



# Behaviour for Learning Policy

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## 1 Purpose

To ensure that all students, parents/carers, staff and governors are aware of the high expectations of Tor Bridge High School in terms of Behaviour for Learning;

To promote good behaviour through good conduct, self-discipline and respect;

To create a safe learning environment that is free from bullying and in which all students are empowered to keep themselves safe;

To encourage enthusiasm for all aspects of learning, creativity and academic success;

To embrace difference, encourage tolerance and challenge prejudice;

To prepare students to become responsible adults.

## 2 Behaviour Principles

We believe that high standards of behaviour lie at the heart of a successful school that enables:

- all students to make the best possible progress in all aspects of their school life and work;
- all staff to be able to teach and promote good learning without undue disruption, interruption or harassment.

All students and staff have the right to feel safe at all times in school. There should be mutual respect between staff and students and between each other.

All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.

Tor Bridge High promotes inclusive schools. All members of the school community should be free from discrimination of any sort.

The school's legal duties under the Equality Act 2010 in respect of safeguarding, students with Special Educational Needs and all vulnerable students are detailed in the Safeguarding Policy and made known to all staff. Measures to protect children from bullying and discrimination as a result of gender, race, ability, sexual orientation or background are also detailed in the Safeguarding Policy and are regularly monitored for their effective implementation.

Parents/Carers are encouraged and helped to support their children's education, just as the students are helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school.

There should be an emphasis on recognising, celebrating and rewarding positive behaviour and those students who go 'above and beyond' during their school days. This will lead to a positive ethos with an emphasis on praise, but where students, parent(s)/carer(s) and staff have a clear understanding of the sanctions of any behaviour that hinders learning.

Students will be made aware that they are making clear choices when they decide on how to behave and they will understand how these choices impact on their own and other students' learning. All students will be able to gain recognition and rewards that will remain relevant throughout years 7 to 13.

Expectations regarding behaviour will be displayed around the school.

Confrontation will be avoided through staff clearly communicating the pre-agreed sanctions for failing to meet expectations.

Where a student chooses to behave inappropriately, staff will consistently apply clear, sequential sanctions according to this policy.

### **Consistency in practice**

Consistent language, consistent response: referring to the agreement made between staff and students, simple and clear expectations reflected in all conversations about behaviour.

Consistent follow up ensuring 'certainty' at the classroom, department and senior leader level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.

Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.

Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

Consistent simple rules/agreements/expectations.

Consistent respect from the adults: even if faced with disrespectful behaviour from students.

Consistent models of emotional control: emotional resilience that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners

Consistently reinforced rituals and routines for behaviour in classrooms and around the site.

### **3 Aims and Objectives**

This policy sets the boundaries for the detailed operating procedures for a system that:

- rewards and reinforces the right behaviours;
- delivers consistent consequences for the wrong behaviour;
- outlines a system where the roles and responsibilities are clear and staff take responsibility for students' learning;
- seeks to ensure that all students are treated equally and fairly in the implementation of rewards and sanctions;
- enables staff to teach effectively by removing disturbances to learning and promoting respect and positive attitudes to learning.

## 4 Rights

**No student has the right to disrupt the learning of others.** Teachers will have disruption free classrooms in which they can teach and students will have disruption free classrooms in which they can learn.

On a lesson-by-lesson basis, students will have one choice, to either be in class working hard and progressing with their learning or to be isolated from their peers.

## 5 School Expectations

All students are expected:

- to be responsible for their actions;
- to be polite and treat others and property with respect;
- to not discriminate against others because of their gender, ethnic background, age, ability or sexuality;
- to resolve problems in a non-confrontational manner using calm voices and respectful language;
- to take pride in and care of the school environment;
- to be properly equipped for all learning and activities.

In **lessons** students are expected to:

- arrive on time to lesson;
- enter in an orderly fashion and immediately engage with the Low Stakes Test
- sit silently whilst the register is taken;
- listen in silence whilst the member of staff leading the lesson speaks;
- raise their hand to ask a question without calling out;
- work exceptionally hard without disrupting any other student's learning.

If a student fails to meet any of these simple expectations, their name will be written on the board by way of a formal warning and the member of staff leading the lesson will briefly explain to the student why the warning has been given. The warning will be recorded on SIMS by the class teacher by the end of the lesson.

The second time during a lesson that a student fails to meet these expectations, they will be sent to the Reflection Room for the remainder of that lesson. Failure or refusal to go to the Reflection Room will be treated as an extreme behaviour (see section 14).

At this stage, the teacher will immediately send an email notification to the Reflection Room so that the staff member on duty will be aware of a student's imminent arrival. The student will arrive within 3 minutes - failure to do so will be treated as an extreme behaviour (see section 14). The teacher will record the sanction on SIMS and contact home within 24 hours.

### In school generally

All students are expected to take responsibility for their actions and their choices at all times. Serious breaches (examples given below) of our code of conduct will always be treated as an extreme behaviour.

- Swear and/or use abusive/threatening language at a member of staff (even under their breath);
- Defy a member of staff by walking off when being spoken to or being given an instruction;
- Physically or verbally attack another student or a member of staff.

All **Staff** are expected to:

- meet and greet at the door;
- model positive behaviours and build relationships;
- plan lessons that engage, challenge and meet the needs of all students;.
- start lessons with a 10 minute Low Stakes Test
- be calm and give 'take up time' when going through the behaviour system. Prevent before sanctions;
- follow up every time, retain ownership and engage in reflective dialogue with students;
- treat each lesson as a fresh start for students, not referring back to previous incidents;
- record behaviour incidents on SIMS in a timely manner in line with the detail of this policy;
- never ignore or walk past students who are not meeting the expectations of this behaviour policy.

All **Leaders in the School** are expected to:

- be a visible presence to encourage appropriate conduct by meeting and greeting learners;
- support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations;
- regularly celebrate staff and learners whose efforts go above and beyond expectations;
- encourage use of positive notes and positive phone calls;
- ensure staff training needs are identified and targeted;
- use behaviour data to target and assess interventions;
- make sure they are accountable for behaviour in the school;

School leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

## **6 Mobile Communication Devices (Phones/Tablets)**

Mobile phones/headphones can be brought to school and used up until 8.35am before school. They can be used from 11.10am - 11.27am during break time and 1.30pm - 1.57pm during lunch time. When the buzzer sounds at 11.27am and 1.57pm ,students should stop using their phones, turn them off, take their headphones out and put everything in their bags. If they are seen out after these times, being used or sticking out of pockets, they will be confiscated and passed to the nearest School Office. Headphones are not to be worn around the neck or used in lessons.

Phones/headphones should not be seen or used during lessons or lesson changeovers without staff permission. If they are seen out or are being used (even if this is to check the time, messages etc.), they will be confiscated and handed in to the School Office of the subject area that it has been confiscated in until the end of the day. For this reason, we ask that parents/carers do not contact their children during the school day. In the event that contact is needed then we ask that contact is made through the School office.

If a student refuses to hand their phone over, they will be sent to the Behaviour Support Centre (BSC) in line with our procedures for Extreme Behaviour.

Refusal to go to the BSC will result in a one day fixed term exclusion with the day in the BSC completed upon their re-admittance to the school.

## 7 Smoking/Vaping

No student will smoke on Tor Bridge High School grounds or when in the immediate vicinity of our school. If a student smokes or chooses to associate with smokers the consequences will be as outlined below:

- Smoking/associating (e.g. standing next to a smoker, holding smoking/vaping paraphernalia) with smokers will be treated as an extreme behaviour.
- Refusal to hand over smoking (or vaping) paraphernalia when asked will be treated as an extreme behaviour.
- All tobacco and related paraphernalia will be destroyed [*Note: 'Smoking' is defined to include any tobacco based products and also e-cigarettes and vaping products*]

## 8 Search and Confiscation

Deputy Heads of School and members of the Senior Leadership Team can search a student for any item, if the student agrees.

Only the Headteacher or Deputy Headteachers (in his absence) and other authorised members of staff are able to utilise the statutory power to search students or their possessions (including mobile devices), without consent, where they have reasonable grounds for suspecting that they may have a prohibited item that could cause harm to others (examples of such items outlined below).

A search without consent should, where possible, be undertaken by a member of staff who is the same gender as the student being searched; there must also be a witness (also a staff member) and again where possible, they should be the same gender as the student being searched.

There is a limited exception to this rule. An authorised member of staff can carry out a search of a student of the opposite sex and without a witness present, only when it is believed that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Searches without consent are only carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips in England or in training settings.

The powers to search for prohibited items in the Education Act 1996 are compatible with Article 8 of the European Convention on Human Rights.  
Prohibited items include:

- Knives or weapons;
- Alcohol, illegal drugs or other chemical substances that produce similar effects to alcohol or drugs;
- Stolen items;
- Tobacco, cigarettes and other smoking paraphernalia including vaping paraphernalia;
- Fireworks;
- Pornographic images/literature;
- Discriminatory images/literature;

- Images/literature appertaining to radicalisation or extremism;
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of any person (including the student).

Any prohibited item found as a result of a search will be confiscated. Items confiscated will be handled according to the DfE guidance.

A record of any search should be recorded on CPOMs under the category 'search'.

## **9 Behaviour in corridors and around the site.**

During transitions between lessons (going from one lesson to another), students will act appropriately. That means no running through, or loitering in, corridors. To avoid congestion, we encourage students to keep to the **left**.

It is essential that all students are aware of the time and the need to arrive promptly to every lesson to avoid any consequence. During social, l times students are expected to do the following:

- to sit/stand with their friends before school, break, lunch and after school in the designated areas of the school. Shouting, swearing, play fighting, moving around in large groups, running in other areas than sports area in the vicinity of the 3G/MUGA/field are not acceptable behaviours.
- food is to be eaten in the designated areas only i.e. the Restaurant, GBB, Assembly Hall or in outside areas.

## **10 The Journey to and from Home**

Students are expected to demonstrate a high standard of conduct on the journey to and from school as each person is an ambassador for our school and should not bring the school into disrepute. We do not accept any poor behaviour on public transport and such incidents will be treated in accordance with the appropriate areas of this policy.

Students are expected to:

- arrive at school and leave school in full uniform;
- use the crossings where possible to cross the road safely;
- use the cycle lanes/pedestrian zones safely;
- dispose of litter properly;
- respect our neighbours and all local residents.

## **11 Rewards**

At Tor Bridge High we recognise the importance of positive praise as our primary strategy for promoting student motivation and high standards of student behaviour. This can take many forms, from the informal verbal dialogue between staff and students through to the awarding of prizes and awards at whole school events.

### **Staff - student verbal interactions**

We strive for a school where the interactions between staff and students are positive and emotionally intelligent. Staff are encouraged to use positive language that highlights to students where they have done well and re-enforces our expectations. Staff will regularly praise students both within and outside of the classroom. We discourage staff from shouting at students or

saying unkind or humiliating things to them. Where possible, we ask staff to praise in public, punish in private.

