

# TCS Behaviour for Learning Policy

**Policy responsible:** Headteacher

**Approved by:** Curriculum, Standards and Welfare

**Statutory/Discretionary:** Statutory

**Review cycle:** Annual

**Last reviewed:** June 2020

## Contents

1. Aims
2. Legislation and statutory requirements
3. Bullying
4. Roles and responsibilities
5. Learning Qualities
6. Recognition and Consequences
7. Behaviour Management
8. Student Transition
9. Training
10. Monitoring arrangements
11. Links with other policies

## 1. Aims

This policy aims, whilst being mindful of individual needs and circumstances as far as is reasonably possible, to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and consequences**

## 2. Legislation and statutory requirements

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

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

## 3. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

## 4. Roles and responsibilities

### 4.1 The governing body

The governors' Curriculum, Standards and Welfare Committee is responsible for reviewing and approving the written statement of behaviour principles.

The governors' Curriculum, Standards and Welfare Committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### 4.2 The headteacher

The headteacher, or his delegate, is responsible for reviewing this behaviour policy in conjunction with the governors' Curriculum, Standards and Welfare committee, giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.

The headteacher 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 consequences are applied consistently, whilst being mindful of individual needs and circumstances as far as is reasonably possible.

### 4.3 Staff

Staff are, whilst being mindful of individual needs and circumstances as far as is reasonably possible, responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students

- Recording behaviour incidents

The pastoral team, senior leadership team and other relevant members of staff will support staff in responding to behaviour incidents.

#### 4.4 Parents

Parents are expected to:

- Support their child in adhering to the learning behaviours
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Tutor and class teacher promptly
- Work in partnership with the School in supporting the aims of this policy

### 5. Learning Qualities

TCS believes in Achievement, Excellence and Integrity. In order to match these ideals, we must ensure that our community operates according to a behaviour code. The values of our code are outlined below:

**Respect** – be courteous, considerate and caring of ourselves, each other and the environment.

Act with **Integrity** – morally centred actions and honesty.

**Courage** in learning – be independent and resilient.

**Ambition** – respond positively to challenge, be motivated and seek improvement.

**Responsibility** – take responsibility for our actions and their consequences.

**Diligence** – be hard working, committed and organised.

**Leadership** - hold oneself to account for the highest personal standards, be an example of the above qualities, inspire and motivate others to do the same.

**Any behaviour that is not respectful or responsible is liable to a consequence.**

### 6. Recognition and Consequences

#### 6.1 Recognising positive behaviours and learning qualities

Positive behaviours, particularly those where a student goes above and beyond the usual expectations, are recognised. TCS believes that students should be encouraged to develop an intrinsic response to recognition rather than be motivated by material gain.

The development of character through volunteering, leadership and representation are fundamental in supporting achievement.

The ways in which students are recognised at TCS may include:

- House-points

- Positive phone calls and emails
- Letters/postcards home
- Certificates and commendations
- Lunch queue passes
- Non-uniform days
- Attendance at prize giving evening

NB: Opportunities to celebrate achievement through assemblies or awards evenings etc will need to be remote as we will not be holding large gatherings until we know it is safe to do so.

## 6.2 Consequences available to the school

The school may use one or more of the following consequences in response to unacceptable behaviour:

- A verbal reprimand
- Changing a seating plan or child's place in class
- Sending the student out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the student to a senior member of staff
- Letters, emails or phone calls home to parents
- Agreeing a behaviour contract
- Putting a student 'on report'
- Internal Exclusion
- Fixed term exclusion
- Permanent exclusion

Internal exclusion (sometimes known as isolation) may be used in response to serious or persistent breaches of policy. This may happen with immediate effect. All Internal Exclusions operate for a minimum of one school day. One school day is 5 periods, 1 tutor period and one break and lunch from the point of exclusion.

The School will consistently implement these consequences whilst being mindful of individual needs and circumstances, as far as is reasonably possible.

NB: Detentions and internal exclusions in a modified way to enable us to minimise the risks of group mingling and to allow us to maintain effective social distancing where appropriate.

### 6.3 Consequences and informing parents

Consequences that happen in school may need to happen before parental contact is made. With more serious consequences, parents will be informed. Parents will also be contacted informing them of after school detentions before they occur.

