



TOLWORTH GIRLS' SCHOOL & SIXTH FORM

STUDENT BEHAVIOUR

Policy on Student Behaviour/Rewards & Sanctions Leading to Suspension and Exclusion

Approved: February 2016
Next Review: February 2017
Approved: September 2017
Next Review: September 2018
Approved: November 2018
Next Review: November 2020

PRINCIPLES

We aim to:

- Have a clear framework of discipline within which the Academy operates and which creates a positive, safe and effective environment for learning and teaching. The policy reflects Government legislation as represented in the [Education Act 2002 \(amended 2011\)](#); The [Education and Inspection Act 2006](#); [DFE Exclusion from Maintained Schools, Academies and Student Referral Units in England](#); [The School Discipline \(student exclusion and reviews\) 2012](#); [The Education Regulations 2007](#); [The Human Rights Act 1998](#); the [Equality Act 2010](#) and the [Race Relations \(Amendment\) Act 2000](#)
- Enable systems and processes in which students can operate in a relaxed, calm and purposeful way while being mutually supportive.
- Have guidelines that can be applied in a straightforward and consistent manner to ensure students feel rewarded for positive behaviour and are clear on behavioural boundaries.
- Deal with breaches of discipline promptly and in a clear and straightforward way.
- Be sympathetic and understanding to our students, but they need to be absolutely clear about the sanctions given and any subsequent action required. They also need to be aware about the necessary course of action in future.
- Show empathy to our students but leave them in no doubt of expected standards of behaviour and associated processes.
- Ensure Equality of Opportunity for all students.
- Ensure all students and Parents/Carers are clear about the Academy's expectations via the [Home/School Agreement](#) and associated document that is signed on entry to the Academy.

- For the purpose of this policy ‘we’, ‘our’ or ‘us’ refers to all staff and people whom the Headteacher has temporarily put in charge such as volunteers or Parents/Carers accompanying students on Academy trips.

PRACTICE

The Academy recognises that every student and member of staff is responsible for promoting good behaviour. We recognise that poor behaviour is a barrier to learning and progress; to this end it will not be tolerated.

- Will remind all students on an annual basis about the expectations of the Academy.
- The more general code of behaviour is based on care, courtesy and consideration for others. This is overtly expressed on a regular basis, either with individuals or with whole groups - for example in assemblies.
- Bullying of any type will not be tolerated (please see [Anti-Bullying](#) policy on Academy website) and will be dealt with accordingly.
- The Academy’s working document the ‘Tolworth Way’ gives students and staff specific advice about learning, attendance, truancy and preparing for learning within a framework of orderly, well-mannered behaviour.
- All staff are expected to familiarise themselves with the Behaviour policy on a regular basis.
- Guidance for Parents/Carers on the Academy’s expectations appear in the Home/Academy agreement, which is signed by Parents/Carers and student’s pre-admission to the Academy.
- There is a uniform list which is carefully adhered to. Variations from this will be sympathetically dealt with but will leave the students understanding that the matter needs to be addressed as soon as possible. (A green card will be issued to explain the uniform issue and will be carried by that student).
- The first and the most important member of the staff responsible for good order, hard work, and good discipline is the class teacher. The form tutor has a similar but differently applied role.
- The Head of Subject is there to support the Subject Teacher and the Head of Year to support the Form Tutor, though on many occasions a team approach is adopted
- The student planner acts as a means of communication with home if appropriate.
- The Sixth Form Officials, Year 11 Senior Prefects and Prefects make an important contribution to the smooth running and discipline of the Academy.
- The Academy operates a system of ‘On Call’ that offers support to all colleagues from the Management team, when difficulties arise. Students removed from lessons are either moved to another lesson or isolated. ([see On Call protocols](#))
- If a student needs to be isolated from normal lessons but for some reason a formal exclusion is not appropriate, then an internal exclusion may be operated. The student is excluded from normal lessons and normal contact with others. Work is set and the student works under the supervision of the Student Support Workers, Head of Year, Head of Department or the Headteacher. Parents/Carers are notified when this system has to operate.
- For one major breach of discipline or for a series of less serious but persistent misdemeanors, exclusion may operate. **Only** the Headteacher can exclude or a nominated Deputy, in the Headteacher’s absence.

STUDENTS

All students receive a planner; this contains guidance on the expectation and conduct in the Academy.

