

BEHAVIOUR POLICY AND PASTORAL HANDBOOK

UNCRC: Articles 19, 28 & 29 (Page2)

Reviewed by:	Full Governing Board on behalf of Pupil Development, Wellbeing and Safeguarding Committee
Signed (Governing Board):	
Date:	July 2019
Next Review due:	July 2020

Produced by Turton School

Behaviour Policy

This policy is underpinned by the UNCRC, with particular reference to article 19 '**Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them**', article 28 '**Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity**' and article 29 '**Education must develop every child's personality, talents and abilities to the full; it must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.**'

This Behaviour Policy promotes self-discipline in school which respects students' human dignity, supports the school ethos and promotes the development of student and staff well-being. We aim to create an emotionally intelligent environment, where student/staff relationships are paramount. These relationships are based on mutual respect and a calm, compassionate, resilient approach towards students. Staff at Turton display a genuine regard for students' well being and model the respectful behaviour they expect from students led by the Turton Touchstones.

Teachers focus on the mutual relationships between learning and behaviour and promote positive behaviours for learning through subject teaching, thus fostering the foundations for effective behaviour management in school.

PRINCIPLES

- We believe that emotional health and well-being forms the basis for positive behaviours for learning.
- Emotional intelligence and developing the social and emotional aspects of learning and behaviour form the basis for effective behaviour management.
- Behaviours for learning have to be embedded. Teaching students how to behave forms an essential part of subject teaching.
- Essentially the most significant factor in helping children to develop emotional intelligence and subsequently behaviours for learning is positive regard from adults. Our behaviour policy lies in treating students as individuals as in Article 29 UNCRC, displaying warmth and approachability and remaining calm, even when challenged.

Behaviours for Learning

1. We aim to create a whole school environment that is conducive to good behaviour, developing each child's personality and talents to the full, with discipline respecting children's human dignity. Staff model resilient, compassionate and respectful behaviour in their interactions with students. Students are taught to develop positive behaviour for learning through Character Education delivered through subject teaching, assemblies and time with group tutors, Nurture Groups, the work of the mentors and heads of year in support centres and through coaching and mentoring.
2. We aim to promote a strong sense of personal accountability as well as an independent work ethic which encourages pupils to aim high in all areas of their school life. We want pupils to display high levels of self-discipline and resilience to enable them to reach their potential. Behaviours for learning include: resilience, motivation, engagement, participation, collaboration, communication, independent activity, responsiveness, self-regard, self-esteem, responsibility, self-discipline.

3. Emotional Intelligence - underpins our ethos and, as part of the process for improving behaviour, students are taught the social and emotional aspects of learning - such as resolving conflicts, managing anger and respecting others. This supports the principle 'Children who feel well, learn well'.
4. Restorative approaches to managing behaviour are used by staff when a problem arises, which rely on the strength of student/staff relationships.

The Turton Touchstones

We have thoughtfully explored the essence of what we provide for the students of Turton, which ensures that they are prepared for their futures and develop a sense of well-being. We feel that the following Touchstones encompass our approach and reflect a common purpose for staff and students to embody.

Relatedness

Positive relationships are the key to Turton's ethos. Social skills are important predictors for successful relationships in later life so it is important we help all pupils get it right. Staff work hard to model positive behaviours such as compassion, self-awareness and conscientiousness.

Creativity

Creativity and innovation should be encouraged and valued with creative subjects playing an important part of our curriculum. There are opportunities for pupils to study music, drama and art at all key stages as well as after school clubs including a yearly Drama production.

Self-Awareness and Self-Development

Well-being's first priority is satisfaction with personal relationships and a sense of purpose in life. Income and employment are secondary to this. Self-awareness encompasses the inter-personal skills and attitudes needed to achieve well-being and to develop personally and professionally. We promote a strong work ethic in pupils which builds resilience and teaches coping skills when under pressure.

Creativity and Expression

Creativity and expression are about children developing the habits of mind, attitudes and skills needed to not just survive, but thrive beyond school. We believe that creative subjects have a huge role to play in developing students' confidence and skills and helping them to discover their talents and abilities and encourage pupils to express themselves fully.

Community and Belonging

Community comes from a shared purpose and collective vision. Our job is to create this and help everyone to feel connected to it. Community provides safety, a sense of belonging and a sense of purpose and collective spirit, but there are huge opportunities for learning through community.

Knowledge and Wisdom

We celebrate the gaining of knowledge and with experience, wisdom.

We embrace a more traditional curriculum which values knowledge and ensures pupils have informed viewpoints on important moral and ethical issues.

Monitoring Procedures for Behaviour

Students have a right to learn and should be encouraged to reach the highest level of education they are capable of. We aim to create a monitoring procedure that promotes discipline whilst respecting the child's human dignity. Monitoring a pupil may be a result of a concern raised by a head of Department, Group Tutor or Pastoral Leader. Depending upon the concern, reports include;

Attendance Report

This report monitors attendance and punctuality.