### **Staff - Parent(s)/carer(s) dialogue**

We recognise that the things students really appreciate are positive phone calls home and postcards that praise them. We encourage all staff to make at least one positive phone call a week and give two postcards. Staff will contact parent(s)/carer(s), by email or phone, to highlight when a student has been working particularly well or a noticeable improvement has been observed. These phone calls, emails or postcards home allow the student to see that home and school are intrinsically linked and this is a great motivating factor.

### **Celebration Events**

Throughout the year there are a number of events which aim to share in the celebration of a students' achievements with their parent(s)/carer(s). To celebrate the academic excellence of students, we hold Celebration Evenings. These events are an opportunity for curriculum/subject areas to nominate their subject prizes for the previous year. The Sports Dinner aims to reward those students who have shown an aptitude above the expected level in their favoured sport whilst also recognising the high levels of sporting behaviour and teamwork shown by others. We also hold the 'Pride of Tor Bridge' evening to celebrate the students from across the Tor Bridge Partnership who have triumphed against adversity or demonstrated a particular commitment to their school, family or community.

### **12 Sanctions**

The use of sanctions should be characterised by certain features:

- it must be made clear to the student why the sanction is being applied.
- it must be made clear to the student what changes in behaviour the teacher expects to see in order to avoid future sanctions.
- group sanctions should not be used under any circumstances as this breeds resentment.
- it should be the behaviour rather than the person that is sanctioned. (e.g "[student name], you are speaking while I am speaking. This is your warning. If you continue, you will be sent to Reflection"

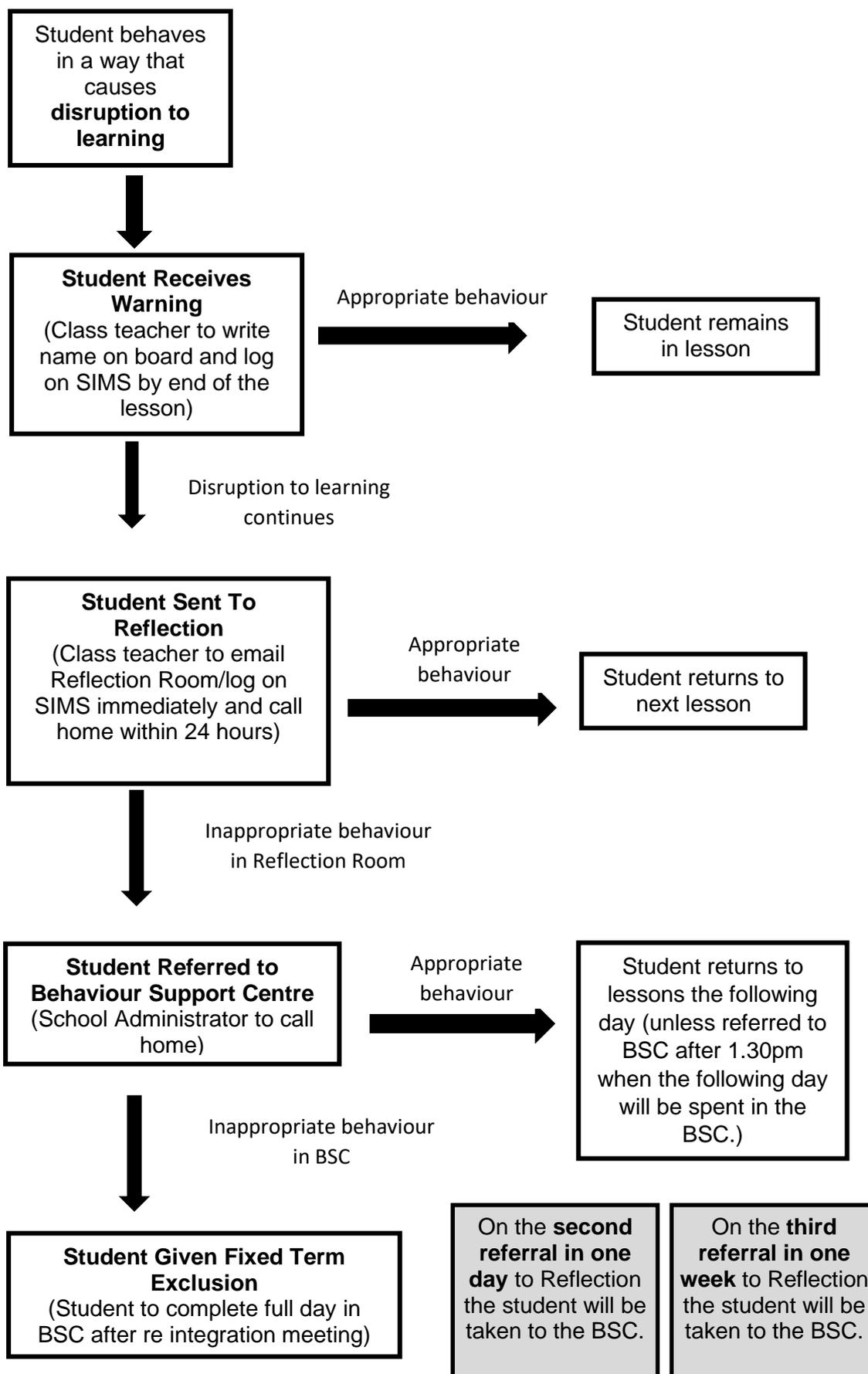
We have a consistent approach to behaviour through the promotion of an effective system of praise and sanctions. The procedure in this policy will apply universally to all staff and students. It will provide the opportunity to a solution focused approach to behaviour management.

Sanctions fall under these categories:

- disruption free learning
- extreme behaviour
- lateness/punctuality
- uniform

The following pages indicate the nature of behaviours that fall under each section and the process for dealing with incidents within each category.

### 13 Disruption Free Learning



### **Procedures on entry to Reflection Room:**

- the student arrives within 3 minutes of the Reflection Room duty staff member receiving the notification email sent by the class teacher;
- the student hands over their mobile phone;
- the student completes a reflection sheet;
- the Reflection duty staff member records the student's name and checks for any daily or weekly repeated incidents and informs SALT on call if a referral to BSC is needed;
- once the reflection sheet is completed, the student is then given additional work to complete;
- if the student does not engage with any of the above expectations, they will be referred to the BSC. This will be marked on SIMS so class teachers of the student that day are made aware.

### **Procedures on entry to Behaviour Support Centre:**

- the student arrives at the BSC with a member of SALT or DHOS;
- the student's mobile phone and bag will be handed over and stored in a secure locker;
- the student will be given work to complete. The student will complete subject based work in line with their normal timetable (e.g. if a student is in the BSC period 2 and they would normally have science they would be given science work);
- the student remains in the BSC until the end of the day (end of the following day if entry to BSC is after 1.30pm). If the student does not engage with any of the above expectations, they will be given a Fixed Term Exclusion (FTE) and will complete their full day in the BSC after their re integration meeting.

Parent/Carer will be contacted by a School Administrator to inform them that their child has been referred to the BSC.

## **14 Extreme behaviour**

### **Examples of extreme behaviour include (this list is not exhaustive):**

- persistent disruptive behaviour
- physical assault against a student
- physical assault against an adult
- verbal threatening behaviour against an student/adult
- bullying
- hate related incidents such as racism, sexism, homophobia, disablism
- drug alcohol related incident including smoking
- theft
- sexual misconduct
- damage
- truancy
- misbehaving on work experience
- any behaviours which bring the school into disrepute

A student who displays an extreme behaviour will be taken by a member of SALT or DHOS to the BSC. They will remain in the BSC until the end of the day unless it is after 1.30pm in which case they will stay until 3.00pm (4.00pm for year 11 except on Mondays) that day and return to the BSC the following day. At the discretion of the HOS (or other member of SALT), the length of time in the BSC may be extended.

The student should report to the external BSC gate at 8.30 am to be registered for the day in which they have been referred. Students in the BSC on a particular day should not enter the main building unless by pre arrangement between the parent/carers and HOS/DHOS.

## 15 Behaviour Stages

Heads of School and Deputy Heads of School will monitor trends in student behaviour. In instances where a student consistently fails to achieve the Tor Bridge High expectations, they will be placed on a Disciplinary Stage. A Disciplinary Stage is designed to work flexibly for individual students and affords them the opportunity to monitor a student's behaviour more closely over a short to medium term timescale, as well as offering a range of supportive strategies personalised to the student's particular needs.

Where a student has been placed in Reflection for the second time in one day they will immediately be referred to the BSC.

Where a student has been placed into Reflection on more than 2 occasions in one week they will immediately be referred to the BSC.

## 16 Stages Procedure

Stage	Example Markers	Example Support/Intervention Strategies
1	Repeated removal to Reflection Room, Repeated lateness, repeated uniform issues.	<b>DHOS</b> Tutor to raise issues with parents/ carers Subject report Referral to AHOS for early intervention where appropriate
2	3 x referral to BSC or Fixed Term Exclusion (FTE).	<b>DHOS</b> DHOS meet with parents /carers Behaviour contract discussed and in place and monitored by DHOS Weekly student meeting with DHOS / AHOS for early intervention as appropriate
3	Repeated FTE and failure to meet targets outlined in Stage 2. Persistent defiance.	<b>DHOS</b> DHOS meet with parents /carers DHOS report and behaviour contract in place Weekly student meeting with DHOS / AHOS for early intervention as appropriate. Referral to SEN if appropriate. Managed Move/ Trial considered. Referral to HIM for multi-agency support considered
4	Further FTE and failure to meet targets in Stage 3. Persistent defiance.	<b>HOS</b> HOS meet with parents /carers HOS report and behaviour contract in place Weekly student meeting with HOS / AHOS for early intervention as appropriate. Referral to SEN if appropriate. Managed Move/Trial considered. Alternative Provision considered Referral to HIM for multi agency support
5	Further FTE and failure to meet targets outlined in Stage 4. Persistent defiance.	<b>HOS</b> Continuation of support from Stage 4 SALT mentor

Stage 6 means that a student is permanently excluded from the School.

## 17 Lateness/ Punctuality

All students are expected to be on site and lining up outside tutor bases by 8.40am. The School operates **same day** detentions for arriving into school after 8.40am. Late students will be issued a slip on arrival that informs them of the detention. If there is an exceptional reason for any arrival after 8.40am this must be communicated by parents/carers to the School Office before 11.00am.

Lateness detentions take place from 11.05am - 11.17am. Failure to attend this detention will result in a lunchtime detention from 1.30pm - 1.57pm. Students who fail to attend the lunchtime detention will be placed in the BSC the following day for the whole day until 3.00pm (4.00pm for year 11 except on Mondays).

## 18 Uniform

**The correct uniform should be worn.** If an item of uniform is missing, the student will receive a break time and lunch time that day. The tutor should complete a slip that will given to the student.

The expectation is that the matter is resolved within 24 hours. Repeated incidents of incorrect uniform will be treated as an extreme behaviour and the student will be referred to the BSC.