All students are expected to prioritise their learning and understand the importance of courtesy and manners. Good behaviour is the 'norm'.

All students are expected to attend the Academy punctually and stay on the Academy site unless they have permission to leave (see [Attendance Policy](#) on the Academy website).

REWARDS AND SANCTIONS

Positive behaviour will be rewarded with:

- Form/High ATL parties (Attitude to Learning).
- Epraise awards.
- Letters/Postcards or phone calls home to parents.
- Special responsibilities/privileges (Prefects, Junior Leadership Team).
- Subject/Head of Year (HOY) specific commendations and postcards.
- Headteacher Award.

The school may use one or more sanctions in response to unacceptable behaviour: (Please see the Tolworth way for more details)

We may use the isolation room in response to serious or persistent breaches of this policy. Students may be sent to the isolation room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. In some situations, the student may be required to sit with a senior member of staff.

DETENTIONS

Our detention procedures are outlined in the [Home School Agreement](#), which all parents and students are required to agree to and sign, upon enrolment at TGS.

We must be consistent and fair in setting detentions for all students, but do consider individual and extenuating circumstances such as special educational needs or young carers. Inconvenience to a parent or carer does not constitute as an extenuating circumstance.

We do have the right to:

- Set detentions on any day of the week without parental permission.
- Detain a student during a break or lunch on the same day without parental permission.
- Detain a student after Academy hours if they are late to the Academy or fail to follow the uniform code, on the same evening without parental permission.
- Detain students at the weekends during term time.

We will inform Parents/Carers, but consent is not required.

Additional Powers (as a result of legislation introduced in the Education and Inspections Act 2006 and amendments since).

EXCLUSION

- The Academy adheres strictly to the law in relation to exclusion and it has regard to appropriate guidance issued by the Secretary of State which has been updated in 2012 ([Exclusions from Maintained schools, Academies, and Pupil Referral Units in England](#))
- When considering the exceptional circumstance of exclusion, there is no "normal" pattern. Fixed period exclusions may currently not be for more than 15 days in total in any one term. If the discipline offence is more serious or severe, then the Headteacher will apply heavier sanctions sooner. Only the Headteacher can exclude (or a Deputy Head acting in the Headteacher's absence having gained prior approval of the Headteacher whenever possible).
- Before re-admission, the Headteacher/designated Senior Leader will arrange a reintegration meeting with the Parent/Carer, to discuss the problem and seek suitable reassurances from the Parent/Carer and the student. If these are not forthcoming, the exclusion may continue. Contracts are a helpful condition of return for both the Academy and student.
- As well as the exclusion itself, all necessary support would be alerted. These will include Head of Year and Educational Welfare Officer (EWO). They may also include Social Services, Educational Psychologist, Special Needs Service, family counselling service and others.
- Due account will be taken of the student's educational needs. Work may be sent home. Examination and/or coursework needs will be met.
- All formal exclusions are reported to the Governing Body and to the LA.
- A permanent exclusion is reviewed by a panel of the Governing Body (Special Purposes committee) with the opportunity for representation by the Headteacher (which may also include the HOY) and by the Parents/Carers.

ON CALL

- All students are expected to follow the 'Tolworth Way' (see Appendix 1) where behaviour fails to follow these guidelines either in or out of the classroom it is important that this behaviour is both challenged and dealt with according to our policy.
- Should a situation arise in a classroom where a student behaviour escalates it will be necessary for the member of staff to call for support through the 'On Call' system.
- There are two types of 'On Call'- Departmental 'On Call' where a child is removed by another member of the Subject and moved to another class so that they can continue with their work

Or

- Whole Academy 'On Call' where a more senior member of staff is needed to deal with the issue.
- The sanction issued will depend on the seriousness of the incident.

SCREENING & SEARCHING STUDENTS

We do have the right to:

- Search a student for offensive weapons, where there is a reasonable suspicion that the weapon is being concealed - Reasonable force may be used if necessary.
- Search a student with their consent for any item which is banned by the Academy rules.
- Search a student without consent for illegal drugs, weapons, alcohol and stolen items; where there is a reasonable suspicion that such items are concealed. In such cases the Academy is likely to call the police.
- We do have the right to confiscate an item if it not permitted on the Academy site or is likely to be a Health and Safety concern.