Uniform Report

This report monitors adherence to the uniform policy.

Monitoring Diary (Blue)

This involves lesson by lesson monitoring over 2-3 weeks.

Parents should be involved in the decision to monitor behavior.



Pastoral leader Monitoring Chart (Pink)

(Minimum 1 week)

Information gathering from subject teachers. Contact with parents.



Senior Leader Monitoring Chart (Purple)

Parental involvement; Staff Strategy Meetings; intervention strategies considered; early Help considered; Pastoral panel referral for in school support

PASTORAL CARE

Students in each year group are supported by a team of staff whose primary concern is their overall well-being ensuring that they reach the highest level of education of which they are capable. This involves individualised care and support and staff are skilled in offering guidance to all students in their year group.

The Pastoral Team offer support to parents and students and are the main point of contact for parental concerns. Any parent with a concern regarding their child's progress or development should contact the Group Tutor in the first instance.

The following structure demonstrates the structure of support for Pastoral Care and the staff attached to each year group.

Pastoral Structure 2019 –2020

Deputy Head Teacher - (Child Protection Designate)
Cathy Bach

Assistant Head Teacher—(Child Protection Designate)
Natalie Parry

Pastoral Secretary
Janet Hulme

Attendance Officer
Tina Hilton

Head of Year 7
Mark Sykes

Head of Year 8
Laura Smith

Head of Year 9
Jess Brown

Head of Year 10
Rebecca Wright

Head of Year 11
Dan McElroy

Head of Year 12
Craig McGowan

Head of Sixth Form
Kelly Bali

Head of Year 13
David Hier

Senior Pastoral Manager and Child Protection Designate
Claire Whitehead

Mentors

Sarah Taylor

Kelly Hibbert

Deputy Designated Safeguarding Lead
Diane Thompson

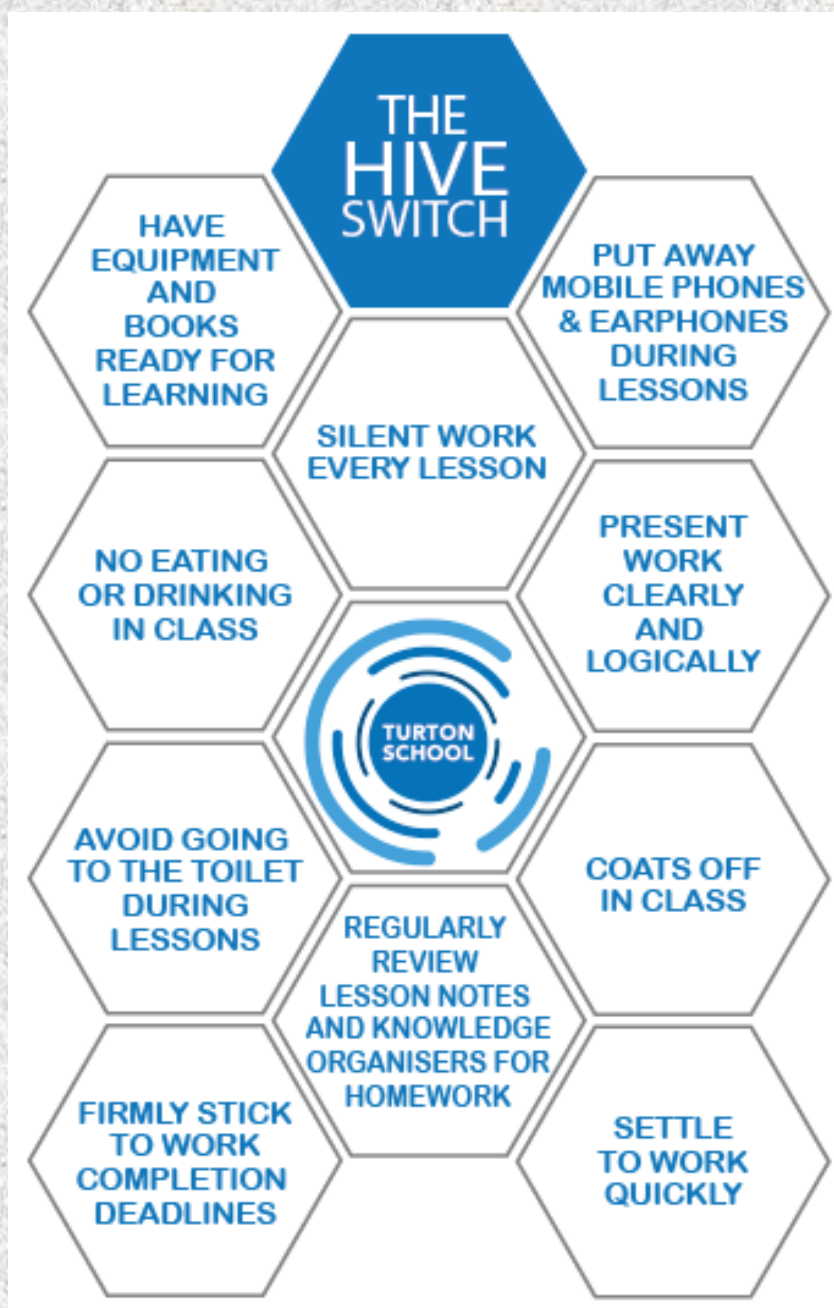
CBT trained
Tom Berry

Deputy Designated Safeguarding Lead
Stephanie Thomas

GROUP TUTORS 2019-20

Year 7 Head of Year: Mr M Sykes					
7S1	Mrs R Scott	E3	7T1	Mr A Little	M7
7S2	Mrs F Crawford	S4	7T2	Miss R Birchall	L4
7S3	Mrs I Taylor	E4	7T3	Mrs R Clare/Mrs R Reynolds	M1
7S4	Miss H Hale	Mu2	7T4	Miss B Allcock	Hu9
7P1	Mr T Grogan / Miss C Booth	Hu3			
Year 8 Head of Year: Mrs L Smith					
8S1	Miss F Ross	S8	8T1	Miss J Young	E2
