



*Tomlinscote School
Sixth Form College*

A Specialist Language College

Behaviour Policy Including Discipline & Sanctions

Policy Type:	Statutory
Approved By:	Resources Committee
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Tomlinscote School & Sixth Form College

Behaviour Policy

1. Principles and Aims

The Governing Body believes that in order for every student to fulfil his or her potential and for teaching and learning to thrive, good behaviour in all aspects of school life is necessary. It therefore seeks to create a positive and inclusive learning environment in the school by:

- Promoting good behaviour and discipline at all times
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Providing clearly stated expectations of what constitutes acceptable behaviour
- Ensuring equality and fairness of treatment for all regardless of age, gender, race, ability and disability
- Promoting a culture of praise and encouragement in which all students can thrive
- Encouraging students to take responsibility for their learning and behaviour
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Encouraging consistency of response to both positive and negative behaviour
- Providing early intervention and support for students including our most vulnerable
- Promoting effective behaviour management strategies and support for staff
- Encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and procedures
- Enabling students to be healthy, stay safe, enjoy and achieve in learning, make a positive contribution, achieve economic well-being and by promoting the responsibility of every member of the school towards the whole community.

2. Standards of Behaviour: What is good behaviour?

At Tomlinscote we work towards standards of behaviour which are based on the shared values of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these values. Good behaviour is when individuals' actions, words and deeds allow a positive working environment to flourish. Good behaviour impacts on self and on others by building esteem and allowing everyone to take responsibility for their own actions. Some examples of good behaviour are listed below:

- Respectful language
- Active listening
- Respect for the environment and property
- Turn taking
- Following appropriate instructions willingly
- Acting on recognised etiquettes (e.g. holding a door open)
- Implementing our Behaviour Policy

3. Teaching and Learning

We believe that good behaviour and effective learning go together. An appropriately structured curriculum and effective teaching and learning contribute to good behaviour. Thorough planning for the needs of individual students, clear objectives, the active involvement of students in their own learning, the promotion of independent learning, recognition of effort, praise and structured feedback on what has been achieved and how further progress can be made all help students to avoid behaviour which hinders learning. Behaviour for learning is both taught and modelled during lessons.

4. Rewards

Good behaviour is promoted through recognition and reward. This has a motivational role in helping students to realise that good behaviour is valued. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Some examples of how we praise and reward students are listed below:

- Verbal praise
- Written comments on students` work
- Receiving stickers including Merits, Commended Works and Credits and Certificates
- Postcards of recognition
- School colours
- Coffee with the Head of School
- Achievement assemblies, Award Evenings including Sport Celebration

5. Rules and Procedures

Rules and procedures arising from this policy have been developed by the Executive Principal in consultation with governors, staff, parents and students. These make clear to all how acceptable standards of behaviour can be achieved. These rules and procedures will be consistently and fairly applied. They can be found as an appendix to this policy. Our expectations for student behaviour are set out in a code of conduct which can be located in the student planner. All students are expected to abide by the code of conduct.

6. Sanctions

Sanctions are needed to respond to inappropriate and unacceptable behaviour. A range of sanctions are clearly defined in the procedures. The focus will be on the behaviour rather than the individual that is being sanctioned and group sanctions will be avoided. Sanctions, where possible, will be used to help students to learn from their mistakes, recognise how they can improve their behaviour and avoid future sanctions. Students will be given the opportunity, where appropriate, to make suitable reparation e.g. making an apology. Our procedures make a clear distinction between the sanctions applied for minor and major offences

Sanctions may include the following:

1. Expressions of disapproval
2. Detention
3. Referral to a more senior member of staff
4. Monitoring on a special report
5. Internal suspension in our referral room
6. Fixed-term or permanent exclusion

7. Roles and Responsibilities

- a) The *governing body* will establish, in consultation with the Executive Principal, staff, parents and students, the policy for the promotion of good behaviour and keep it under regular review. It will ensure that it is communicated to students and parents, is non-discriminatory and the school's expectations about student behaviour are clear. Governors will support the school in maintaining high standards of behaviour. The governing body will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy.
- b) The *Executive Principal* will be responsible for the school's policy and procedures, and may delegate aspects of its day-to-day implementation and management to designated members of the school's leadership team. Support for staff faced with challenging behaviour is also an important responsibility of the Executive Principal.
- c) All *staff*, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Executive Principal on the effectiveness of the policy and procedures. Staff through example will be expected to model the behaviour and social skills that they expect students to use. Although staff will challenge unacceptable behaviour it is expected that staff/student relationships should be characterised by good humour, politeness and friendliness.
- d) The *governing body, Executive Principal and staff* will ensure that no student is treated differently or unfairly regarding policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