RESTRAINT

We have a legal power to restrain a student, using reasonable force if they are committing an offence, causing personal injury to themselves or others, damaging property or doing something that obstructs the discipline of the Academy.

GUIDELINES FOR A GOVERNING BODY SPECIAL PURPOSES COMMITTEE

The purpose of the committee is to consider that the Headteacher has acted properly in permanently excluding a student.

The committee should be guided by the current legislation on exclusion which was updated in 2012 and [2017](#).

The process by which the Special Purposes Committee makes its decisions should be as follows:

- Consider whether the Headteacher has exercised his/her power of exclusion appropriately.
- Consider if the correct procedural steps have been taken.
- Consider whether the Headteacher has used all relevant factors known to him/her in informing his/her decision.
- Consider whether within the limits of the circumstances surrounding the event or events, the Headteacher made every reasonable effort to inform Parents/Carers.

If the Committee finds that the Headteacher has acted properly with reference to the above factors, then the Committee should confirm its support for the exclusion.

2 Criteria for Permanent Exclusion:

- Failure to abide by an agreement made on entry;
- Deliberate physical assault on another student;
- Carrying or use of, an offensive weapon;
- Assault on a member of staff;
- Threatening behaviour towards a member of staff;
- Possession of, use of, or sale of drugs or alcohol on the Academy premises or while in Academy uniform;
- Serious sexual misconduct;

- Deliberate refusal to accept Academy discipline;
 - Persistent refusal to respond to Academy discipline, which may or may not have led to temporary exclusion in the past;
 - Continual refusal to accept the authority of the Academy;
 - Serious or persistent bullying;
 - Bringing the Academy name into disrepute;
 - Any other serious incident which, in the view of the Headteacher, warrants a permanent exclusion.
- One or more of the above can lead to the Headteacher deciding to permanently exclude a student. Permanent exclusion will not be automatic and the Headteacher has the discretion not to permanently exclude if he/she so chooses.

Appendix 1



'The Tolworth Way'

Behaviour Guidelines

“Allowing teachers to teach and students to learn”



‘The Tolworth Way’

“Allowing teachers to teach and students to learn”

Rationale

Reduce low level disruption in lessons by...

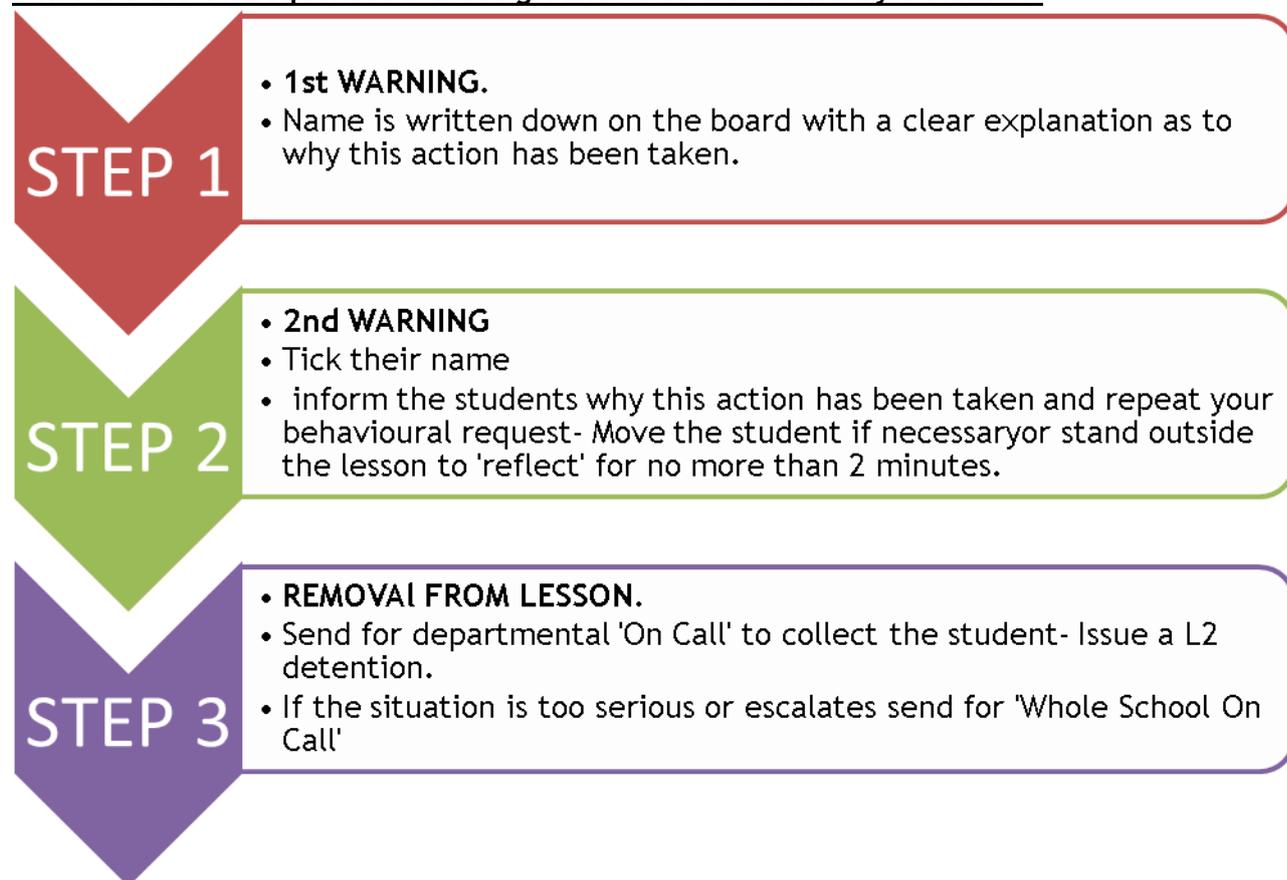
- Creating a common sense and consistent approach for tackling and recording behaviour
- Establishing a clearly understood set of consequences to assert discipline