8S2	Mr C Kelly	M9	8T2	Miss R Kale	G4
8S3	Mr L McMahon	M6	8T3	Ms M Diaz	L6
8S4	Miss V Graham	S3	8T4	Mrs E Lanoe	L3
8P1	Miss L B Murphy / Miss K McKenna	Hu2			
Year 9 Head of Year: Miss J Brown					
9S1	Ms H Banks	E1	9T1	Mrs R Downing / Mrs S Soyler	S14
9S2	Mr W Liu	M4	9T2	Mr D Lever	S2
9S3	Miss A Helmn	M8	9T3	Mr M Jones	M2
9S4	Miss L Outterside	S6	9T4	Miss S Callen-Cox	E8
9P1	Mrs A Kelsall	S5	9T5	Mrs D Ormisher/Dr F Mamedy-Jackson	S7
Year 10 Head of Year: Mrs R Wright					
10S1	Miss E Kipling	L5	10T1	Mrs S Matthews	E5
10S2	Miss S Walker	L1	10T2	Mr A Crompton	A6
10S3	Miss S Marshall	G2	10T3	Miss L E Murphy	E9
10S4	Miss J Pascoe	IT1	10T4	Miss K Molyneux	S9
Year 11 Head of Year: Mr D McElroy					
11S1	Mr A Dutta	L2	11T1	Mrs S Parker/Mrs C Rowbottom	Hu10
11S2	Mrs C Dower	M5	11T2	Mrs J Kearns	A1
11S3	Miss S Jackson/Mrs C Eccles	Hu4	11T3	Mr T Cordwell	Hu5
11S4	Mrs R Thompson	M3	11T4	Miss C Smith	G5
Year 12 Head of Year: Mr C McGowan			Year 13 Head of Year: Mrs L Lane		
Mrs K Bali (Head of Sixth Form)					
12	Ms E Johnson/ Mrs E Bailey	C17	13	Miss H Rothwell / Mrs S Piercy	C11
12	Mrs Kirsty Bradley Law/ Ms A Tabner	C5	13	Mrs S Kotwal / Mrs A Kitson	C10
12	Mrs G L Sabery	C21	13	Ms A Paa	C13
12	Mr J Kaniuka	C24	13	Miss A Jackson	C9
12	Mrs A Cordwell/Mrs C Sinclair	C19	13	Mr M Dacosta-Oliveria	C6
12	Mr M Rifai / Mrs L Atkinson	C18	13	Mr R Bali	C8
12	Mr D Johnson	C22	13		

HIVE SWITCH



The Hive Switch is set of simple rules that aim to make expectations for learning both in and out of the classroom explicit. It focuses on specific behaviours which are conducive to good learning habits and is a shared and collaborative approach promoting a strong work ethic.

Our aim is to establish a culture of 'this is how we do things here' through the Hive Switch and the beauty of this collective approach means that both pupils and staff benefit from a fully focused learning environment, where hard work is the norm. Posters are displayed around school reminding everyone of these simple, clear expectations reinforcing the cohesive message around hard work and self-discipline.

PASTORAL CENTRE – SSC

Aim

To provide support and guidance for students around their emotional, social and academic experiences. With a focus on early help and character building we aim to encourage children to respect their parents, themselves and others.