Notes from parents will not generally be accepted for missing/forgotten items of uniform. If the student does bring a note from home for an exceptional circumstance, the office will need to confirm this during tutorial and a stamp/ signature will show staff that the circumstance is genuine.

Uniform can be purchased from **Trutex**, either from their shop or ordered via their website.

Uniform Item	Detail
TBH Fitted Jacket	Must be worn every day. During lessons, the teacher will give permission for jackets to be removed when appropriate.
School Tie	Must be worn every day.
Shirt	White (short or long sleeved) Shirts should be tucked in at all times.
Knitted Sweater	Optional item as an extra layer. Cannot be worn instead of a jacket.
Tor Bridge High school trousers	Tor Bridge High logoed trousers should be worn. Prohibited trouser styles include but are not limited to - tight, skinny fit, narrow fit, stretchy, low rise, chinos, jeans or jeans style canvas with any style of rivets, drainpipe, Miss Sixty, New Look or Primark, canvas, linen, leggings or cropped styles (please see photos below).
Tor Bridge High girl's school skirt	Tor Bridge High logoed skirts should be worn. Skirts should be knee length, A-line in shape, non Lycra and not tight-fitting.
Socks	Plain socks - white, grey or black.
Shoes	Plain black, low heels and low soles, leather or similar material Examples of prohibited footwear include but are not limited to - trainers canvas shoes, suede shoes, military-style or UGG style boots, skate type, or any above the ankle shoes. (please see photos below).
Tights	Not compulsory - plain black opaque.
Outer garment	No hoodies-hoodies will be confiscated if worn.
Bag	Strong and large enough to carry all necessary equipment and kit.

Acceptable footwear examples



Unacceptable footwear examples



Acceptable (items that can be purchased and tagged at school) and unacceptable trouser examples:



Acceptable (items that can be purchased and tagged at school) and unacceptable skirt examples:



## 19 Other uniform expectations

### 19.1 Jewellery

Jewellery which is acceptable is a wrist watch and one pair of small plain gold or silver stud earrings worn in the ear lobe. Other forms of jewellery are not allowed. We do not allow facial piercings of any kind, including transparent piercing retainers. Students will be asked to remove any other piercings if they are visible. Failure to do so will result in the student spending the day in the BSC.

### 19.2 Hair

No extreme hairstyle or unnatural dyed colours of hair will be permitted. This includes tramlines, mohican or skinhead-type (less than a grade 2) styles. Students arriving in school with an unacceptable hairstyle will be sent to the BSC.

### 19.3 Make-Up

Makeup should be discreet and not noticeable. Students arriving in school wearing visible makeup, nail varnish or false nails will be asked to remove it/them. Failure to do so will result in the student being sent to the BSC.

In all cases where a student repeatedly fails to meet the expectations regarding uniform it will be treated as an extreme behaviour.

#### Additional notes

- Hooded and other branded jumpers or tracksuit tops of any sort are not to be worn anywhere on the school premises.
- No additional jewellery may be worn or brought to school. The only exceptions are items of religious significance such as crosses, Stars of David, etc. (which should be on a long chain such that nothing is visible).
- In cases where medical reasons require a modification to the uniform policy, notice on letter headed paper from a medical professional must be addressed to the Head of School detailing the reason.

## 19.4 Equipment for Learning

All students are expected to carry their everyday equipment (PE Kit, pencil case, books etc) in a bag of suitable size.

Every student is expected to bring with them the following basic items of equipment for every lesson, every day. The compulsory items will be checked each morning by their tutor and missing items will need to be replaced. A log will be kept and persistent incidents of lack of equipment will result in communication being made with home to discuss resolving the issue.

### Equipment List:

#### **Compulsory Items** - checked daily

Ruler  
Pencil  
Pen -Black or blue

#### **Recommended Items**

Scientific calculator  
Eraser  
Pencil Sharpener  
Green pen/biro  
Highlighters  
Protractor  
Compass

## 19.5 PE Kit

It is the policy of the PE Department, that students bring PE Kit with them and get changed, even if they are injured or unfit as students will then be given a role in the lesson that will not need them to be as fully or strenuously involved as normal, for example as scorekeeper, referee or peer observer.

If a student has a long-term injury or medical problem, then a doctor's note must be supplied which will be kept on file. Students will be taken outside even if they are not participating fully, and so it is important that students bring a change of clothing in case of rain, or other inclement weather conditions.

### PE KIT - The following items are part of the approved school uniform:

- school polo PE shirt (Tor Bridge High emblem);
- trainers, specific shoes for PE / boots for use on 3G pitch;
- plain black tracksuit bottoms / black sports leggings / black shorts;
- black gloves/hat (optional in winter only);
- shin pads/gum shield (recommended for rugby/hockey/handball and football);
- plain black fleece/jumper;
- plain black waterproof jacket for inclement weather;
- long hair to be tied up with a plain band.

### Important Information:

- All PE kit must be clearly marked with the student's full name.
- The PE department strongly recommend that no valuables are brought into the school, especially on the days when students have PE.
- The school cannot accept responsibility for loss or damage of personal property.

- If a student has a fitness tracker they may, at the discretion of the teacher, be worn as they can be a positive reinforcement of a student's effort. Students will therefore wear these at their own risk.

If a student forgets their kit, then they will be directed to our spare kit stores to borrow kit which will ensure that they can have a full and active role in the lesson. The kit which they borrow is washed and dried within the department and when it has been worn, it is placed in a wash basket to ensure it is only worn once.

In exceptional circumstances, students may bring an alternative PE Kit. This kit must be plain with no large print and must be suitable for PE. Along with the alternative kit, a note should be provided with the reason for not being able to access their Tor Bridge High PE Kit must be provided.

## **20 Exclusions**

We believe that Learning is the most important reason for being in school and that opportunity to Learn must be protected at all times. An exclusion from school may therefore be necessary in order to protect the learning opportunity of others. Any decision to exclude for either a fixed-term or in rare cases, permanently, is not taken lightly. The following offers a more detailed outline of how the process works:

### **20.1 Section 1 - Guidance Framework**

1a) Tor Bridge High policy is written in line with the DFE Guidance on Exclusions.

### **20.2 Section 2 - Principles**

2a) The School is a learning institution which aims to provide life chances for all of its students. We view exclusion as a last resort when all other possible methods of managing student behaviour have been exhausted. The decision to exclude is never taken lightly and careful consideration is taken of the facts and the surrounding circumstances before reaching a decision to exclude.

2b) We recognise the detrimental impact of exclusion on both the education and well-being of students and their families. We also recognise the impact of social exclusion, which can result from the permanent exclusion of a student and will try hard to avoid it.

2c) Permanent exclusion is an extremely serious step to take and has a significant impact on the ability of a student to access education in the future. It is only used where it is unavoidable and where every possible appropriate alternative has been considered. We are committed to using alternatives to permanent exclusion such as managed moves and alternative provision where appropriate.

2d) We take account of the Equality Act and of our duty not to discriminate against students for any reason.

2e) We also take account of our statutory duties in relation to SEND.

2f) We aim to involve parents/carers as early as possible in any process.

### **20.3 Section 3 - The Decision to Exclude**

3a) The decision to exclude is made solely by the Headteacher, or one of the Deputy Headteachers in his absence after discussion with Head/Deputy Head of School.

3b) There are five circumstances where a student may be required to leave the Tor Bridge High site with the authorisation of the Headteacher:

- Where a decision has been made to exclude.
- Where a student has committed a serious criminal offence outside the jurisdiction of the school and it is determined by the Headteacher that it is in the interests of the community for the student to be educated offsite. This is an authorised absence.
- Where, for medical reasons, the presence of a student represents a serious risk to the health or safety of other students or staff.
- If a student is given permission by the Headteacher to leave the premises briefly to remedy a breach of the School rules on appearance or uniform. This should be for no longer than is necessary to remedy the breach and is not an exclusion but an authorised absence.
- Where there is good reason to believe that a student is carrying an item which is not allowed onto the site such as an illegal substance or an offensive weapon and they refuse to be searched. In this circumstance the student can be refused entry. This is not an exclusion but an unauthorised absence in the first instance but could lead to exclusion following a full investigation.

3c) The decision to exclude a student is not taken lightly and the Headteacher will:

- ensure that a thorough investigation has been carried out;
- consider all the evidence available to support the allegations;
- allow and encourage the student to give their version of events;
- keep a written record of the actions taken including the signed accounts of witnesses;
- be confident that the procedures detailed later in this policy have been carried out;
- ensure SEND expert advice has been taken into account where appropriate;
- ensure that parents/carers have been kept informed throughout the process and consulted where appropriate.

3d) The standard of proof applied when deciding to exclude is a 'balance of probabilities'. The more serious the allegation, the more convincing the evidence substantiating the allegation needs to be.

3e) Exclusion will not be used as a consequence for the following:

- minor incidents such as a failure to complete homework;
- poor academic performance;
- lateness or truancy;
- breaches of school rules on uniform or appearance except where these are persistent or in open defiance of such rules;
- pregnancy;
- as a punishment for the behaviour of their parent/carer.

3f) Once the decision has been made to exclude, a student will only be sent home once contact has been made with parents/carers and where it is clear that the student will be returning to a place of safety. Work will be provided and either sent with the student or arrangements made for collection.

## **20.4 Section 4 - Fixed-term Exclusion**

(Level 1: fewer than 15 school days in any term/ level 2: 15 school days or more during any term)

4a) The decision to exclude a student for a fixed-term may be taken in response to breaches of the school's behaviour for learning policy including serious 'one off' extreme behaviours.

4b) Examples of behaviour that may lead to a fixed-term exclusion include the following:

- verbal abuse of staff or students;
  - physical abuse of staff or students;
  - indecent behaviour ;
  - damage to property;
  - misuse of illegal drugs or other substances;
  - theft;
  - serious actual or threatened violence against another student or a member of staff;
  - sexual abuse or assault;
  - carrying and / or supplying an illegal substance;
  - carrying an offensive weapon\* or a banned item;
  - arson;
  - persistent poor behaviour contrary to acceptable behaviour outlined in this policy;
  - bullying including cyber-bullying.
- (\* a weapon is defined as any item made or adapted for causing injury)

This is not an exhaustive list and there may be other examples of behaviour where the Headteacher judges that exclusion is an appropriate sanction. Where a student is suspected of carrying an offensive weapon or misusing / carrying / supplying an illegal substance or being part of a group involved in such activity but the evidence is not sufficient they will be given the benefit of the doubt on the first occasion. If there is a repeat of such concern they will run the risk of exclusion.

4c) The Headteacher may exclude a student for one or more fixed periods which do not exceed a total of 45 school days in any one school year.

4d) During a fixed term exclusion of 5 or fewer days, work may be set by the school for the student to complete at home. This work should be returned completed at the end of the exclusion for marking.

4e) For an exclusion of longer than 5 days, the school will arrange fulltime educational provision from the sixth day of exclusion.