What are the ground rules for learning at TGS?

1. **Ready to learn** - bringing the correct equipment to all lessons, arriving to lessons on time, good corridor behaviour, uniform (meet and greet at the door and check uniform)
2. **On task** - keeping focused on the activities set, avoiding distractions or distracting others
3. **One voice** - putting hand up before asking a question; waiting for the teacher to ask you to speak; actively listen to the teacher and other class members when they are speaking

4. **Mutual Respect**- staying calm, even when emotional; saying 'please' and 'thank you'; saying 'hello' in the corridor, opening doors, allowing staff, students to pass, offering help, following the 3 ground rules above.

What are the consequences if these ground rules are broken by a student?



NB: avoid being dragged into arguments about warnings given. Instead, use their name, clarify about what they have done, the consequence and an opportunity to discuss any issues at the end of the lesson (use as few words as possible to avoid the message being lost).

If the student is removed from the class, the following should happen...

All detentions will be set by the issuer and logged on Behaviour Watch/ SIMs

Detention type	Set by	Time	Reasons
Level 1 (Green)	Class teachers and form tutors	Up to 30 minutes	- Lack of suitable homework or classwork - 'Ready to learn' issues (MOVE)
Level 2 (Blue)	Class teacher after notifying SL or Head of Year	45 minutes	- Missing a L1 detention - Removal from class by department on call
Level 3 (Yellow)	Class teacher, SL, DHOF, HOF or HEAD OF YEAR*	60 minutes	- Missing a L2 detention - Serious issue outside the classroom - Removal from class by whole school on call

Level 4 (Red)	Only set by HOF, Head of Year or SLT agreed by the HT	2-4 hours on Saturday	<ul style="list-style-type: none"> - Missing a L3 detention - Very serious behaviour issues
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Who follows up if a student misses a detention?

See the roles underlined in the table above. For example, if a student misses a L1 or L2 detention it is the class teacher or form tutor that follows up. This could include at one least of the following

- Phone call, letter or email to the Parents/Carers
- Conversation with the student to reschedule (if appropriate, with another member of staff)
- * However, for a L3 detention, the classroom teacher will log the incident on BW/ SIMS but the person who removed them will issue the detention. If a student misses a L2 detention, it is the SL, DHOF, HOF or Head of Year that sets the L3 detention.
- If possible and appropriate at the end of the lesson the person on call who took the student, should return them at the end of the lesson to apologise and repair the relationship with that student. Teachers can then issue the detention slip directly or via the form tutor folders

What should be logged on SIMS?