Ethos

Turton is a progressive school with a strong ethos and we combine this with a firm foundation in grammar and tradition.

As a progressive school, we are relentless in our focus to keep education moving forward, relevant and up to date for our young people. Our aim is to fully prepare students for their futures, personally and academically through a strong sense of personal accountability. Therefore we constantly challenge our thinking, searching for the fine balance between deeply caring for and nurturing our students, developing good character and promoting high academic achievement.

Our ethos is underpinned by the Turton Values and a culture for teaching that centres around Trivium approaches where the tradition of grammar and knowledge form the foundations for questioning, reasoning, communicating and learning.

Overview

The student centres provide support to students in a variety of forms depending upon the need of the student and/or group. It is the responsibility of the pastoral staff to liaise with teaching staff, students and parents in order to gather information and advice to plan appropriate strategies specific to the individual. The mentors endeavour to establish good working relationships with parents and carers through regular communication and inclusion in decisions regarding their child.

Current Provision Strategies

- Self Esteem Programmes including Nurture groups
- Friendship Groups
- Anger Management Groups
- Withdrawal from lessons to boost core subjects
- Wellbeing support
- 'Timeout' cards for students struggling to cope in lessons and then directed to Student Support Centre
- 'Drop in' listening service for students in crisis
- Fundraising and personal projects
- Restorative meetings (with students excluded for longer than 5 days)
- Drug Intervention Programmes
- Mentoring
- Intervention for students with poor attendance and punctuality
- 'Drop in' at break, lunch and after school
- Referrals to outside agencies

- Regular and varied after school activities
- Personalised timetables
- Managed moves
- Reward Sessions
- Assessment and screening where necessary
- Strengths and Difficulties questionnaire
- Stress management
- Community liaison pastoral support

Support and Communication with Teaching Staff

- Observe lessons
- Provide alternative strategies for staff working with students who display challenging behaviour
- Assist in lessons
- Provide 'Time out' cards for students
- Mediate between staff and students
- Withdraw students from lessons
- Attend meetings to share good practice
- Monitor students' reports
- Contribute to inset training
- Duty Teacher assistance available throughout the school day.
- Briefings
- Strategy meetings
- Regular liaison (both verbal and written)
- Encourage all staff to liaise with the Student Centres.

The mentors working in the student centres welcome feedback and suggestions from all staff, pupils outside agencies and parents/carers.

DUTY TEACHER SYSTEM

Where a student is causing significant disruption to a lesson, or an incident occurs in a lesson, the teacher may call for a 'Duty Teacher'. This would usually be a member of the Senior Leadership team.

The role of the Duty Teacher is to prevent disruption to the learning of other students and allow the teacher to continue with the lesson. This may be done either by removing the student(s) causing disruption from the lesson temporarily or by mediating in the situation and allowing the student(s) to remain in the lesson, whilst reducing the risk of further disruption.

This allows the Senior Leadership Team to identify students and classes needing support and monitoring and arranging intervention where necessary. The team perform regular patrols across the school on a daily basis and contact pastoral leaders and parents in relation to student behaviour.

At all times the Duty Teacher re-affirms the school's expectations of students and supports them in meeting these expectations.

ATTENDANCE

As in Article 28 of the UNCRC all children and young people have a right to an education. In order for students to achieve the highest level of education they are capable of it is vital that students have good and regular attendance at school. Regular attendance at school promotes learning to realise students' full potential and social inclusion. Each day absent is a loss of 5 learning hours.

Role of the Group Tutor

The role of the group tutor is vital in establishing a positive start to the school day. It is the responsibility of the group tutor to maintain their register and if they have a concern regarding the attendance of a student then they must report it to the Pastoral Secretary or the Attendance Officer as soon as possible.

Lateness

Students who are not present at registration should be marked "N". Students then arriving after the start of registration (8.50 am) should be marked as late with an "L". The form tutor is asked to issue detentions to any students who arrive late on two or more occasions in any five day period. Students who are persistently late should be reported to the Attendance Officer and a letter sent home.

Absence from school

We request that parents telephone school if their child is unable to attend. However, on returning to school the student should present their group tutor with a letter from home which clearly explains the absence. **It is the group tutor who authorises the absence, rather than the parent.**

In cases where school does not receive written confirmation of an absence the Pastoral Secretary will send a series of letters home. If confirmation is still not received, the Attendance Officer will contact home either by telephone or if necessary by conducting a home visit.

Holidays during term time

Permission must be gained from Cathy Bach, Deputy Head Teacher if a parent wants to take their child on holiday during term time. We ask that parents put this request in writing. We understand the pressures on family life, however we do strongly discourage pupils being taken out of school during term time due to the impact on all areas of school life and especially the huge impact on their progress.