- e) *Parents and carers* will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy. Parents are expected to actively support the school policy.
- f) *Students* will be expected to take responsibility for their own behaviour on or off the school site and will be made fully aware of the school policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

8. Taking into account students with Special Educational Needs (SEN) and other vulnerable students

We will take into account SEN, disability, race, religion and culture, and the circumstances of other vulnerable students in our decision making process, by having regard to the Disability Discrimination Act 1995 (Code of Practice for Schools) and the SEN duties in the Education Act 1996, both of which were amended by the SEN and Disability Act 2001.

9. Support for students

We will identify at an early stage those students who will require extra support to reach our expectations and we will put in place a range of strategies to help them. Through the Social and Emotional Aspects of Learning programme (SEAL) we will seek to develop the social and emotional skills needed for students to behave well, develop empathy for others and manage their own feelings more effectively.

There are two Student Support Officers, one for Key Stage 3 and one for Key Stage 4, who are available to work with and provide pastoral support for students in conjunction with the wider Pastoral Support Team i.e. Head and Assistant Heads of Year.

We will work positively with external agencies to ensure that the needs of all students are met by utilising the range of external support available. These may include Behaviour and Pupil Support; Educational Psychology Service; Child and Adolescent Mental Health Service (CAMHS); Youth Service. Alternative provision is provided through Surrey Alternative Learning Programme (SALP) at the Pyrford and Kingsway Centres.

We will also work in collaboration with other local schools to share good practice and resources through the Surrey Heath Behaviour and Attendance Partnership.

10. Inter-relationship with other school policies

The behaviour policy should be read in conjunction with the following other related policies: Anti-bullying; Race Equality; Drugs; Equal Opportunities; Uniform; Inclusion and Special Educational Needs; Gender Equality.

11. Monitoring and Review

The Executive Principal, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent.

The governing body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Executive Principal, staff, parents and students.

The outcome of the review will be communicated to all those involved, as appropriate.

This policy document was produced in consultation with the entire school community, including governors, staff, parents, students, LEA advisors.

This document is freely available to the entire school community. It has been made available on the school web-site and information will be included in the school newsletter.

An appendix setting out the rules and procedures which support the behaviour policy can be located on the school website.

Appendix 1: Discipline and Sanctions

Appendix 2: Confiscation

Appendix 1

Discipline and Sanctions

Students are expected to exercise self discipline. If self discipline is not forthcoming, well established procedures will take effect.

Breaches of acceptable school conduct may lead to:-

a) Referral to the subject teacher and/or the Form Tutor

On a first occasion, minor infringements will be dealt with in this way and may result in a note being placed in the Student Planner. Low level disruption in or out of lessons, unpleasantness to others and wearing make-up, would constitute examples of minor infringements. Action taken will be commensurate with the unacceptable behaviour.

b) Detention

A student may be detained on the same day without prior notice for ten minutes. Otherwise parents will receive notice of a detention by receipt of a form indicating time and reason for detention and requiring parental signature as acknowledgement of the time/date of the detention. This form should be returned to the appropriate teacher by the student. Unacceptable behaviour which could generate a detention might be disruptive behaviour or persistent lateness. Additionally, a second occurrence of the type indicated in a) above could lead to detention. Tasks undertaken by a student on detention will be determined by the school. A detention will normally last thirty minutes. Failure to attend a detention will result in a forty-five or sixty minute detention with a senior member of staff. This may take place on the following day but parents would be notified during the day. Failure to attend this detention would normally result in an internal suspension. There may be other occasions when members of the Senior Leadership Team and Heads of Year may detain a student for a period of between 30-60 minutes on the same day. In such circumstances a parent would be notified during the day. A student may also be required to attend school as a sanction on an in-service training day.

c) Monitoring on a 'Report'

A student may be monitored on a report form which is signed by members of staff at the end of each lesson and parents are asked to sign this report each evening. Targets for improvement will vary according to the reason for the student being placed on a monitoring report. Before going home at the end of school a student will meet with an appropriate member of staff who will review if the targets have been met during the day. This might be appropriate for persistent minor infringements, unauthorised absence from school or lessons.