SIMs Behaviour are tools to log incidents others need to be aware of.

For example:

- When you have contacted a Parent/Carer
- When students are **persistently** demonstrating behaviours which disrupt learning
- If you have asked a student to remove their makeup/uniform infringements.

Remember, SIMS Behaviour is a tool to log information. If an incident needs action from another member of staff, please see them/ email them separately.

Make sure you use formal language in Behaviour Watch/SIMS - Parents/Carers have the right to see it

SIMS Behaviour Watch is not a tool to record every time a student forgets a pen, calls out in a lesson, these behaviours need to be modified by setting clear expectations and modelling of good behaviours in lessons. These incidents should be recorded in the planner

What are the various roles of the different post holders?

Classroom teachers/	Subject Leaders/ Deputy Head of Faculty and Head of Faculty	Head of Year
<ul style="list-style-type: none"> • <i>Be prepared - plan to meet the needs of all students, with focused activities in place and stimulating learning environment</i> • <i>Use seating plans that support positive behaviour for learning.</i> • <i>Make behavioural expectations explicit at all times.</i> • <i>Use the rewards system - especially by giving an average of 5 house points per lesson.</i> • <i>Use guidelines consistently to warn students when their behaviour does not meet expectations.</i> • <i>Record and follow up all relevant behaviour incidents on BW/SIMS.</i> • <i>Conduct level 1 detentions and set level 1 and 2 detentions in</i> 	<ul style="list-style-type: none"> ▪ <i>Ensure department / area behaviour procedures are in place and complied with. For example, departmental on call rotas, detentions and rewards.</i> ▪ <i>Monitor BW/ SIMS on a daily basis and respond to behaviour issues referred and monitor patterns.</i> ▪ <i>Communicate specific concerns to Head of Year and SLT.</i> ▪ <i>Intervene by putting students on</i> 	<ul style="list-style-type: none"> ▪ <i>Respond to and investigate serious behaviour incidents.</i> ▪ <i>Monitor BW/ SIMs, analysing data and acting on patterns seen across the curriculum and/or very serious incidents.</i> ▪ <i>Nominated students will go on Head of Year report and work with Parents/ Carers.</i>

<p><i>accordance with the behaviour policy.</i></p> <ul style="list-style-type: none"> • <i>Attend detentions to repair and rebuild if a student is removed.</i> <p>Form Tutors</p> <ul style="list-style-type: none"> • <i>Be the first point of call for all behavioural issues.</i> • <i>Make behavioural expectations explicit at all times.</i> • <i>Follow up on all detentions issued, discuss issues with students</i> • <i>Contact Parents/Carers as required.</i> • <i>Monitor SIMS for patterns of behaviour- discuss with Head of Year</i> • <i>Monitor Tutor reports..</i> 	<p><i>department or faculty report if the issues are subject specific and persistent.</i></p> <ul style="list-style-type: none"> ▪ <i>Oversee department/ faculty detentions.</i> 	<ul style="list-style-type: none"> ▪ <i>Facilitate restorative conferences to ensure incidences of conflict are effectively resolved.</i>
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Mobile phones

Mobiles are not to be used **at any time** in the school building or the Tolworth Recreation Centre (TRC). At the end of the school day they can be used outside of the school building when e.g. *they need to call home to inform Parents/Carers they are going to a friend's house & will be late home.*

TRC

Students **are not allowed** in the TRC at any time unless they are supervised.

Basic principles for promoting good behaviour for learning

1. *Establish clear routines and stick to them*
2. *Remain calm at all times*
3. *Do not escalate unnecessarily - 'fight fire with water'*
4. *Avoid damaging the learning of the rest of the class in order to pursue one individual*
5. *Explain what you expect from students, address individual misbehaviours, continue with lesson and ALWAYS follow through on unacceptable behaviour*
6. *Address behaviour on a 1:1 basis, quietly and calmly*
7. *Focus on the behaviour that has been unacceptable; keep the relationship with the student positive by not making it personal.*
8. *Contact home regularly to share successes and concerns with Parents/Carers*
9. *Praise positive behaviour as much as possible*
10. *Always re-establish the relationship with disruptive students before the next lesson*
11. *Never give up on students - seek advice and support - there is always a solution*

These guidelines will work most effectively if we support each other by following them consistently
'every day, every lesson'