4f) Before the end of any fixed-term exclusion, parents/carers will be invited to attend a reintegration/re-admittance meeting at the school with their son/daughter. The purpose of the meeting is to ensure that the student understands the reason for the exclusion and is committed to preventing the behaviour that led to the exclusion from being repeated. The School will consider all further support needed to help the student, including referral to external agencies if appropriate. The student may also spend a period of time in the BSC following the exclusion to support their reintegration.

4g) During the first five days of any exclusion, the parents of an excluded student must ensure that they are not present in a public place during normal school hours without reasonable justification, whether with or without a parent / carer. Failure to comply with this is an offence for which a fixed penalty notice can be issued.

### **20.5 Section 5 - Permanent Exclusion (Level 3 Exclusion)**

5a) Permanent exclusion is an extremely rare sanction at the School and always avoided wherever possible. The decision to permanently exclude is taken only:

- in response to serious breaches of the School's behaviour policy and
- if allowing the student to remain would seriously harm the education or welfare of that student or others at the School.

5b) A student may be permanently excluded where there have been repeated breaches of the behaviour for learning policy for which a range of consequences and strategies have been applied without success. It is an acknowledgement that the school has exhausted all available strategies for dealing with the student and is a last resort.

5c) There may be exceptional circumstances where in the judgement of the Headteacher it is appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- serious actual or threatened violence against another student or member of staff;
- sexual abuse or assault;
- serious bullying including cyber-bullying;
- supplying an illegal substance including drugs, alcohol or other chemical substances which produce similar effects to illegal drugs and alcohol;
- carrying an offensive weapon (schools have the power to search students for weapons and other banned items or substances);
- terrorism, extremist behaviour, radicalization or the brain-washing of others.

Again, this is not an exhaustive list and there may be other examples of behaviour where the Headteacher judges that a permanent exclusion is an appropriate sanction for a first or 'one off' offence.

5d) The School operates a 'zero tolerance' approach to the carrying of offensive weapons and the carrying and supplying of illegal substances. This is communicated clearly to students in assemblies.

5e) Any student who brings an offensive weapon or a banned item onto site, or who supplies an illegal substance or who is found in possession of these items on site runs the risk of permanent exclusion.

The Headteacher will meet with the parents and student before reaching a decision to permanently exclude a student. Under normal circumstances, a student will be excluded for a fixed-term before the decision is made to permanently exclude.

## **20.6 Section 6 - Governors' Behaviour Committee**

6a) The Governors have the responsibility for reviewing decisions made in relation to exclusions. Level two or Level three exclusions will involve governors as part of the process. Level 1 exclusions will be monitored and reviewed throughout the year.

6b) The Behaviour Committee of the Governing Body will automatically review any exclusion which results in a student being excluded for more than 15 school days in any one term (of a 3 term year), or any permanent exclusion.

6c) Parents/carers have the right to appeal the decision to exclude their child. Full details of how these meetings operate can be found within the DfE Guidance (2012)

### **Level 1 Exclusion (Less than 15 days)**

A parent / carer may request that the Behaviour Committee review the process within 50 school days of receiving notice of the exclusion. The request should be made in writing and should set out the question(s) which they wish the Behaviour Committee to consider. The committee will respond in writing within 15 school days.

### **Level 2 Exclusions (More than 15 days fixed term)**

Headteacher meets with parents to discuss exclusion.

Behaviour committee meets to review the exclusion within 15 days of receiving notice of the exclusion.

### **Level 3 Exclusion (Permanent)**

Student is given initial fixed term exclusion and a full investigation is carried out by an investigating officer. The student and their parent(s)/carer(s) will be given an opportunity to meet with the investigating officer to give their version of events and to hear any evidence against them.

The investigating officer presents their findings to the Headteacher. If the decision is to reinstate then the student will return immediately. If the decision is made to permanently exclude the student, parents / carers will be informed by the Headteacher both verbally and in writing.

Following the Headteacher's decision to permanently exclude, the Behaviour Committee meets to review the decision within 15 school days of receiving notice of the exclusion. If the Behaviour Committee upholds the decision to permanently exclude, parents / carers may appeal to an Independent Review Panel.

6d) In the event of a challenge to the Permanent Exclusion then an Independent Review Panel will consist of 3 people and will be chaired by a lay member and two other independent members, one with governance experience; the other with Headship experience. This panel will decide whether to uphold the decision to exclude a student.

6e) The Independent Review Panel can either uphold the decision to exclude the student or recommend that the School reconsiders the matter. They cannot, however, direct the reinstatement of the student.

### **20.7 Section 7 - Informing Parents/Carers**

7a) Following any decision to exclude, the Headteacher must inform parents / carers putting the decision to exclude in writing and stating the date the exclusion takes effect.

7b) The letter must explain:

- the circumstances leading up to the decision to exclude;
- why the Headteacher decided to exclude the student and if relevant, what steps were taken to try and avoid the exclusion; details of any relevant previous warnings, fixed period exclusions or other disciplinary measures taken before the present incident;
- the arrangements for enabling the student to continue his/her education, including setting and marking the student's work;
- the parents'/carers' right to see and have a copy of their child's record;
- the parents'/ carers' responsibilities to ensure their child is not in a public place in school hours during the first five days of an exclusion.
- if the exclusion is for a fixed period, the letter will also state the length of the exclusion and the date and time the student should return to the school and the arrangements for the re-admission interview at the end of the process so as to reintegrate the student.
- for Level 2 and Level 3 exclusions, the letter will also state the parents'/ carers' right to appeal to the Independent Appeals Panel and the appropriate mechanism for that to happen as well as the fact that governors will meet to review the decision.
- the involvement, if appropriate, of SEND expert advice.

### **20.8 Section 8 - Behaviour Outside the school gates**

8a) Our exclusion and behaviour policy covers behaviour not only within school but outside of school. We will sanction students, up to and including Permanent Exclusion, for any behaviour which contravenes our policies when a student is:

- taking part in any school-organised or school-related activity, or travelling to or from school and wearing our school uniform, or in some other way identifiable as a Tor Bridge High student

Or for behaviour which at any time:

- could have repercussions for the orderly running of the school, or
- poses a threat to another student or member of the public, or could adversely affect the reputation of the school.

## **21 Support systems for parent(s)/carer(s)**

Parent(s)/Carer(s) are encouraged to visit the school to discuss any relevant issues.

Parent(s)/Carer(s) should make an appointment with the School Administrator. Where the school needs to discuss anything with parent(s)/carer(s), they will be contacted to arrange a meeting.

## **22 Staff**

We encourage all staff members to be responsible for the behaviour of students. Where a member of staff feels that they require support with a particular student or group of students, they should initially speak to their Curriculum/Team Leader who should support all members of their team in issues of classroom management and be responsible for reducing disruption occurring in their curriculum area. This may include peer observations within the department to share good practice, meeting with the parents/carers of the student/s where appropriate or temporarily moving a student to another lesson. There will be opportunities for all staff to receive training and CPL on an individual basis as part of the Continual Professional Learning at Tor Bridge High.

## **23 Reasonable adjustments**

Where a student has a disability recognised by the Equality Act 2010 that will make the implementation of parts of this policy discriminatory, reasonable adjustments may be made. For example, a Support Plan may be drawn up that states agreed strategies for teachers to use to help support the individual's learning. A student may have a shorter period in the BSC or complete their period of isolation in an alternative venue. This will be agreed by HOS or SENDCo. Reasonable adjustments may also be made where there is no recognisable disability, but where it would be beneficial due to the circumstances at the time. Any reasonable adjustments need to be recorded in CPOMS.

## **24 Monitoring and Review**

Behaviour management will be under constant review throughout the school through data analysis, stakeholder reviews and student voice. The policy document is freely available to the entire school community on the School's website. It will be reviewed on an annual basis.

Owner(s): Deputy Headteacher

Date: 17<sup>th</sup> July 2020

Review Date: July 2021



# Behaviour for Learning Policy

## COVID-19 Adjustments to policy annotated in RED

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## 1 Purpose

To ensure that all students, parents/carers, staff and governors are aware of the high expectations of Tor Bridge High School in terms of Behaviour for Learning;

To promote good behaviour through good conduct, self-discipline and respect;

To create a safe learning environment that is free from bullying and in which all students are empowered to keep themselves safe;

To encourage enthusiasm for all aspects of learning, creativity and academic success;

To embrace difference, encourage tolerance and challenge prejudice;

To prepare students to become responsible adults.

## 2 Behaviour Principles

We believe that high standards of behaviour lie at the heart of a successful school that enables:

- all students to make the best possible progress in all aspects of their school life and work;
- all staff to be able to teach and promote good learning without undue disruption, interruption or harassment.

All students and staff have the right to feel safe at all times in school. There should be mutual respect between staff and students and between each other.

All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.

Tor Bridge High promotes inclusive schools. All members of the school community should be free from discrimination of any sort.

The school's legal duties under the Equality Act 2010 in respect of safeguarding, students with Special Educational Needs and all vulnerable students are detailed in the Safeguarding Policy and made known to all staff. Measures to protect children from bullying and discrimination as a result of gender, race, ability, sexual orientation or background are also detailed in the Safeguarding Policy and are regularly monitored for their effective implementation.

Parents/Carers are encouraged and helped to support their children's education, just as the students are helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school.

There should be an emphasis on recognising, celebrating and rewarding positive behaviour and those students who go 'above and beyond' during their school days. This will lead to a positive ethos with an emphasis on praise, but where students, parent(s)/carer(s) and staff have a clear understanding of the sanctions of any behaviour that hinders learning.

Students will be made aware that they are making clear choices when they decide on how to behave and they will understand how these choices impact on their own and other students' learning. All students will be able to gain recognition and rewards that will remain relevant throughout years 7 to 13.

Expectations regarding behaviour will be displayed around the school.

Confrontation will be avoided through staff clearly communicating the pre-agreed sanctions for failing to meet expectations.

Where a student chooses to behave inappropriately, staff will consistently apply clear, sequential sanctions according to this policy.

### **Consistency in practice**

Consistent language, consistent response: referring to the agreement made between staff and students, simple and clear expectations reflected in all conversations about behaviour.

Consistent follow up ensuring 'certainty' at the classroom, department and senior leader level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.

Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.

Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

Consistent simple rules/agreements/expectations.

Consistent respect from the adults: even if faced with disrespectful behaviour from students.

Consistent models of emotional control: emotional resilience that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners

Consistently reinforced rituals and routines for behaviour in classrooms and around the site.

### **3 Aims and Objectives**

This policy sets the boundaries for the detailed operating procedures for a system that:

- rewards and reinforces the right behaviours;
- delivers consistent consequences for the wrong behaviour;
- outlines a system where the roles and responsibilities are clear and staff take responsibility for students' learning;
- seeks to ensure that all students are treated equally and fairly in the implementation of rewards and sanctions;
- enables staff to teach effectively by removing disturbances to learning and promoting respect and positive attitudes to learning.

## 4 Rights

**No student has the right to disrupt the learning of others.** Teachers will have disruption free classrooms in which they can teach and students will have disruption free classrooms in which they can learn.

