Teachers
- Head of Faculties
- Senior Leadership Team
- SEN Team/SENCO
- School Youth Support Workers
- 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 'processing 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 issued with a “**C2**” which will have the consequence of a social time detention to be completed on the same day.
- If the student continues with their disruption or negative behaviour, they will be issued a “**C3**” which will have the consequence of the student being removed from lesson and spending the remaining part of that lesson and one social time in Internal Exclusion (IE). Allowing the student to reset their emotions and understand the impact of their behaviour. After successful completion, students return to lessons. If students receive the C3 in period 5 they will attend Internal Exclusion (IE) and complete a social time detention the following day. Students may need to stay in Internal Exclusion (IE) for a longer period if their behaviour remains dysregulated or an investigation is taking place.
- If a student receives **2 X C2s** in 1 day they will have the consequence of Internal Exclusion the following day.
- If a student receives **2 x C3’s** in 1 day they will have the consequence of Internal Exclusion the following day.
- Students who fail to attend their social time detentions will be given a further opportunity to attend at the next social time. If they fail to attend on both occasions they will receive a 30 minute after school detention the following school day. Failure to attend this detention will result in a one-hour detention after school the following day. If the student does not complete this detention, then they will be in Internal Exclusion the following day for the whole day.
- Tottington High School have behaviours that will automatically issue a C2, these include but are not exclusive to;
 - Dropping litter
 - Internal Truancy
 - Incorrect uniform
 - Hands on another student without permission
 - Defiance
 - Leaving the lesson without permission
 - Unkind and rude behaviour
- Students who refuse to go to Internal Exclusion or display continued inappropriate behaviours may result in a Fixed Term Suspension.

7.2 Internal Exclusion (IE)

If a student is placed in Internal Exclusion (IE):

- Parents will be notified via Class Charts messenger if their child will be in Internal Exclusion (IE).
- They will participate in lessons taught by members of the senior leadership team.

- Students cannot leave Internal Exclusion to collect their lunch, they must be accompanied by the supervising member of staff and return to the Internal Exclusion to eat their lunch.
- Access to the toilet will be given at specific times during the day.
- Students will not be allowed to leave Internal Exclusion unless accompanied by a member of staff.
- Any student who fails to follow the instructions in Internal Exclusion 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.
- Whilst in Internal Exclusion 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 pastoral staff and key staff in Internal Exclusion, and where appropriate 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 Manager intervention, Governor’s behaviour panel.
- The social time detentions issued with an Internal Exclusion day are 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 social time detention issued 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, if not the sanction will be escalated.
- 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 Education¹ 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 Internal Exclusion. Parents will be expected to attend to discuss the reasons for the disruptive behaviour. Failure to attend a meeting will result in the student remaining in Internal Exclusion 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 Internal Exclusion.
- 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 Tottington High School.

¹ Behaviour in Schools September 2024 -

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

7.4 Internal Exclusion, Suspensions & On-Call

Internal Exclusion:

- Internal Exclusion 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.
- Internal Exclusion will also be used in the event of statements being collected pertaining to any serious incidents.
- Students in Internal Exclusion are required to comply with staff instructions and complete all work to the best of their ability.
- Failure to complete the work set and/or behave in a manner that meets the expectations of Internal Exclusion will result in a student having to repeat the sanction the next school day, or where appropriate may result in a suspension.
- Persistent or serious disruption and failure to follow instructions in Internal Exclusion 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 each and every time a student returns to school.
- 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 Behaviour Panel Meeting with the staff from the Shaw Education Trust/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 parents that give verbal/written permission, students will be able to make their own way home. If no contact can be made the student will be placed in Internal Exclusion for the remainder of the school day.
- Students will be set work on Class Charts that must be completed over the duration of the suspension period.

- On return from suspension, it may be necessary to place the student in Internal Exclusion 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 Internal Exclusion 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

Students who truant lessons are not only missing key parts of their learning, but also cause significant disruption to the rest of the school, through the disruption to the learning of others, and the disruption to the staff who have to support students back into lesson. Any student who is found to be truanting will be issued with a **C2 – social time detention for Truancy sanction**. Students issued with **2 x C2s** – for Truancy in a day will be in Internal Exclusion the following day.

- Students who are persistently late to lessons will also be monitored and Pastoral 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 students will be required to collect from the main school office at the end of the school day. 'See it, Hear it, Lose it'.
- 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 Internal Exclusion until the matter is resolved to the satisfaction of the staff concerned.
- Continued defiance may also result in a suspension.

Banned Items:

As detailed in the DfE's: Searching, Screening and Confiscation: Advice for Schools, document, the below are listed as dangerous banned items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- 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 of any person (including the student)
- An article specified in regulations (such as: tobacco and cigarette papers, fireworks and pornographic images)
- Other prohibited items in school are:
 - Mobile phones* and other electronic devices/items, including headphones(except for school issued devices)
 - Vapes or other related vaping equipment

Headteachers and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item or any other item that the school rules identify as an item which may be searched for. Further information can be found in the previously mentioned DfE document.

*the school understands and acknowledges that students may need to bring mobile phones to school for the purposes of travelling to and from school, however, mobile phones must be turned off and placed in bags whilst on school site.

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.

The wearing of school uniform correctly is part of the school expectations. Uniform promotes equality across all students and sets the standard for high expectations for all. Shirts and blouses must be tucked in at all times. Skirts should be worn at knee length and not be rolled up. Students with incorrect uniform will have the opportunity to correct their uniform on arrival at school. If students are then wearing their uniform incorrectly, they will be issued with a **C1 – incorrect uniform**. This also applies to students who come into school with makeup, false eyelashes, false nails, painted nails and unnatural hair colour. In repeated instances of refusal to comply with the uniform policy students sanctions will be escalated to a day in Internal Exclusion.

In cases where there is a medical or SEND need reasonable adjustments will be made.

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.

with senior colleagues. This includes ensuring that all staff are fully engaged with the school's stance on anti-bullying and are 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 Team to fully investigate allegations of bullying and ensure that appropriate reporting of incidents takes place.

Additionally, Pastoral Team are required to administer sanctions and to communicate – when appropriate – actions and next steps to parents. Pastoral Team 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. Where bullying is linked to social media and use of a mobile phone it is an expectation that parents/guardians take responsibility for their child's access to social media causing distress or with any link to perceived or actual bullying. THS will not spend significant amounts of time investigating issues involving social media. 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.

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 Internal Exclusion.

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 circumstance

Appendix 2: 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.