d) Internal Suspension

A student may be placed in internal suspension in our referral room for one day by any member of the Senior Leadership Team and for more than one day by the Executive Principal, the Head of School or Vice Principal. An automatic detention lasting one hour after school will take place on the same day of suspension (forty minutes during winter months i.e. October to February half-terms). Parents will be informed by telephone on the same day and subsequently by letter. Work will be provided for students while in internal suspension. Students will remain in the referral room during break and at lunchtime although time will be made available for students to have lunch in the canteen. Students will be given the opportunity to consider how they can avoid future suspensions. Students may also be required to attend the referral rooms of our partner schools within Surrey Heath Partnership for Education (SHAPE). This could take place, for example, after three internal suspensions in our referral room. Parents would be responsible for transport to and from a partner school.

e) 'Fixed term' exclusion

The decision to issue a 'fixed term' exclusion can only be taken by the Executive Principal, the Head of School or the Vice Principal who act on the Executive Principal's behalf. An external exclusion will only be activated after direct personal contact between school and parents. Copies of the exclusion letter will be placed on the student's record and forwarded to Surrey Local Education Authority. A fixed term exclusion is a very serious matter. During the first five days of a fixed term exclusion parents are required to ensure that their child is not in a public place during school hours. The school will provide work. It is the responsibility of the parent to ensure that the work is undertaken. A governor's disciplinary committee may meet at its own discretion for a fixed term exclusion of five days or under.

Should a student be excluded for more than five days the school will make alternative arrangements for the student's education. In line with Department for Education (DfE) guidance, and based on the principles of Behaviour Partnership working, provision from day six onwards is offered in each of our partner secondary schools, of which there are currently three; namely Collingwood College, Gordon's School, Kings International College. Students who are excluded for more than five days will be placed, from day six, in the provision that best fits the student's needs at the time of the exclusion. This would be at the discretion of the Executive Principal.

Parents may request a meeting of the governor's disciplinary committee for an exclusion of between six and fifteen days. An exclusion of more than fifteen days' duration will trigger a full disciplinary hearing involving governors, parents, and Local Authority representatives. This will take place between five and fifteen days from the date of the exclusion. Exclusions apply to serious breaches of acceptable behaviour, in particular for anti social behaviour, or behaviour that is disrespectful to the local community or would tarnish the standing of Tomlinscote within the community. A malicious complaint against a member of staff, persistent disruption, bullying, defiance or rudeness to staff, threatening or foul language, and violent behaviour are examples of behaviour that would generate an exclusion.

Penalty Notice relating to Exclusions

Section 103 of the Education and Inspections Act 2006 places a duty on parents to ensure that their child is not in a public place without justifiable cause during school hours when they are excluded from school. This duty applies to the first five days of each exclusion. Failure to do so will render the parent liable to a Penalty Notice. The amount payable is £60 if paid within 21 days of receipt of the Penalty Notice, rising to £120 if paid after 21 days but within 28 days. If the Penalty Notice is not paid, the recipient will be prosecuted for the offence under Section 103. Alternative education provision will be made from the sixth day of any exclusion and failure to attend such provision without good reason will be treated as unauthorised absence.

f) Permanent Exclusion

In extreme cases the Executive Principal may move to a permanent exclusion. Such instances are rare and would normally be preceded by a student being placed on a Pastoral Support Plan (PSP) following a period of errant or anti social behaviour where the student had failed to respond to lesser sanctions. Parents will be aware when a PSP is being contemplated since the provision of the plan signals that the student is in danger of permanent exclusion. A student on a PSP will be monitored and reported upon every lesson, and outside agencies may be involved and a multi-agency assessment may be triggered. A PSP is designed to operate for 16 weeks with an interim review involving all parties at the mid point.

In exceptional circumstances a permanent exclusion may result from a single, serious breach of acceptable behaviour. Such an instance might relate, for example, to an extreme act of violence or a drugs related incident. With regard to the latter, Tomlinscote operates a policy of 'zero tolerance'. Governors will give serious consideration to the permanent exclusion of any student using or caught in possession of a controlled substance during the school day, or at school functions, or in school uniform.