On a lesson-by-lesson basis, students will have one choice, to either be in class working hard and progressing with their learning or to be isolated from their peers.

## 5 School Expectations

All students are expected:

- to be responsible for their actions;
- to be polite and treat others and property with respect;
- to not discriminate against others because of their gender, ethnic background, age, ability or sexuality;
- to resolve problems in a non-confrontational manner using calm voices and respectful language;
- to take pride in and care of the school environment;
- to be properly equipped for all learning and activities.

In **lessons** students are expected to:

- arrive on time to lesson;
- enter in an orderly fashion and immediately engage with the Low Stakes Test/Activity in silence;
- sit silently whilst the register is taken;
- listen in silence whilst the member of staff leading the lesson speaks;
- raise their hand to ask a question without calling out;
- work exceptionally hard without disrupting any other student's learning.

If a student fails to meet any of these simple expectations, their name will be written on the board by way of a formal warning and the member of staff leading the lesson will briefly explain to the student why the warning has been given. The warning will be recorded on SIMS by the class teacher by the end of the lesson.

The second time during a lesson that a student fails to meet these expectations, they will be sent to the Reflection Room for the remainder of that lesson. Failure or refusal to go to the Reflection Room will be treated as an extreme behaviour (see section 14).

At this stage, the teacher will immediately send an email notification to the Reflection Room so that the staff member on duty will be aware of a student's imminent arrival. The student will arrive within 3 minutes - failure to do so will be treated as an extreme behaviour (see section 14). The teacher will record the sanction on SIMS and contact home within 24 hours.

## In school generally

All students are expected to take responsibility for their actions and their choices at all times. Serious breaches (examples given below) of our code of conduct will always be treated as an extreme behaviour.

- Swear and/or use abusive/threatening language at a member of staff (even under their breath);
- Defy a member of staff by walking off when being spoken to or being given an instruction;
- Physically or verbally attack another student or a member of staff.

All **Staff** are expected to:

- meet and greet at the door; (Where possible, due to 'Bubble' rooming's staff may be traveling between rooms).
- model positive behaviours and build relationships;
- plan lessons that engage, challenge and meet the needs of all students;.
- start lessons with a 10 minute Low Stakes Test/~~Silent Activity~~;
- be calm and give 'take up time' when going through the behaviour system. Prevent before sanctions;
- follow up every time, retain ownership and engage in reflective dialogue with students;
- treat each lesson as a fresh start for students, not referring back to previous incidents;
- record behaviour incidents on SIMS in a timely manner in line with the detail of this policy;
- never ignore or walk past students who are not meeting the expectations of this behaviour policy.

All **Leaders in the School** are expected to:

- be a visible presence to encourage appropriate conduct by meeting and greeting learners;
- support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations;
- regularly celebrate staff and learners whose efforts go above and beyond expectations;
- encourage use of positive notes and positive phone calls;
- ensure staff training needs are identified and targeted;
- use behaviour data to target and assess interventions;
- make sure they are accountable for behaviour in the school;

School leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

## **6 Mobile Communication Devices (Phones/Tablets)**

Mobile phones/headphones can be brought to school and used up until 8.30am before school. They can be used from 11.10am - 11.27am during break time and 1.30pm - 1.57pm during lunch time. When the buzzer sounds at 11.27am and 1.57pm, students should stop using their phones, turn them off, take their headphones out and put everything in their bags. If they are seen out after these times, being used or sticking out of pockets, they will be confiscated and passed to the nearest School Office. Headphones are not to be worn around the neck or used in lessons.

Phones/headphones should not be seen or used during lessons or lesson changeovers without staff permission. If they are seen out or are being used (even if this is to check the time, messages etc.), they will be confiscated and handed in to the School Office of the subject area that it has been confiscated in until the end of the day. For this reason, we ask that parents/carers do not contact their children during the school day. In the event that contact is needed then we ask that contact is made through the School office.

If a student refuses to hand their phone over, they will be sent to the Behaviour Support Centre (BSC) in line with our procedures for Extreme Behaviour.

Refusal to go to the BSC will result in a one day fixed term exclusion with the day in the BSC completed upon their re-admittance to the school.

## 7 Smoking/Vaping

No student will smoke on Tor Bridge High School grounds or when in the immediate vicinity of our school. If a student smokes or chooses to associate with smokers the consequences will be as outlined below:

- Smoking/associating (e.g. standing next to a smoker, holding smoking/vaping paraphernalia) with smokers will be treated as an extreme behaviour.
- Refusal to hand over smoking (or vaping) paraphernalia when asked will be treated as an extreme behaviour.
- All tobacco and related paraphernalia will be destroyed [*Note: 'Smoking' is defined to include any tobacco based products and also e-cigarettes and vaping products*]

## 8 Search and Confiscation

Deputy Heads of School and members of the Senior Leadership Team can search a student for any item, if the student agrees.

Only the Headteacher or Deputy Headteachers (in his absence) and other authorised members of staff are able to utilise the statutory power to search students or their possessions (including mobile devices), without consent, where they have reasonable grounds for suspecting that they may have a prohibited item that could cause harm to others (examples of such items outlined below).

A search without consent should, where possible, be undertaken by a member of staff who is the same gender as the student being searched; there must also be a witness (also a staff member) and again where possible, they should be the same gender as the student being searched.

There is a limited exception to this rule. An authorised member of staff can carry out a search of a student of the opposite sex and without a witness present, only when it is believed that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Searches without consent are only carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips in England or in training settings.

The powers to search for prohibited items in the Education Act 1996 are compatible with Article 8 of the European Convention on Human Rights.  
Prohibited items include:

- Knives or weapons;
- Alcohol, illegal drugs or other chemical substances that produce similar effects to alcohol or drugs;
- Stolen items;
- Tobacco, cigarettes and other smoking paraphernalia including vaping paraphernalia;
- Fireworks;
- Pornographic images/literature;
- Discriminatory images/literature;

- Images/literature appertaining to radicalisation or extremism;
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of any person (including the student).

Any prohibited item found as a result of a search will be confiscated. Items confiscated will be handled according to the DfE guidance.

## **9 Behaviour in corridors and around the site.**

During transitions between lessons (going from one lesson to another), students will act appropriately. That means no running through, or loitering in, corridors. To avoid congestion, we encourage students to keep to the **left**.

**Where possible the site will be clearly marked with a keep left and keep your distance signage. Also entry point routes will be marked out for guidance.**

It is essential that all students are aware of the time and the need to arrive promptly to every lesson to avoid any consequence. During social times, students are expected to do the following:

- to sit/stand with their friends before school, break, lunch and after school in the designated areas of the school. Shouting, swearing, play fighting, moving around in large groups, running in other areas than sports area in the vicinity of the 3G/MUGA/field are not acceptable behaviours.
- food is to be eaten in the designated areas only i.e. the Restaurant, GBB, Assembly Hall or in outside areas.

## **10 The Journey to and from Home**

Students are expected to demonstrate a high standard of conduct on the journey to and from school as each person is an ambassador for our school and should not bring the school into disrepute. We do not accept any poor behaviour on public transport and such incidents will be treated in accordance with the appropriate areas of this policy.

Students are expected to:

- arrive at school and leave school in full uniform;
- use the crossings where possible to cross the road safely;
- use the cycle lanes/pedestrian zones safely;
- dispose of litter properly;
- respect our neighbours and all local residents.

## **11 Rewards**

At Tor Bridge High we recognise the importance of positive praise as our primary strategy for promoting student motivation and high standards of student behaviour. This can take many forms, from the informal verbal dialogue between staff and students through to the awarding of prizes and awards at whole school events.

### **Staff - student verbal interactions**

We strive for a school where the interactions between staff and students are positive and emotionally intelligent. Staff are encouraged to use positive language that highlights to students where they have done well and re-enforces our expectations. Staff will regularly praise students both within and outside of the classroom. We discourage staff from shouting at students or saying unkind or humiliating things to them. Where possible, we ask staff to praise in public, punish in private.

## Staff - Parent(s)/carer(s) dialogue

We recognise that the things students really appreciate are positive phone calls home and postcards that praise them. We encourage all staff to make at least one positive phone call a week and give two postcards. Staff will contact parent(s)/carer(s), by email or phone, to highlight when a student has been working particularly well or a noticeable improvement has been observed. These phone calls, emails or postcards home allow the student to see that home and school are intrinsically linked and this is a great motivating factor.

## Celebration Events

Throughout the year there are a number of events which aim to share in the celebration of a students' achievements with their parent(s)/carer(s). To celebrate the academic excellence of students, we hold Celebration Evenings. These events are an opportunity for curriculum/subject areas to nominate their subject prizes for the previous year. The Sports Dinner aims to reward those students who have shown an aptitude above the expected level in their favoured sport whilst also recognising the high levels of sporting behaviour and teamwork shown by others. We also hold the 'Pride of Tor Bridge' evening to celebrate the students from across the Tor Bridge Partnership who have triumphed against adversity or demonstrated a particular commitment to their school, family or community.

## 12 Sanctions

The use of sanctions should be characterised by certain features:

- it must be made clear to the student why the sanction is being applied.
- it must be made clear to the student what changes in behaviour the teacher expects to see in order to avoid future sanctions.
- group sanctions should not be used under any circumstances as this breeds resentment.
- it should be the behaviour rather than the person that is sanctioned. (e.g "[student name], you are speaking while I am speaking. This is your warning. If you continue, you will be sent to Reflection"