Students with below 95% attendance

During each term the Attendance Officer identifies students who have below 95% attendance, a warning letter is sent home and the student is then closely monitored

Students with persistently poor attendance

Students with persistent lateness and poor attendance are reported to the Head of Year and Mentor. If the student has more than ten unauthorised absences (this is equivalent to 5 days) then a warning letter is issued with a time scale of three weeks, during which time if the student has further unauthorised absence/lates a fixed penalty fine of £60 per child, per parent is issued by the local authority. If this fine is not paid within 21 days it is increased to £120, which must be paid within 28 days. Finally, if this second fine is not paid then the parents are taken to court.

Alternative Provision

Pastoral staff and mentors work closely with students and parents to help them overcome barriers to attending school. Home visits are arranged to show support to parents and carers as well as regular meetings in school. However, in exceptional circumstances the following external services may be accessed. These services are not Turton School staff, but are alternative support that can be accessed by staff, students and parents when needed:

- Referral to Park School/Hospital Home Teach
- Referral to CAMHS
- Referral to the School Nurse Service
- Referral to Connexions
- Appointment with the health service for a medical
- Home visits
- Work sent home for students.

Good attendance means...

Aiming for 100% attendance, and catching up if you are not in school.

There are 365 days in a year and 190 days in a school year

This leaves 175 days for holidays, shopping, birthday treats and non-urgent medical appointments

Turton School

0 Days Absence 190 Days 100% Attendance	6 Days Absence 184 Days 97% Attendance 20 missed lessons	10 Days Absence 180 days 95% Attendance. 50 missed lessons	19 Days Absence 171 days 90% Attendance. 95 missed lessons	29 Days Absence 161 days 85% Attendance. 145 missed lessons	38 Days Absence 152 days 80% Attendance 190 missed lessons
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Excellent Attendance

Poor Attendance

Very Poor Attendance

Best Chance of Success

Serious Impact on Education

NURTURE GROUPS

Nurture groups are fun and informative groups, of less than eight children facilitated by experienced pastoral care staff. The fortnightly groups provide support and intervention in the following areas;

- Social skills and friendships
- Self-esteem and confidence
- Understanding and managing emotions
- Team building, communication and participation
- Self-Awareness
- Looking after ourselves – health and wellbeing.

We aim to provide a wide range of activities that support positive experiences, relaxation and play. The group is facilitated in a secure and accepting environment, helping children to develop positive relationships with both teachers and peers. Staff ensure that the individual developmental, social and emotional needs of each child are catered for. Everyone is supported to participate and have their voice heard. The group may include children with learning or behavioural needs but also offers an opportunity for children hoping to make new friends and feel more connected.

The aim of the group is to support children to feel happy, supported and confident. The intended outcome of the group is to empower them to achieve improved Wellbeing, Achievement, Behaviour and Relationships.

The best people to tell you about the group are some the children that attend. This is what they had to say.....

"If you have a bad day, you know Nurture is coming and you can chill and have a laugh. It's a chill lesson with rules we like to follow. I have learnt my voice is louder than others and to let them speak. Mostly I have learnt that although some people aren't loud their ideas are still important. The Star Challenge makes me want to do my best and support others to do so too". Liam

"I enjoy Nurture a lot. I don't feel afraid to talk to anyone now. It's peaceful. I feel really confident about talking since going to Nurture". Jack

"It's really helped me to get to know more people. Helped me to work together in team building. There should be more groups like it. It helps me to see people differently. People I thought were trouble makers have turned out to be funny and we are now friends". Alex

"Nurture has done a lot for me. It is really helpful. It has made me more confident and developed my social skills and friendships. I feel closer to people and have become better friends with people". Lewis

WORKING WITH PARENTS

The prevailing wisdom from some students in secondary schools is that parents shouldn't be involved and that parents can no longer help with the learning as they don't understand the work. Nothing could be further from the truth! Turton aims to work with all parents as we feel that communication between home and school is the key to helping students progress. We seek to offer productive and creative support to all parents, enabling them to play a larger role in school life and the school community.

Communication

Contact with parents will be through a variety of mediums. Letters, emails, texts, phone calls and meetings will take place throughout the year. School will arrange meetings for parents when requested and will be accommodating both before and after school times.

Events

During the course of a school year, parents and children will be offered a variety of activities which they can attend together. The activities will occur at various points of the year and will be geared towards achieving more positive and supportive relationships between the parent and their child. These sessions will also give the parents the opportunity to see their child in a different environment, perhaps participating in activities which otherwise they would not attend out of school. Some events will be calendared at the start of the year so that parents are aware of initiatives which they can attend.