The school reserves the right to apply an appropriate consequence to students' behaviour and will endeavour to thoroughly investigate any major misdemeanours. The DfE states that parent consent is not needed to issue a detention. Parents may like to refer to the DfE document 'Behaviour and discipline in schools' for further information:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

When staff contact parents, it is to inform parents of the consequence rather than ask for permission or parental support. Parental support of consequences is, however, essential to forming positive relationships that are in the best interests of the child.

Where contact cannot be established easily, voice messages will be left, and emails and texts sent as appropriate. These will be considered as giving parents notice about the consequence.

Where consequences are not completed by a student, the school reserves the right to issue an escalated sanction such as an Internal Exclusion or fixed-term exclusion in lieu of a detention. Refusal to comply with a consequence will usually be considered as defiance (see section 6.3).

The school will only discuss a consequence applied to a student with that student's parents/carers. The school will not discuss with the other parties in an incident the consequences for other people's children.

If a child refuses a consequence, the refusal will result in an escalated consequence. The consequence for the original misdemeanour will still stand.

NB: We are taking steps to implement detentions and internal exclusions in line with our COVID-19 safety protocols.

CONSEQUENCE	DETAILS	PARENTAL CONTACT
Break or lunch time detention	At break or lunch at the convenience of the teacher.  May be termed a 'Room 13' or a 'House detention' for misdemeanours in tutor time.  <u>Generally</u> between 5-25 minutes.  Time will be given for the student to use the toilet/purchase food as required.	Parents may not be contacted for a very small misdemeanour or may be emailed.
Detention	After school at the convenience of the teacher.  <u>Generally</u> between 15-80 minutes, although occasionally longer with parental agreement.	Email through school system informing parents of date and time.
SLT Detention	Friday from 1510-1710, run by the senior leadership team.	Email and/or text
Head teacher's Detention	Fridays. 1510-1810. Parents should collect child 15 minutes before the end of the detention so that a meeting can be held.	Telephone call about incident initially.  Email to confirm detention date.
Internal Exclusion	As and when needed. Students are accompanied to any breaks but otherwise spend the whole day (5 periods, 1 tutor time and 2 breaks from the point the internal exclusion begins) out of lessons completing work away from peers.	Telephone call.
Fixed-term exclusion	Students are not allowed to come onto school site for a fixed <u>period of time</u> and parents are required to take responsibility for them.	Telephone call followed by letter.  Meeting with head teacher or relevant member of the senior leadership team.
Permanent exclusion	Students are no longer allowed to attend our school	Meeting with the head teacher.  Meeting with representatives of Hampshire County Council.  Decision at Permanent Exclusion panel.

## 6.4 Defiance

Any student defying any member of staff will be given one more opportunity to comply with the instruction, otherwise they will be immediately relocated and a detention for that night, or within 24 hours, issued with the member of staff concerned. A phone call will be made home to inform the parents of the incident and the detention. Defiance at break time or after school will result in the same consequence.

A student who refuses to be removed from a lesson will face more serious consequences as a result of the on-call member of staff being called out. If a student continues to refuse, they will be internally excluded or face fixed term exclusion.

## 6.5 Powers of confiscation, search and physical restraint and the power to discipline for matters off the school premises

The school may use these powers, as set out in the DfE document 'Behaviour and discipline in schools.'" Links to the relevant documents can be found in section 2.

### 6.5.1 Off-site behaviour

Consequences may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

### 6.5.2 Confiscation

Prohibited items are defined as:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student themselves)

**Any prohibited items found in students' possession will be confiscated.** These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate. Repeated confiscations of items not permitted in school will result in escalated consequences.

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

NB: the school will continue to implement its responsibilities with confiscation, physical restraint and discipline for issues that occur relating to off-site incidents. There are no changes in our expectations regarding prohibited items. If confiscations or bag searches are required, these will be done using appropriate social distancing and with PPE if necessary. We will provide staff with freezer/sandwich bags to so that children can put a phone or other confiscated item inside, before you retrieve it. Staff who have handled confiscated items should still wash their hands thoroughly as soon as possible. Use hand sanitiser until you are able to wash with soap and water. As usual, physical restraint will be avoided unless it is absolutely necessary i.e. to not do so could endanger students or staff. Under COVID-19 we are mitigating the need by having risk assessments in place for students where we have concerns that this could be an issue.