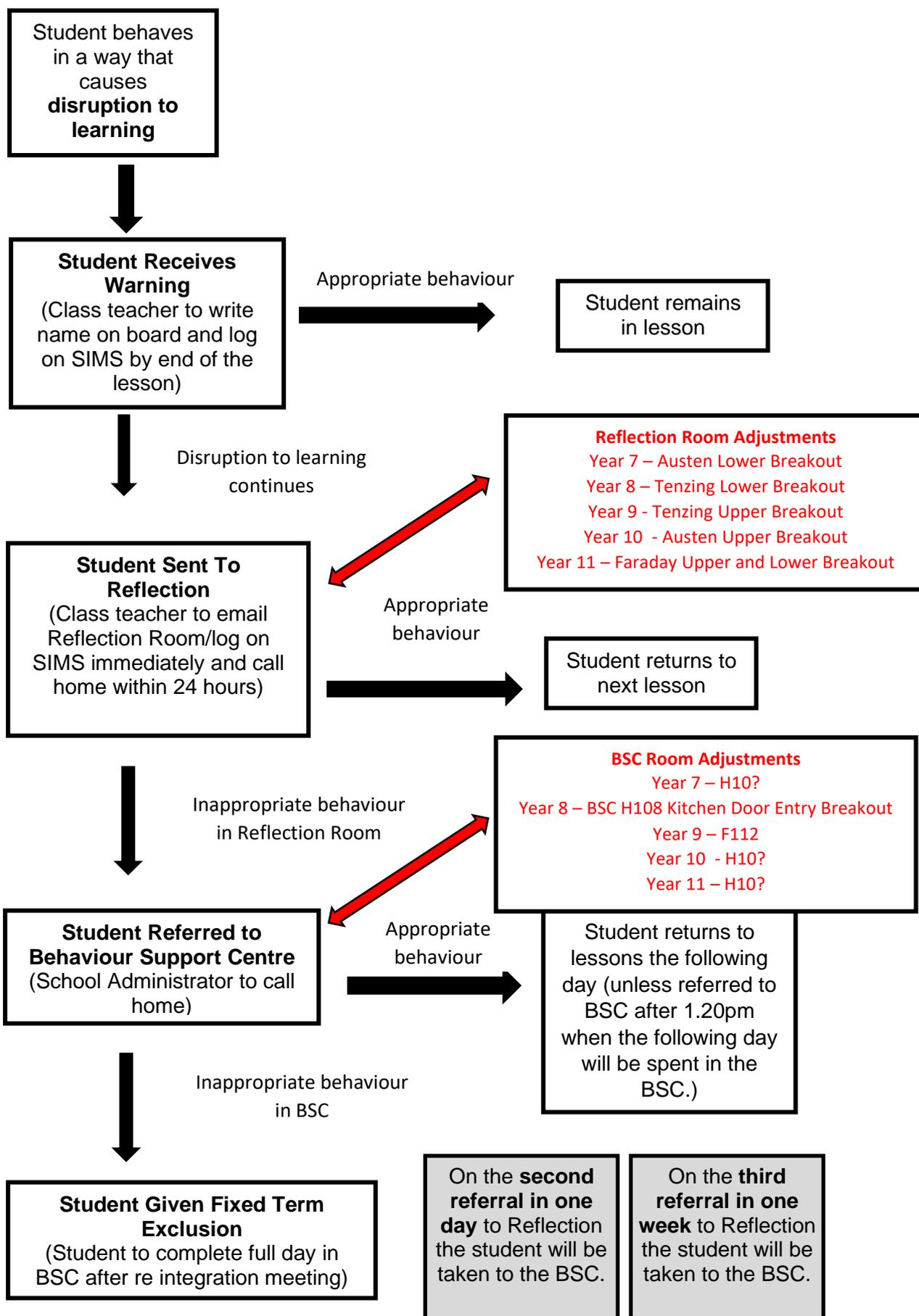
We have a consistent approach to behaviour through the promotion of an effective system of praise and sanctions. The procedure in this policy will apply universally to all staff and students. It will provide the opportunity to a solution focused approach to behaviour management.

Sanctions fall under these categories:

- disruption free learning
- extreme behaviour
- lateness/punctuality
- uniform

The following pages indicate the nature of behaviours that fall under each section and the process for dealing with incidents within each category.

### 13 Disruption Free Learning



#### Procedures on entry to Reflection Room:

- the student arrives within 3 minutes of the Reflection Room duty staff member receiving the notification email sent by the class teacher;
- the student hands over their mobile phone;
- the student completes a reflection sheet;
- the Reflection duty staff member records the student's name and checks for any daily or weekly repeated incidents and informs SALT on call if a referral to BSC is needed;
- once the reflection sheet is completed, the student is then given additional work to complete;
- if the student does not engage with any of the above expectations, they will be referred to the BSC. This will be marked on SIMS so class teachers of the student that day are made aware.

#### **Procedures on entry to Behaviour Support Centre:**

- the student arrives at the BSC with a member of SALT or DHOS;
- the student's mobile phone and bag will be handed over and stored in a secure locker;
- the student will be given work to complete. The student will complete subject based work in line with their normal timetable (e.g. if a student is in the BSC period 2 and they would normally have science they would be given science work);
- the student remains in the BSC until the end of the day (end of the following day if entry to BSC is after 1.30pm). If the student does not engage with any of the above expectations, they will be given a Fixed Term Exclusion (FTE) and will complete their full day in the BSC after their re integration meeting.

Parent/Carer will be contacted by a School Administrator to inform them that their child has been referred to the BSC.

## **14 Extreme behaviour**

### **Examples of extreme behaviour include (this list is not exhaustive):**

- persistent disruptive behaviour
- physical assault against a student
- physical assault against an adult
- verbal threatening behaviour against an student/adult
- bullying
- hate related incidents such as racism, sexism, homophobia, disablism
- drug alcohol related incident including smoking
- theft
- sexual misconduct
- damage
- truancy
- misbehaving on work experience
- any behaviours which bring the school into disrepute

A student who displays an extreme behaviour will be taken by a member of SALT or DHOS to the BSC. They will remain in the BSC until the end of the day unless it is after 1.30pm in which case they will stay until 3.00pm (4.00pm for year 11 except on Mondays that day and return to the BSC the following day. At the discretion of the HOS (or other member of SALT), the length of time in the BSC may be extended.

The student should report to the external BSC gate at 8.40 am to be registered for the day in which they have been referred. Students in the BSC on a particular day should not enter the main building unless by pre arrangement between the parent/carers and HOS/DHOS.

**Entry adjustments - Year 7,8,10 and 11 to Enter via the external BSC gate at 8.40am, Year 9 to enter and wait in the restaurant to be escorted to F112.**

## 15 Behaviour Stages

Heads of School and Deputy Heads of School will monitor trends in student behaviour. In instances where a student consistently fails to achieve the Tor Bridge High expectations, they will be placed on a Disciplinary Stage. A Disciplinary Stage is designed to work flexibly for individual students and affords them the opportunity to monitor a student's behaviour more closely over a short to medium term timescale, as well as offering a range of supportive strategies personalised to the student's particular needs.

Where a student has been placed in Reflection for the second time in one day they will immediately be referred to the BSC.

Where a student has been placed into Reflection on more than 2 occasions in one week they will immediately be referred to the BSC.

## 16 Stages Procedure

Stage	Example Markers	Example Support/Intervention Strategies
1	Repeated removal to Reflection Room, Repeated lateness, repeated uniform issues.	<b>DHOS</b> Tutor to raise issues with parents/ carers Subject report Referral to AHOS for early intervention where appropriate
2	3 x referral to BSC or Fixed Term Exclusion (FTE).	<b>DHOS</b> DHOS meet with parents /carers Behaviour contract discussed and in place and monitored by DHOS Weekly student meeting with DHOS / AHOS for early intervention as appropriate
3	Repeated FTE and failure to meet targets outlined in Stage 2. Persistent defiance.	<b>DHOS</b> DHOS meet with parents /carers DHOS report and behaviour contract in place Weekly student meeting with DHOS / AHOS for early intervention as appropriate. Referral to SEN if appropriate. Managed Move/ Trial considered. Referral to HIM for multi-agency support considered
4	Further FTE and failure to meet targets in Stage 3. Persistent defiance.	<b>HOS</b> HOS meet with parents /carers HOS report and behaviour contract in place Weekly student meeting with HOS / AHOS for early intervention as appropriate. Referral to SEN if appropriate. Managed Move/Trial considered. Alternative Provision considered Referral to HIM for multi agency support
5	Further FTE and failure to meet targets outlined in Stage 4. Persistent defiance.	<b>HOS</b> Continuation of support from Stage 4 SALT mentor

Stage 6 means that a student is permanently excluded from the School.

## 17 Lateness/ Punctuality

All students are expected to be on site and lining up outside tutor bases by 8.40am. The School operates **same day** detentions for arriving into school after 8.40am. Late students will be issued a slip on arrival that informs them of the detention. If there is an exceptional reason for any arrival after 8.40am this must be communicated by parents/carers to the School Office before 11.10am.

**Entry points adjustments-** Each year group will arrive and enter the site via a year group specific entry point and follow the route to the specific year group Bubble Zone. Students should still arrive at the tutor base by 8.40am, gates will be open from 8.30am.

**Entry points -**

Year 7 - Soundhouse Gate

Year 8 - Main Reception

Year 9 - Sports Centre Gate

Year 10 - Nursery Gate

Year 11 - MUGA Gate

External Gates will be closed at 8.40am and all students who are late will enter via Main reception entrance.

Lateness detentions take place from 11.15am - 11.27am. Failure to attend this detention will result in a lunchtime detention from **1.35pm - 1.47pm**. Students who fail to attend the lunchtime detention will be placed in the BSC the following day for the whole day until 3.00pm (4.00pm for year 11 except on Mondays).

**Lateness detentions will be held in the Restaurant in year group 'Bubbles'**

## 18 Uniform

**The correct uniform should be worn.** If an item of uniform is missing, the student will receive a break time and lunch time that day. The tutor should complete a slip that will given to the student.

**Uniform detentions take place in the Restaurant at breaktime from 11.15am - 11.27am and lunchtime detention from 1.35pm - 1.47pm. Students who fail to attend the lunchtime detention will be placed in the BSC the following day for the whole day until 3.00pm.**

The expectation is that the matter is resolved within 24 hours. Repeated incidents of incorrect uniform will be treated as an extreme behaviour and the student will be referred to the BSC.

Notes from parents will not generally be accepted for missing/forgotten items of uniform. If the student does bring a note from home for an exceptional circumstance, the office will need to confirm this during tutorial and a stamp/ signature will show staff that the circumstance is genuine.

Uniform can be purchased from **Trutex**, either from their shop or ordered via their website.

Uniform Item	Detail
TBH Fitted Jacket	Must be worn every day. During lessons, the teacher will give permission for jackets to be removed when appropriate.
School Tie	Must be worn every day.
Shirt	White (short or long sleeved) Shirts should be tucked in at all times.
Knitted Sweater	Optional item as an extra layer. Cannot be worn instead of a jacket.
Tor Bridge High school trousers	Tor Bridge High logoed trousers should be worn. Prohibited trouser styles include but are not limited to - tight, skinny fit, narrow fit, stretchy, low rise, chinos, jeans or jeans style canvas with

	any style of rivets, drainpipe, Miss Sixty, New Look or Primark, canvas, linen, leggings or cropped styles (please see photos below).
Tor Bridge High girl's school skirt	Tor Bridge High logoed skirts should be worn. Skirts should be knee length, A-line in shape, non Lycra and not tight-fitting.
Socks	Plain socks - white, grey or black.
Shoes	Plain black, low heels and low soles, leather or similar material Examples of prohibited footwear include but are not limited to - trainers canvas shoes, suede shoes, military-style or UGG style boots, skate type, or any above the ankle shoes. (please see photos below).
Tights	Not compulsory - plain black opaque.
Outer garment	No hoodies-hoodies will be confiscated if worn.
Bag	Strong and large enough to carry all necessary equipment and kit.

#### Acceptable footwear examples



#### Unacceptable footwear examples





Acceptable (items that can be purchased and tagged at school) and unacceptable trouser examples:



Acceptable (items that can be purchased and tagged at school) and unacceptable skirt examples:



## 19 Other uniform expectations

### 19.1 Jewellery

Jewellery which is acceptable is a wrist watch and one pair of small plain gold or silver stud earrings worn in the ear lobe. Other forms of jewellery are not allowed. We do not allow facial piercings of any kind, including transparent piercing retainers. Students will be asked to remove any other piercings if they are visible. Failure to do so will result in the student spending the day in the BSC.