Parents with children that are subject to the procedures above will be made aware of them by the school. Any parent wishing to discuss matters arising from these procedures is encouraged to make contact with the school, usually via the relevant Head of Year. Details of student poor student behaviour are recorded on SIMS Behaviour Management. This is an electronic record of poor conduct not a sanction.

g) The Power to Search

Members of the Senior Leadership Team and Heads of Year may screen or search students, with or without their consent, who are suspected of having in their possession a range of prohibited items including knives or weapons, alcohol, drugs, stolen property, tobacco and cigarette papers, fireworks, pornographic images, or any item that could be used to commit an offence, cause personal injury or damage to property, or any item identified in the school rules, such as mobile phones, or any item found which is considered may be harmful or detrimental to school discipline. Students may be asked to turn out their pockets, bag or locker and to hand over an item which is causing disruption or contravenes school policy. If it is felt necessary for a student to be searched for some items such as illegal drugs, or knives or weapons, the police will be contacted to do so. We will seek advice and guidance from the police as and when it is necessary and appropriate to do so. If there is good reason to do so any electronic

device which is found may be examined and any data or files may be erased or retained if such material could cause harm, disrupt teaching or break school rules.

h) Confiscation of inappropriate items

The items or property which are mentioned above, including those which the school has deemed to be inappropriate or unacceptable for students to have in their possession, will be confiscated as a disciplinary sanction. The school also has the right to determine when such items may be returned or if they will be disposed of. Advice may be sought from the police when it is considered appropriate. See Appendix 2 for details.

i) The Use of Reasonable Force to control or restrain students

Teachers, and other persons authorised by the Executive Principal who have control or charge of students, have the powers to use reasonable force to prevent a student from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in any behaviour that is prejudicial to maintaining good order and discipline at the school. This excludes items which are banned under school rules.

This power may be used where the student (including a student from another school) is on school premises or elsewhere in the lawful control of the staff member (e.g. on a school visit). It is envisaged that this measure would only be used in exceptional circumstances, where the behaviour was sufficiently dangerous or disruptive and could not be dealt with by any other means.

The school will keep records of every incident in which force has been used.

j) Breakages or damages to school premises/equipment

In line with our Charging and Remissions Policy, charges will be made to parents by the school where damage results from a student's inappropriate behaviour. Charges are determined on an individual basis.

k) Controlled substances: saliva tests

We will use a saliva test for any student whom we suspect is under the influence of a controlled substance. The decision to do this will be taken by members of the Senior Leadership Team if they have serious suspicions that a student may have used a controlled substance or is under the influence of a controlled substance. This procedure would be carried out by trained staff with senior staff support. These saliva tests can detect the six most commonly used substances within five minutes and will detect any use over a period of several hours prior to the test. Parents would be contacted prior to such testing. We anticipate that such an event would only very rarely occur. This development has proved very successful in a number of other schools and the Local Authority's Legal Department has confirmed that its introduction is in line with drugs guidance for schools issued by the Department for Education.

l) Outside School

Students are ambassadors of the school and should have due regard for the reputation of the school in the local community. This includes behaviour on activities arranged by the school, as well as on the way to and from school, and behaviour when wearing school uniform in a public place.

Students are expected to:-

- maintain good order on transport, educational visits, sporting events and other placements such as work experience or college courses.
- behave in a way that does not threaten the health and safety of students, staff and members of the public.
- treat other students, members of staff and public with proper respect e.g. avoiding bullying another student or rudeness to a member of staff or the public.

Where it comes to the attention of the school that this has not been the case students will be subject to an appropriate sanction.

Appendix 2

Confiscation, retention and disposal, of inappropriate items

Jewellery, other than that which is permitted, will be confiscated and held in the main office until the end of the term in which it was confiscated.

However, if the jewellery is confiscated within ten working days of the last day of term, it will remain confiscated until the last day of the following term, unless this is within ten working days of the end of the academic year, when all jewellery can be collected.

If a student regularly contravenes the rules regarding jewellery, the Head of Year or a member of the Senior Leadership Team can extend the sanction so that all confiscated items for that student are kept until the end of the academic year.

Items of confiscated jewellery which are handed in to the main office by members of staff will be kept securely and labelled with the name of the student, date of confiscation and initials of staff member.

A student may ask at the main office for a receipt.

A confiscated mobile phone may be collected by a student after five working days, and if the same student has a mobile phone confiscated again it may be collected during the last week of the summer term.

As with jewellery a student may ask for a receipt at the main office.

Confiscated items not collected may be disposed of during the following Autumn term. While reasonable care will be taken with confiscated items we can accept no responsibility or liability for the loss or damage of such items.

For further information:

see Department for Education website