OFF-SITE BEHAVIOUR

As one of their basic entitlements, children have a right to a clean environment. In order to achieve this, both children and the school, have the responsibility to do what they can to look after their surroundings. In line with Article 36 UNCRC, children should be protected from any activities that could harm their development, therefore school retains responsibility for students' behaviour outside school when they are;

- on the journey to and from school, including attendance at after school-events.
- truancing - students off site during the school day without authorisation.
- on school trips and visits, including the journey to and from the visit.
- attending any meeting or event arranged by the school.
- behaving in a way that impacts on the well-being of other students in school.

In addition, it is our view that the behaviour of any student, who is out and about in the local community, is a reflection on the school and as such we aim to develop in all students the skills to become a responsible and respectful citizen.

Examples of off-site behaviour that will be addressed

Anti-social behaviour such as:-

- Littering
- Swearing/abusive language

- Damage to property
- Running on train tracks (endangering life)
- Smoking on public transport and in public places
- Fighting
- Theft
- Truancy
- Abuse to members of the public
- Running in and out of the road endangering road users.

Strategies to address this behaviour

We work in partnership with parents/carers/police and the local community to monitor and guide students towards positive behaviours for citizenship.

Should an incident of anti-social behaviour arise, the school may employ use of its formal sanctions: - detention, loss of privileges, including being banned from buses, internal exclusion, and external exclusion. We may also involve support agencies, such as Youth Offending Team.

In all cases the student will be dealt with in partnership with parents/carers and where appropriate other agencies such as the police, British Transport police and the Environmental Enforcement Officer.

Our Community Mentor provides support to students and parents and forges links between the local community and school.

REWARDS AT TURTON

Celebration of Achievement Assemblies

Towards the end of the summer term staff are invited to nominate students for an effort or attainment award in their subject area. These, along with a number of other awards, are presented at the Celebration of Achievement Award assemblies.

Letters of Commendation/Postcards

In recognition of sustained effort or attainment, Pastoral Leaders may ask for nominations from staff towards the end of a term. Letters/postcards are then given out to the students commending them on their attainment/effort.

Trips

Trips are arranged for whole year groups on a pre-planned basis usually at the end of the autumn and summer terms.

PERSONAL ITEMS AND CONFISCATION

It is strongly recommended that expensive electronic items are not brought into school at all. There is a high risk of loss, theft or damage. The use of such items in class can cause disruption to lessons and can be the instigation of incidents of bullying. Children have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that children can understand and should not promote materials that could harm children, as per Article 17 of UNCRC. As such, it is the responsibility of the parents to monitor their child's use of media related equipment.

Mobile Phones

Mobile phones are allowed in school, as we appreciate the peace of mind that this can provide for parents who may need to contact students on the way to and from school. They are not allowed to be used during lesson time.

CONFISCATION

The Headteacher designates the power of confiscation to all staff, under circumstances where an item in a student's possession may cause harm to another person or is a threat to the safety and well-being of others in school. This is in-line with several articles from the UNCRC, such as "protecting children from dangerous drugs" and Article 36 "Children should be protected from any activities that could harm their development".

Examples of such incidents include:-

- a cigarette lighter
- a mobile phone being mis-used, i.e. cyber bullying
- illegal substances, including cigarettes
- any item that could be classed as a weapon or imitation firearm, e.g. penknives, BB guns.

Where such an item is confiscated the item will be kept in the school safe for parents to collect, unless the Headteacher decides the item should be passed to the police, or disposed of safely.

The Headteacher designates the power of confiscation to all Pastoral Staff and Group Tutors where an item in a student's possession is illegal or could cause harm to others, or is causing disruption to learning or the good order of the school.

EXCLUSIONS

All students in school benefit when behaviour is good. High standards of behaviour are important in helping children to feel safe and learn well, as "all children have a right to education".

At Turton, we promote an inclusive environment, focusing on promoting positive behaviours. Helping students to develop behaviours for learning is an essential part of our curriculum.

Alternative or additional provision is available to meet the needs of individuals who may be at risk of exclusion.

Alongside extensive support for students at risk of exclusion, there are occasions when the Head Teacher may decide to use exclusion as a sanction. This would be as a last resort and for serious or persistent breaches of school rules.

Internal Exclusion

At Turton, we use Internal Exclusion to defuse situations that occur in school which require a student to be removed from class, or separated from other students, but may not require removal from the school premises. Internal Exclusion is a designated area in school, with appropriate supervision, where a student may spend a fixed period of time (including break and lunchtime).

Whilst on Internal Exclusion the student will be required to complete work set by his/her teachers. In addition they will spend some time engaging in restorative work with the supervising teacher, in order to minimise the risk of causing further problems once they return to lessons.

We now have an alternative provision for students on internal exclusion where we can send the student to another school in the borough.

Fixed Term

An External Exclusion may be given if:

- A student has seriously broken the school rules
- Allowing the student to stay in school would seriously harm their education or welfare, or the education or welfare of other students.