### 19.2 Hair

No extreme hairstyle or unnatural dyed colours of hair will be permitted. This includes tramlines, mohican or skinhead-type (less than a grade 2) styles. Students arriving in school with an unacceptable hairstyle will be sent to the BSC.

### 19.3 Make-Up

Makeup should be discreet and not noticeable. Students arriving in school wearing visible makeup, nail varnish or false nails will be asked to remove it/them. Failure to do so will result in the student being sent to the BSC.

In all cases where a student repeatedly fails to meet the expectations regarding uniform it will be treated as an extreme behaviour.

Additional notes

- Hooded and other branded jumpers or tracksuit tops of any sort are not to be worn anywhere on the school premises.
- No additional jewellery may be worn or brought to school. The only exceptions are items of religious significance such as crosses, Stars of David, etc. (which should be on a long chain such that nothing is visible).
- In cases where medical reasons require a modification to the uniform policy, notice on letter headed paper from a medical professional must be addressed to the Head of School detailing the reason.

### 19.4 Equipment for Learning

All students are expected to carry their everyday equipment (PE Kit, pencil case, books etc) in a bag of suitable size.

Every student is expected to bring with them the following basic items of equipment for every lesson, every day. The compulsory items will be checked each morning by their tutor and missing items will need to be replaced. A log will be kept and persistent incidents of lack of equipment will result in communication being made with home to discuss resolving the issue.

#### Equipment List:

##### **Compulsory Items - checked daily**

Ruler  
Pencil  
Pen -Black or blue

##### **Covid-19 Compulsory Items to support 'Bubble' Zoned Teaching and reduction in shared resources - checked daily**

A3 Zip Wallet  
Home Learning Journal  
Knowledge Organiser  
Ruler  
Pencil  
Pen -Black or blue  
Highlighter  
Glue Stick  
Personal Mini White Board and Whiteboard Pen

##### **Recommended Additional Items**

Scientific calculator  
Eraser  
Pencil Sharpener  
Green pen/biro  
Highlighters

Protractor  
Compass

## 19.5 PE Kit

It is the policy of the PE Department, that students bring PE Kit with them and get changed, even if they are injured or unfit as students will then be given a role in the lesson that will not need them to be as fully or strenuously involved as normal, for example as scorekeeper, referee or peer observer.

**Adjustment - Due to DfE guidance on restricted use of changing rooms, on the timetabled day of PE, students will be required to wear PE kit for the whole day in preparation for their lesson and as such not be required to wear or bring the usual TBH Uniform. PE kit worn must follow the usual PE kits items list below.**

If a student has a long-term injury or medical problem, then a doctor's note must be supplied which will be kept on file. Students will be taken outside even if they are not participating fully, and so it is important that students bring a change of clothing in case of rain, or other inclement weather conditions.

PE KIT - The following items are part of the approved school uniform:

- school polo PE shirt (Tor Bridge High emblem);
- trainers, specific shoes for PE / boots for use on 3G pitch;
- plain black tracksuit bottoms / black sports leggings / black shorts;
- black gloves/hat (optional in winter only);
- shin pads/gum shield (recommended for rugby/hockey/handball and football);
- plain black fleece/jumper;
- plain black waterproof jacket for inclement weather;
- long hair to be tied up with a plain band.

Important Information:

- All PE kit must be clearly marked with the student's full name.
- The PE department strongly recommend that no valuables are brought into the school, especially on the days when students have PE.
- The school cannot accept responsibility for loss or damage of personal property.
- If a student has a fitness tracker they may, at the discretion of the teacher, be worn as they can be a positive reinforcement of a student's effort. Students will therefore wear these at their own risk.

If a student forgets their kit, then they will be directed to our spare kit stores to borrow kit which will ensure that they can have a full and active role in the lesson. The kit which they borrow is washed and dried within the department and when it has been worn, it is placed in a wash basket to ensure it is only worn once.

**During Covid-19 restrictions, borrowing of kit will not be permitted.**

In exceptional circumstances, students may bring an alternative PE Kit. This kit must be plain with no large print and must be suitable for PE. Along with the alternative kit, a note should be provided with the reason for not being able to access their Tor Bridge High PE Kit must be provided.

## **20 Exclusions**

We believe that Learning is the most important reason for being in school and that opportunity to Learn must be protected at all times. An exclusion from school may therefore be necessary in order to protect the learning opportunity of others. Any decision to exclude for either a fixed-term or in rare cases, permanently, is not taken lightly. The following offers a more detailed outline of how the process works:

### **20.1 Section 1 - Guidance Framework**

1a) Tor Bridge High policy is written in line with the DFE Guidance on Exclusions.

### **20.2 Section 2 - Principles**

2a) The School is a learning institution which aims to provide life chances for all of its students. We view exclusion as a last resort when all other possible methods of managing student behaviour have been exhausted. The decision to exclude is never taken lightly and careful consideration is taken of the facts and the surrounding circumstances before reaching a decision to exclude.

2b) We recognise the detrimental impact of exclusion on both the education and well-being of students and their families. We also recognise the impact of social exclusion, which can result from the permanent exclusion of a student and will try hard to avoid it.

2c) Permanent exclusion is an extremely serious step to take and has a significant impact on the ability of a student to access education in the future. It is only used where it is unavoidable and where every possible appropriate alternative has been considered. We are committed to using alternatives to permanent exclusion such as managed moves and alternative provision where appropriate.

2d) We take account of the Equality Act and of our duty not to discriminate against students for any reason.

2e) We also take account of our statutory duties in relation to SEND.

2f) We aim to involve parents/carers as early as possible in any process.

### **20.3 Section 3 - The Decision to Exclude**

3a) The decision to exclude is made solely by the Headteacher, or one of the Deputy Headteachers in his absence after discussion with Head/Deputy Head of School.

3b) There are five circumstances where a student may be required to leave the Tor Bridge High site with the authorisation of the Headteacher:

- Where a decision has been made to exclude.
- Where a student has committed a serious criminal offence outside the jurisdiction of the school and it is determined by the Headteacher that it is in the interests of the community for the student to be educated offsite. This is an authorised absence.
- Where, for medical reasons, the presence of a student represents a serious risk to the health or safety of other students or staff.
- If a student is given permission by the Headteacher to leave the premises briefly to remedy a breach of the School rules on appearance or uniform. This should be for no longer than is necessary to remedy the breach and is not an exclusion but an authorised absence.
- Where there is good reason to believe that a student is carrying an item which is not allowed onto the site such as an illegal substance or an offensive weapon and they refuse to be searched. In this circumstance the student can be refused entry. This is not an

exclusion but an unauthorised absence in the first instance but could lead to exclusion following a full investigation.

3c) The decision to exclude a student is not taken lightly and the Headteacher will:

- ensure that a thorough investigation has been carried out;
- consider all the evidence available to support the allegations;
- allow and encourage the student to give their version of events;
- keep a written record of the actions taken including the signed accounts of witnesses;
- be confident that the procedures detailed later in this policy have been carried out;
- ensure SEND expert advice has been taken into account where appropriate;
- ensure that parents/carers have been kept informed throughout the process and consulted where appropriate.

3d) The standard of proof applied when deciding to exclude is a 'balance of probabilities'. The more serious the allegation, the more convincing the evidence substantiating the allegation needs to be.

3e) Exclusion will not be used as a consequence for the following:

- minor incidents such as a failure to complete homework;
- poor academic performance;
- lateness or truancy;
- breaches of school rules on uniform or appearance except where these are persistent or in open defiance of such rules;
- pregnancy;
- as a punishment for the behaviour of their parent/carer.

3f) Once the decision has been made to exclude, a student will only be sent home once contact has been made with parents/carers and where it is clear that the student will be returning to a place of safety. Work will be provided and either sent with the student or arrangements made for collection.

## **20.4 Section 4 - Fixed-term Exclusion**

(Level 1: fewer than 15 school days in any term/ level 2: 15 school days or more during any term)

4a) The decision to exclude a student for a fixed-term may be taken in response to breaches of the school's behaviour for learning policy including serious 'one off' extreme behaviours.

4b) Examples of behaviour that may lead to a fixed-term exclusion include the following:

- verbal abuse of staff or students;
- physical abuse of staff or students;
- indecent behaviour ;
- damage to property;
- misuse of illegal drugs or other substances;
- theft;
- serious actual or threatened violence against another student or a member of staff;
- sexual abuse or assault;
- carrying and / or supplying an illegal substance;
- carrying an offensive weapon\* or a banned item;
- arson;

- persistent poor behaviour contrary to acceptable behaviour outlined in this policy;
- bullying including cyber-bullying.  
(\* a weapon is defined as any item made or adapted for causing injury)

This is not an exhaustive list and there may be other examples of behaviour where the Headteacher judges that exclusion is an appropriate sanction. Where a student is suspected of carrying an offensive weapon or misusing / carrying / supplying an illegal substance or being part of a group involved in such activity but the evidence is not sufficient they will be given the benefit of the doubt on the first occasion. If there is a repeat of such concern they will run the risk of exclusion.

4c) The Headteacher may exclude a student for one or more fixed periods which do not exceed a total of 45 school days in any one school year.

4d) During a fixed term exclusion of 5 or fewer days, work may be set by the school for the student to complete at home. This work should be returned completed at the end of the exclusion for marking.

4e) For an exclusion of longer than 5 days, the school will arrange fulltime educational provision from the sixth day of exclusion.

4f) Before the end of any fixed-term exclusion, parents/carers will be invited to attend a reintegration/re-admittance meeting at the school with their son/daughter. The purpose of the meeting is to ensure that the student understands the reason for the exclusion and is committed to preventing the behaviour that led to the exclusion from being repeated. The School will consider all further support needed to help the student, including referral to external agencies if appropriate. The student may also spend a period of time in the BSC following the exclusion to support their reintegration.

4g) During the first five days of any exclusion, the parents of an excluded student must ensure that they are not present in a public place during normal school hours without reasonable justification, whether with or without a parent / carer. Failure to comply with this is an offence for which a fixed penalty notice can be issued.

## **20.5 Section 5 - Permanent Exclusion (Level 3 Exclusion)**

5a) Permanent exclusion is an extremely rare sanction at the School and always avoided wherever possible. The decision to permanently exclude is taken only:

- in response to serious breaches of the School's behaviour policy and
- if allowing the student to remain would seriously harm the education or welfare of that student or others at the School.

5b) A student may be permanently excluded where there have been repeated breaches of the behaviour for learning policy for which a range of consequences and strategies have been applied without success. It is an acknowledgement that the school has exhausted all available strategies for dealing with the student and is a last resort.