## 6.6 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy.

Please refer to our child protection policy for more information on responding to allegations of abuse.

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

## 7. Behaviour Management

### 7.1 Classroom management

Within the classroom teachers will typically manage the behaviour of students in the following way:

- Warning and usually name on the board
- Move seat and phone call home where appropriate
- Break detention or lunch detention
- After school detention
- Departmental after school detention
- Relocation from lesson\*

\*It should be noted that although this list is broadly a hierarchy of consequences, in practice, such as an incident of dangerous or extreme behaviour for example, the teacher will not move through the consequences in order.

The relocation from lesson is not a consequence in itself but serves to allow the learning to continue undisturbed. Relocation is likely to result in further consequences.

Continued and repeated interruptions to learning are viewed as serious behaviour incidents as we believe in the fundamental right of all our students to learn.

Outside of lessons, students are expected to behave in a way that is respectful and responsible and there will be a consequence for any behaviour that falls short of this.

NB: The teacher will remain responsible for maintaining classroom discipline. If further consequences are required, procedures outlined in Section 6 will be followed. If you wish to adjust a seating plan, bear in mind that you may have to ask several children to wait outside, wipe the table at the place you wish to move the child to and then readmit the children in a suitable order to facilitate the new seating plan without children coming into close contact.

### 7.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others

- Damaging property The view of the Headteacher of Testbourne Community School is that the vast majority of staff would only use restraint to prevent a child coming to harm. 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 and reported to parents

NB: This will be an absolute last resort and only when a child is a significant risk to themselves or others. The management of physical restraint procedures is unamended. Teachers should not need to restrain a child in the usual course of their business and we do not allow this except for emergencies where a child or member of staff would come to harm.

### 7.3 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 inappropriate 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.

When appropriate the School may make reasonable adjustments to support its inclusive practice and particularly for those students with a protected characteristic.

These reasonable adjustments may include (although are not limited to) the following:

- Additional adult assistance;
- Adaptations/tools to support communication (such as visual aids);
- Use of exit cards;
- Adaptations to the timetable;
- Adaptations to student groupings;
- Additional mentoring;
- Contact with parents/carers during the day;
- Use of specialist spaces in School (such as the Hub or the Internal Exclusion Room);
- Variations in the application of uniform policy where it is significant in overcoming a barrier;

- Changes to seating plans in class or methods used to facilitate interaction and reduce anxiety;
- The use of report cards/communication books and other tools for home/school liaison;
- Additional meetings with parents and carers;
- Support from the Child and Family Support Worker or Student Support Team;
- Inviting parents/carers to support events in school;
- Support from external agencies where available;
- Use of risk assessments.

The School will take positive action to enhance the inclusion of groups of pupils who may otherwise be facing barriers to participation- such as through the use of Pupil Premium Funding.

Testbourne Community School defines reasonable adjustments as those which are practically possible taking in to account the following:

- The resources of the School – including financial and access to external agencies (such as CAMHS);
- The financial, staffing and other costs of making the adjustment;
- The practicality of the adjustment;
- The interests of other and future students;
- The need to maintain academic; behaviour and other standards;
- The likely impact of such adjustment.

In every case, reasonable adjustments do not override the School's primary duty in safeguarding and ensuring Health and Safety ('Equality and Human Rights Commission: Technical Guidance 2014'). The application of a reasonable adjustment will be evaluated in terms of the likely impact and within the scope of the efficient and effective education of all children in our care.

NB: There will be restrictions on any intervention that does not allow us to safely implement COVID-19 preventative measures.

## 8. Student Transition

To ensure a smooth transition to the next year, students may have transition sessions with some of their new teachers and their tutor.

To ensure behaviour is continually monitored and the right support is in place, information related to student 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 students transferring to other schools.

NB: COVID-19 plans are in place to manage the transition process

## 9. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, for the appropriate staff, as part of their induction process.

Behaviour management will also form part of continuing professional development.

## 10. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and governors' Curriculum, Standards and Welfare committee every year. At each review, the policy will be approved by the Headteacher or his representative.

The written statement of behaviour principles will be reviewed and approved by the governors' Curriculum, Standards and Welfare committee every year.

## 11. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy