



TOLWORTH GIRLS' SCHOOL & SIXTH FORM

STUDENT BEHAVIOUR

Governing Body Committee: Student Welfare & Behaviour (SW&B)

Date approved: SW&B March 22

Next review: March 23

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

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 \(amended 2011\)](#)
 - [Keeping Children Safe in Education 2021](#)
 - [The Education and Inspection Act 2006](#)
 - [DFE Exclusion from Maintained Schools, Academies and Student Referral Units in England 2017](#)
 - [The School Discipline \(student exclusion and reviews\) 2012](#)
 - [The Education Regulations 2007](#)
 - [The Human Rights Act 1998](#)
 - [The Equality Act 2010](#)
 - [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.

- We will remind all students regularly 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.
- Sexual harassment, racist and homophobic incidents will not be tolerated. The Academy will ensure that incidents of this nature are met with a suitable response, and never ignored. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The Academy's response will be: proportionate, considered, supportive, and decided on a case-by-case basis.
- 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 uniform card will be issued to explain the uniform issue and will be carried by that student).
- The Head of Subject is there to support the Subject Teacher with any classroom behaviour issues that persist or need to be escalated.
- The Head of Year will support the Form Tutor with daily pastoral care and issues pertaining to school punctuality and uniform, though on many occasions a team approach is adopted.
- The student planner acts as a means of communication with home if appropriate, although, emails, phone calls and letters may also be used.
- The Sixth Form Prefects and 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 may be removed from lessons to another class or are removed and 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, Senior Leadership Team 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 make the decision to exclude a student, or a nominated Deputy in the Headteacher's absence.

STUDENTS

All students receive a planner; this contains guidance on the expectations 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).

STAFF

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The Senior Leadership Team will support staff in responding to behaviour incidents.

PARENTS

Parents should try to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher or form tutor promptly

REWARDS AND SANCTIONS

Positive behaviour will be rewarded with:

- Praise 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
- Windmill passes

- Recognition in assemblies and certificates
- Form group mufti days
- High ATL parties, picnics or lunches (Attitude to Learning)

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

We may use internal exclusions and isolations in response to serious or persistent breaches of this policy. Students may be sent to isolation 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. The student will be allowed supervised breaks during the course of the isolation and staff will ensure that they have access to comfort breaks, food and water as needed.

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 student, 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 2021 ([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 put in place and key staff informed. 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 Local Authority
- 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 Senior Leaders and 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.

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

OFF-SITE BEHAVIOUR

- Sanctions may be applied where a student has misbehaved off-site when representing the Academy. This could be when the student is:
- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the Academy
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the Academy

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, [2017](#) and [2021](#).

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.

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.

SAFEGUARDING

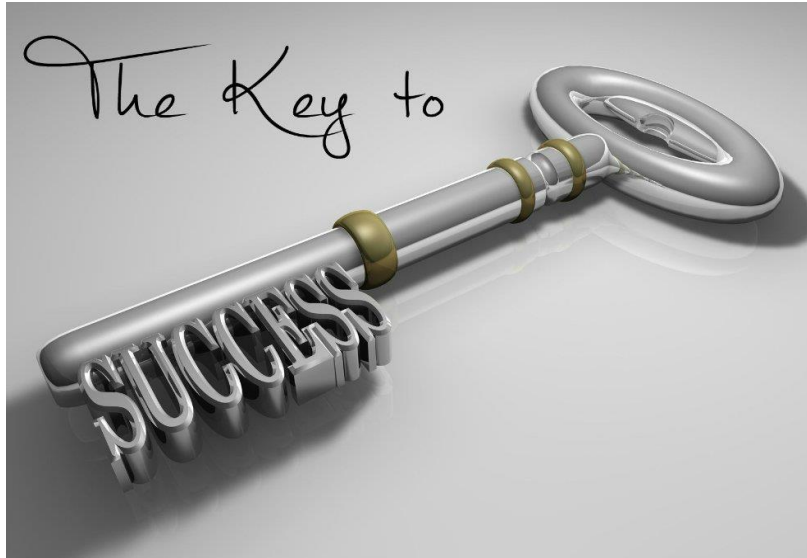
The Academy recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

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?

STEP 1

- **WARN**
- Name is written down on the board with a clear explanation as to why this action has been taken.

STEP 2

- **MOVE**
- Tick their name
- inform the students why this action has been taken and repeat your behavioural request- Move the student if necessary or stand outside the lesson to 'reflect' for no more than 2 minutes.

STEP 3

- **REMOVAL FROM LESSON**
- Send for 'Department On Call' to collect the student- Issue a detention (Level 2 or 3 at teacher discretion depending on incident).
- If the situation is too serious or escalates send for 'Whole School On Call' (Level 3 detention).

NB: avoid being coerced into arguments about warnings given. Instead, use their name, be clear about what they have done, the consequence of this 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 must be set and logged on SIMs

Detention type	Set by	Time	Reasons
Level 1 (Green)	Class teachers and form tutors	Up to 30 minutes	<ul style="list-style-type: none">- Lack of suitable homework or classwork- 'Ready to learn' issues (MOVE)- Swearing in conversation- Mobile phone- Late/uniform infringements- Minor behaviour misdemeanours
Level 2 (Blue)	Class teacher or Subject Leader	Up to 45 minutes (within department)	<ul style="list-style-type: none">- Missing a L1- Department on call- Repeat incidents of behaviour
Level 3 (Yellow)	Class teacher, SL, HOF or HOY	60 minutes	<ul style="list-style-type: none">- Missing a L2 detention- Whole school on call- Serious incident inside or outside the classroom
Level 4 (Red)	Only set by SLT, agreed by the HT	2-4 hours on Saturday	<ul style="list-style-type: none">- Very serious behaviour incident

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 detention it is the class teacher or form tutor that follows up. This could include at one least of the following

- Phone call, email or letter to the parents
- Conversation with the student to reschedule (if appropriate, with another member of staff)

What should be logged on SIMS?

SIMS Behaviour is a tool to log incidents others need to be aware of.

For example:

- When students have behaved inappropriately
- If you have asked a student to remove their makeup/uniform infringements.
- When students are persistently demonstrating behaviours which disrupt learning
- When students persistently forget equipment/homework
- When you have contacted a parent

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 on SIMS - parents have the right to see it

SIMS is not a tool to record every time a student forgets a pen or calls out in a lesson, these behaviours need to be modified by setting clear expectations and modelling of good behaviours in lessons. If these behaviours are persistent or disrupt others or the learning environment, please log on SIMS.

Who follows up if a student is removed from a lesson by on-call?

Department on call:

Class teacher informs student they will have a level 2 detention and issues them with a blue slip.

Class teacher informs subject leader and a date and room is agreed.

Class teacher or subject leader logs detention on Sims and informs parents by 'in touch' or phone call.

Whole school on call:

On call staff member responds to email and removes the student.

On call staff member informs the student they have Level 3 Detention and issues them with a yellow slip.

Class teacher logs incident and detention on Sims (Friday Level 3), and informs parents by 'in touch' or phone call.

Class teacher has a follow up conversation/restorative before student enters their next lesson (in detention time or in corridor before they enter the room).

What are the various roles of the different post holders?

Classroom teachers	Heads of department/ Head of Faculty	Heads 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>	<ul style="list-style-type: none">▪ <i>Ensure department behaviour procedures are in place and complied with.</i>▪ <i>Monitor SIMS on a daily basis and respond to behaviour issues referred</i>	<ul style="list-style-type: none">▪ <i>Respond to and investigate serious behaviour incidents.</i>▪ <i>Monitor SIMS, analysing data and acting on patterns seen across the curriculum and/or very serious incidents.</i>

<ul style="list-style-type: none"> • Use the rewards system - Praise • Use guidelines consistently to warn students when their behaviour does not meet expectations. • Record and follow up all relevant behaviour incidents on SIMS. • Set detentions in accordance with the behaviour policy. • Attend detentions to repair and rebuild that relationship if a student is removed, through restorative approaches. <p>Form Tutors</p> <ul style="list-style-type: none"> • Be the first point of call for all behavioural issues. • Make behavioural expectations explicit at all times. • Follow up on all detentions issued, discuss issues with students • Contact parents as required. • Monitor SIMS for patterns of behaviour- discuss with Head of Year • Monitor Tutor reports. • Follow behaviour reporting process of contacting parents regarding number of SIMS behaviour points received. 	<p>and monitor patterns.</p> <ul style="list-style-type: none"> ▪ Oversee Level 2 detentions in department area ▪ Communicate specific concerns to HOY and SLT. ▪ Intervene by putting students on department or faculty report if the issues are subject specific and persistent. 	<ul style="list-style-type: none"> ▪ Nominated students will go on HOY report and work with parents / carers. ▪ Facilitate restorative conferences to ensure incidences of conflict are effectively resolved. ▪ Hold form tutors to account if they do not escort students to detentions.
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Mobile phones

Mobiles are not to be used **at any time** in the school building or the TRC. At the end of the school day they can be used outside of the school building e.g. when students *need to call home to inform parents 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
9. Praise positive behaviour as much as possible
10. Always re-establish the relationship before the next lesson

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