5c) There may be exceptional circumstances where in the judgement of the Headteacher it is appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- serious actual or threatened violence against another student or member of staff;
- sexual abuse or assault;
- serious bullying including cyber-bullying;
- supplying an illegal substance including drugs, alcohol or other chemical substances which produce similar effects to illegal drugs and alcohol;

- carrying an offensive weapon (schools have the power to search students for weapons and other banned items or substances);
- terrorism, extremist behaviour, radicalization or the brain-washing of others.

Again, this is not an exhaustive list and there may be other examples of behaviour where the Headteacher judges that a permanent exclusion is an appropriate sanction for a first or 'one off' offence.

5d) The School operates a 'zero tolerance' approach to the carrying of offensive weapons and the carrying and supplying of illegal substances. This is communicated clearly to students in assemblies.

5e) Any student who brings an offensive weapon or a banned item onto site, or who supplies an illegal substance or who is found in possession of these items on site runs the risk of permanent exclusion.

The Headteacher will meet with the parents and student before reaching a decision to permanently exclude a student. Under normal circumstances, a student will be excluded for a fixed-term before the decision is made to permanently exclude.

## **20.6 Section 6 - Governors' Behaviour Committee**

6a) The Governors have the responsibility for reviewing decisions made in relation to exclusions. Level two or Level three exclusions will involve governors as part of the process. Level 1 exclusions will be monitored and reviewed throughout the year.

6b) The Behaviour Committee of the Governing Body will automatically review any exclusion which results in a student being excluded for more than 15 school days in any one term (of a 3 term year), or any permanent exclusion.

6c) Parents/carers have the right to appeal the decision to exclude their child. Full details of how these meetings operate can be found within the DfE Guidance (2012)

### **Level 1 Exclusion (Less than 15 days)**

A parent / carer may request that the Behaviour Committee review the process within 50 school days of receiving notice of the exclusion. The request should be made in writing and should set out the question(s) which they wish the Behaviour Committee to consider. The committee will respond in writing within 15 school days.

### **Level 2 Exclusions (More than 15 days fixed term)**

Headteacher meets with parents to discuss exclusion.

Behaviour committee meets to review the exclusion within 15 days of receiving notice of the exclusion.

### **Level 3 Exclusion (Permanent)**

Student is given initial fixed term exclusion and a full investigation is carried out by an investigating officer. The student and their parent(s)/carer(s) will be given an opportunity to meet with the investigating officer to give their version of events and to hear any evidence against them.

The investigating officer presents their findings to the Headteacher. If the decision is to re-instate then the student will return immediately. If the decision is made to permanently exclude the student, parents / carers will be informed by the Headteacher both verbally and in writing.

Following the Headteacher's decision to permanently exclude, the Behaviour Committee meets to review the decision within 15 school days of receiving notice of the exclusion. If the Behaviour Committee upholds the decision to permanently exclude, parents / carers may appeal to an Independent Review Panel.

6d) In the event of a challenge to the Permanent Exclusion then an Independent Review Panel will consist of 3 people and will be chaired by a lay member and two other independent members, one with governance experience; the other with Headship experience. This panel will decide whether to uphold the decision to exclude a student.

6e) The Independent Review Panel can either uphold the decision to exclude the student or recommend that the School reconsiders the matter. They cannot, however, direct the reinstatement of the student.

## **20.7 Section 7 - Informing Parents/Carers**

7a) Following any decision to exclude, the Headteacher must inform parents / carers putting the decision to exclude in writing and stating the date the exclusion takes effect.

7b) The letter must explain:

- the circumstances leading up to the decision to exclude;
- why the Headteacher decided to exclude the student and if relevant, what steps were taken to try and avoid the exclusion; details of any relevant previous warnings, fixed period exclusions or other disciplinary measures taken before the present incident;
- the arrangements for enabling the student to continue his/her education, including setting and marking the student's work;
- the parents' / carers' right to see and have a copy of their child's record;
- the parents' / carers' responsibilities to ensure their child is not in a public place in school hours during the first five days of an exclusion.
- if the exclusion is for a fixed period, the letter will also state the length of the exclusion and the date and time the student should return to the school and the arrangements for the re-admission interview at the end of the process so as to reintegrate the student.
- for Level 2 and Level 3 exclusions, the letter will also state the parents' / carers' right to appeal to the Independent Appeals Panel and the appropriate mechanism for that to happen as well as the fact that governors will meet to review the decision.
- the involvement, if appropriate, of SEND expert advice.

## **20.8 Section 8 - Behaviour Outside the school gates**

8a) Our exclusion and behaviour policy covers behaviour not only within school but outside of school. We will sanction students, up to and including Permanent Exclusion, for any behaviour which contravenes our policies when a student is:

- taking part in any school-organised or school-related activity, or travelling to or from school and wearing our school uniform, or in some other way identifiable as a Tor Bridge High student

Or for behaviour which at any time:

- could have repercussions for the orderly running of the school, or
- poses a threat to another student or member of the public, or could adversely affect the reputation of the school.

## **21 Support systems for parent(s)/carer(s)**

Parent(s)/Carer(s) are encouraged to visit the school to discuss any relevant issues.

Parent(s)/Carer(s) should make an appointment with the School Administrator. Where the

school needs to discuss anything with parent(s)/carer(s), they will be contacted to arrange a meeting.

## **22 Staff**

We encourage all staff members to be responsible for the behaviour of students. Where a member of staff feels that they require support with a particular student or group of students, they should initially speak to their Curriculum/Team Leader who should support all members of their team in issues of classroom management and be responsible for reducing disruption occurring in their curriculum area. This may include peer observations within the department to share good practice, meeting with the parents/carers of the student/s where appropriate or temporarily moving a student to another lesson. There will be opportunities for all staff to receive training and CPL on an individual basis as part of the Continual Professional Learning at Tor Bridge High.

## **23 Reasonable adjustments**

Where a student has a disability recognised by the Equality Act 2010 that will make the implementation of parts of this policy discriminatory, reasonable adjustments may be made. For example, a Support Plan may be drawn up that states agreed strategies for teachers to use to help support the individual's learning. A student may have a shorter period in the BSC or complete their period of isolation in an alternative venue. This will be agreed by HOS or SENDCo. Reasonable adjustments may also be made where there is no recognisable disability, but where it would be beneficial due to the circumstances at the time. Any reasonable adjustments need to be recorded in CPOMS.

## **24 Monitoring and Review**

Behaviour management will be under constant review throughout the school through data analysis, stakeholder reviews and student voice. The policy document is freely available to the entire school community on the School's website. It will be reviewed on an annual basis.

Owner(s): Deputy Headteacher

Date: 21<sup>st</sup> July 2020

Review Date: July 2021

# Behaviour policy: coronavirus addendum

Tor Bridge High



Approved by:	Graham Roser	Date: 8.6.2020
Last reviewed on:	8.6.2020	
Next review due by:	8.7.2020	

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## 1. Scope

This addendum applies until further notice.

Unless covered in this addendum, our normal Behaviour for Learning policy continues to apply.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and students.

## 2. Expectations for students in school

### 2.1 New expectations

When students are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents/carers should also read the rules and ensure that their child/ren follow the new procedures that have been put in place. Parents/carers should contact the relevant Head of School if they think their child might not be able to comply with some or all of the rules so we can consider alternative arrangements with them.

All parents/carers/students have been sent information on the introduction of face-to-face provision. The Frequently Asked Questions document sets out the expectations of students when coming to and from school and when on site.

Where appropriate, reasonable adjustments will be made for students where required. Any adjustment will need to be authorised by a member of the School's Senior Leadership Team.

- Anyone with symptoms of COVID19 must not come onto site.
- Students only use the routes into school indicated on the letter stating their school face-to-face session. Students must, as much as is possible, maintain a distance of 2m from other people and follow the direction as indicated by signage and staff.
- Students should only enter the classroom designated for their use at that time and follow the instructions of staff regarding where to go when moving around the school.
- Students must sit at the desk allocated to them as indicated by a member of staff and not move this desk.
- No equipment should be shared by students.
- If a student requires the use of a toilet, they must inform a member of staff. Only the toilets in the building and on the floor of the classroom they are based in may be used. There will be a 1 out, 1 in procedure to enable social distancing.
- It is expected that all students maintain high standards of personal hygiene, such as handwashing and sanitising. When asked to, students must wash their hands.
- Students must ensure good respiratory hygiene: sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with their hands.
- Students must tell an adult if they are experiencing symptoms of coronavirus and follow the instructions of staff.

- › Students must not under any circumstances cough or spit at or towards any other person.

## 2.2 Rewards and sanctions for following expectations

To help encourage students to follow the above rules, we will:

Regularly thank students for adhering to the guidance.

However, if students fail to follow these rules, we will:

Issue any student who does not follow the additional rules with a clear warning and, depending on the infringement, if it is deemed a potentially serious risk to the health of others, the student may be told to immediately to leave the site; this will be at the discretion of a member of the School's Senior Leadership Team. For less serious breaches, after a warning is given, if there is a repeat of unacceptable behaviour (breach of one of the above rules, or similar) the student will be told to leave the school site. If a student is told to leave the site, all reasonable attempts will be made to contact parents/carers immediately. This is line with the School's Behaviour for Learning Policy section 20.3b bullet point 3, 'a student may be required to leave the Tor Bridge High site with the authorisation of the Headteacher: Where for medical reasons, the presence of a student represents a serious risk to the health or safety of other students or staff.'

Where necessary, we reserve the right to exclude a student for breaches of the guidelines in place to protect all members of the school community from the transmission of COVID19 as a one-off extreme behaviour. The process in any exclusion will follow that laid out in section 20 of the School's Behaviour for Learning Policy.

## 2.3 Changed rules

As long as this addendum applies, we will alter the following school rules:

- › Attendance expectations for students who can attend school.
- › Students are not required to wear school uniform, however it is expected that the clothes worn are appropriate for the school setting and should be smart casual. This will be at the discretion of a member of the Senior Leadership Team.

## 3. Expectations for students at home

### 3.1 Remote learning rules

If students are not in school, we expect them to follow all of the expectations set out below.

Parents/carers should also read the expectations and do their best to ensure their child/ren follow them. Parents/carers should contact their child's Head of School if they think their child might not be able to comply with some or all of the expectations so we can consider alternative arrangements with them.

Expectations:

- › Undertake the tasks set for the subjects that will have been timetabled on that day. Students should spend approximately 30minutes on each subject.
- › Follow the online Reading Programme each day.
- › If appropriate, undertake the Weekly Quiz or tasks set specifically by their teacher.
- › Seek help from teachers, if they need it, via the email contacts supplied.
- › Alert teachers if they're not able to complete work.
- › Reply to the weekly email from tutors.
- › Use proper online conduct, such as using appropriate language in messages.

We appreciate that the circumstances at home are many and varied. We have produced guides for parents/carers to support them.

#### **4. Monitoring arrangements**

We will review this policy as guidance from the Local Authority and/or Department for Education is updated and, as a minimum, on a monthly basis by GRO Headteacher. It will be shared and approved by the full governing board.

#### **5. Links with other policies**

This policy links to the following policies and procedures:

- Safeguarding and Child protection policy.
- Health and safety policy.