Parents are legally responsible for the whereabouts of their child during days 1-5 of any fixed term exclusion – with a £50 penalty notice if a child is found in a public place without reasonable justification. School is responsible for the child from day 6.

Excluded students must not come onto the school premises during exclusions.

If the Head Teacher takes the decision to issue a child with a fixed term exclusion, the parents will be phoned immediately and a letter will be sent home within 24 hours.

Re-integration interviews will take place after each fixed term exclusion, within two weeks of the students return to school.

Permanent Exclusion

Where a student will not be expected to return to the same school.

Whilst Permanent Exclusion is always regarded as a sanction of last resort, a one off incident of sufficient seriousness may warrant Permanent Exclusion.

Detention

Detention forms a part of a wide range of strategies we use in relation to helping students develop positive behaviours for learning.

Detentions can take place during school hours, at break or lunchtime, or after school.

If your child fails to attend a detention without a reasonable excuse, they may be issued with a more severe sanction.

Although parental permission is not required for an after school detention, parents will be notified in writing 24 hours prior to the detention, to allow time for transport and other necessary arrangements to be made. The notice will tell parents why the detention has been given and how long the child will have to stay at school.

Smoking

Turton is a no smoking site. Smoking anywhere on the school premises will not be tolerated.

Any student caught smoking on the school premises will receive an after school detention initially, and an internal exclusion for further offences.

All discussions over discipline will “respect the dignity of the young person”.

UNIFORM

Shirts must be tucked in at all times. Outdoor coats should be of a plain colour and suitable for adverse weather conditions: denim and sweatshirt fabric is not acceptable.

Black plain tailored school trousers (no black denim) or black tailored skirt of a respectable style and length.
Navy blue v-neck pullover with Turton logo
White shirt with collar suitable for wearing with a tie
Special tie for each year group available from school. Black tie for prefects.
Navy blue blazer with badge except in Year 11 where they can wear specific school sweatshirt.
Plain outdoor coat
Black/white socks or plain opaque black/natural tights
Appropriate plain black shoes –no white soles, marks or emblems
Suitable school bag

We also advocate that students do not bring expensive items into school, such as computer games or fashion accessories, because of the upset caused if these are lost or damaged. Mobile phones must be used appropriately and may be confiscated if necessary. The school blazer must be worn by all students, boys and girls, in years 7-10. Year 11 students have the privilege of wearing the Year 11 sweatshirt instead of, or as well as, a blazer.

We appreciate the support of all parents in ensuring that students come to school looking smart and dressed appropriately. In particular would you please note the following;

- Coloured hair is not permitted- natural hair colours only.
- No visible body piercings are permitted.
- Years 10-11 are allowed to wear **discrete** make-up as an upper school privilege.
- Nail varnish should not be worn at all
- Trainers, hoodies, hats and baseball caps are not part of the uniform and must not be worn to school
- no earphones should be worn in lessons.

Each student should accept responsibility for their own personal possessions and equipment whilst on the school site. It is not sensible to bring valuable items into school. If this is unavoidable, it is strongly recommended that the item is locked away by an appropriate member of staff. Our aim, as always, is to ensure that students and their possessions remain safe and secure.

Thank you for your co-operation.

HOME SCHOOL AGREEMENT

Turton is a family community with a common purpose. We believe that good working relationships and mutual respect are the key to our success. In keeping with the United Nations Convention on the Rights of the Child, we believe that our students have rights and responsibilities in and around school, but that so do we as parents and staff.

In particular we aim to work together to meet the principles outlined in Articles 28 and 29:

Article 28: "All children have the right to an education. Discipline in schools should respect children's human dignity. Young people should be encouraged to reach the highest level of education they are capable of."

Article 29: "Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures."

The School's Responsibilities

Our staff and governors will do their best to ensure that students are safe, healthy and happy. We will respect everyone's human dignity and encourage mutual respect, compassion, understanding and tolerance. We will offer a broad, balanced and personalised curriculum, including the social and emotional aspects of learning, preparation for life beyond school and global citizenship.

We will monitor attendance and punctuality and encourage good skills and habits in students' appearance, social interaction, independent learning and teamwork. We will ensure that all students are aware of the damaging effects of nicotine, alcohol and other drugs and we will promote lifestyles which support good physical, emotional and sexual health. We promise to contact parents as and when necessary about any problems concerning their child and to respond sensitively to any concerns expressed by either students or their parents.

The Parents' Responsibilities

Learning happens at home as well as school, so we ask parents to support their child's learning by encouraging them to complete homework on time and to a good standard. We also ask that parents ensure that pupils arrive to school rested, nourished and ready to learn. Students should show a strong sense of personal accountability through their smart and accurate uniform supported by parents.

We also ask parents to ensure that their children attend school regularly and punctually and to contact us on the first day of any absence. Parents should inform us by email or letter of the reasons for any absence, when their child returns to school.

It is very helpful if parents make us aware of any issues or problems which may affect their child's behaviour or ability to work, as well as attending parents' evening and receiving progress reports every year.

Parents should ensure that students do not bring cigarettes, lighters, alcohol or any other drugs into school and support the promotion of healthy lifestyles.

If students are to fulfill their potential to achieve in school, parents should avoid taking family holidays during term time.

The Pupils' Responsibilities

We expect pupils to demonstrate a good work ethic, working to the best of their ability at all times at school and at home. They should display a strong sense of personal accountability and take responsibility for their own learning.

Students should attend school regularly and punctually, bring all the equipment they need every day, to every lesson and wear the correct school uniform at all times.

In order for everyone to be safe, happy and enjoy learning, students will act in a sensible way so that others are not put at risk and allowing others to do the same.

Students should be kind, polite and respectful to everyone in school. They will help to keep the school environment clean and free from litter. Students should not bring cigarettes, lighters, alcohol or any other drugs into school.

Finally, we ask students to pass communication and information between the school and their parents in order to support their own development and the smoother running of the school.

This agreement is between Turton School, the parent of the student named below and the student.

STUDENT'S NAME

_____ Date of Birth _____

Date of entry to Turton School _____

Signed on behalf of the school

_____ Date _____

Signed

_____ Date _____

(Parent)

_____ Date _____

(Parent)

Signed

_____ Date _____

(Student)



Dear Parent,

School Consent Form

To ensure the safety and security of your child we require your consent for certain activities that your child may take part in. We also require consent to use media images for publicity purposes. Please fill in the attached form with the relevant consents. Please be aware that there is no requirement to consent to each of these and that should you consent, this can be withdrawn at any time.

Please note the following important information before completing the attached form:

- There are a number of occasions when pupils will be taking part in a school activity which may be filmed or photographed for use in connection with lessons or in association with school publicity or publications. Parents will understand the sensitivity of this issue and the need to protect the interests of all of our students. In line with this we are asking you to sign this consent form which relates only to official school activities.
- Once your child enters year 9 then consent for photographs etc. will be required from the student themselves.

Emergency Treatment

The school will contact parents if your child is ill or injured. School staff members will administer minor first aid and in an emergency situation will administer or authorise emergency medical treatment.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Horse', is placed within a white rectangular box.

Head Teacher

School Consent Form

Name of child Form

Please tick if you consent to the activity

☐ **Photography, Digital/video Images, Website, Facebook, Twitter & Flickr, Newsletter & Displays**

I hereby give permission for my child's image to be used on the school's website and in other media including Twitter and Flickr, school newsletters, in school displays or video as an individual and/or as a member of a group in relation to school work or in school publicity / publications or occasionally by the Bolton News. I understand that personal details such as names will not be used without parental permission and that the use of images by other third parties will not be allowed without specific consent of parents.

☐ **Sports Permission**

I hereby give permission for my child to take part in extra-curricular sporting activities which take place off the Turton School site. I understand that this may involve my child travelling by any form of public transport or in a motor vehicle driven by any member of staff who accompanies the trip and is in possession of a full driving licence/insurance valid for the vehicle concerned.

Privacy Notice

This is a link to our website for the privacy notice. <https://www.turton.uk.com> If you would like further information, please contact bachc@turton.uk.com

Agreement

I understand that this will be valid for the whole time that my child is in school, unless I inform the school otherwise in writing. I understand that I have the right to withdraw or amend this consent at any time and can do so by notifying the school in writing.

Signed (Parent) Date

Building on the knowledge of the past
to help the children of today
meet the challenges of tomorrow

www.turton.uk.com 01204 333233 info@turton.uk.com



Photo Consent – Year 9 and above

Dear Student,

There are a number of occasions when you will be taking part in a school activity which may be filmed or photographed for use in connection with lessons or in association with school publicity or publications. We require consent from you to use media images for publicity purposes.

Name of student Form

Please tick if you consent and sign below

☐ **Photography, Digital/video Images, Website, Facebook, Twitter & Flickr, Newsletter & Displays**

I hereby give permission for my image to be used on the school's website and in other media including Twitter and Flickr, school newsletters, in school displays or video as an individual and/or as a member of a group in relation to school work or in school publicity / publications or occasionally by the Bolton News. I understand that personal details such as names will not be used without my permission and that the use of images by other third parties will not be allowed without my specific consent.

ENTAIL/ **Agreement**

I understand that this will be valid for the whole time that I am in school, unless I inform the school otherwise in writing. I understand that I have the right to withdraw or amend this consent at any time and can do so by notifying the school in writing.

Signed (Student) Date