

SCHOOL POLICY

**Turton
School**

BEHAVIOUR POLICY

Reviewed by:	Pupil Development, Wellbeing and Safeguarding Committee
Signed (Governing Board):	
Date:	June 2020
Next Review due:	June 2021

Produced by Turton School

Behaviour Policy

Turton School is led by a strong ethos which is combined with a firm foundation in academic studies. 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 our values and a culture for teaching that centres around the Trivium, where the tradition of grammar and knowledge form the foundations for questioning, reasoning, communicating and learning.

Pastoral Care

At Turton School, the pastoral team have one overriding aim; that every child is ready to learn in their lessons; both physically with correct equipment, homework, books, and mentally, in a state of mind conducive to learning and fully equipped with the skills to enable learning to take place. We believe that a firm approach delivered with empathy, strictness with warmth, ensures all students can meet our high expectations for behaviour and academic study.

Pastoral care is one of the many strengths of Turton and lays strong foundations for all our staff and students working together on the journey to adulthood. The pastoral team of year heads and mentors, based in the student support centre at the heart of the school, are able to meet the diverse needs of all our students, at all stages of their time at Turton.

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.

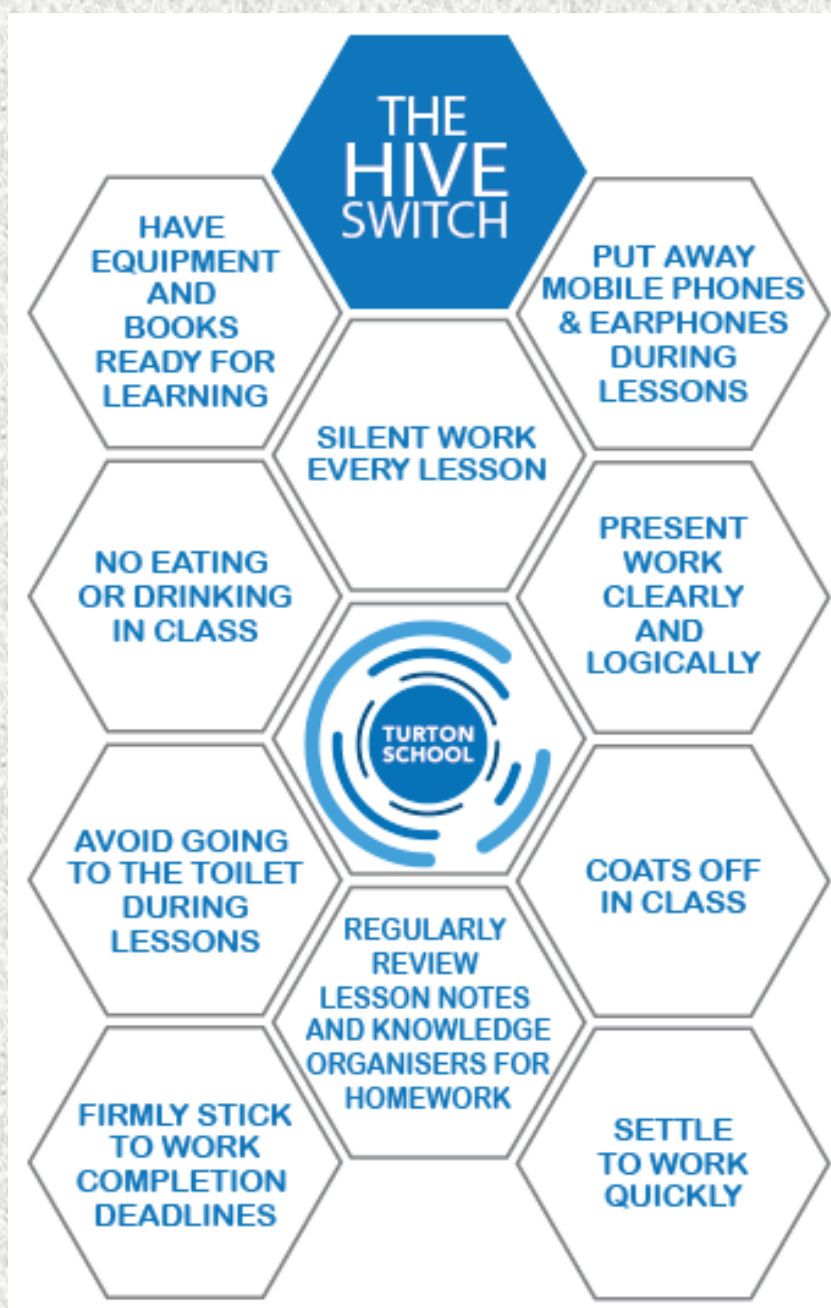
Teachers focus on the mutual relationships between learning and behaviour and promote positive behaviours for learning through subject teaching, thus fostering the foundations for effective behaviour management in school. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We will work as a partnership between parents/carers, students and staff to ensure that the school's values become central to the lives of our students.

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.

HIVE SWITCH

The Hive Switch is set of 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.



The Hive Switch sets a purposeful climate for learning in every classroom, from the moment students arrive prepared to learn, as well as developing study skills; such as reviewing lessons, making clear notes, meeting deadlines and working individually. Classrooms in Turton School achieve this every hour of every day, and students leave Turton equipped for the next stage in their education. In doing this we establish a culture of 'this is how we do things here'. The Hive Switch applied through a 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.

Supporting our students

At Turton, we are committed to supporting and nurturing our young people to enable them to become good citizens with a strong moral compass. Where pupils make decisions that compromise their safety, their relationships or their progress, staff will use a range of strategies and interventions to ensure pupils learn from their mistakes. We may do this by:

- The Form Tutor monitoring and tracking behaviour, progress, punctuality and attendance.
- The Head of Year will co-ordinate any necessary pastoral support by liaising with a range of staff in school from the safeguarding team, the Learning Support department, attendance officer, Student Support Centre or the Senior Leadership team.
- Involving external agencies for additional support when appropriate.

Student Support Centre

We provide support and guidance for students around their emotional, social and academic experiences. We aim to encourage children to respect their parents, themselves and others.

Support is provided 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. Strategies that may be used are:

- 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
- Restorative meetings
- Drug Intervention Programmes
- Mentoring
- Intervention for students with poor attendance and punctuality
- 'Drop in' at break, lunch and after school
- Referrals to outside agencies
- Personalised timetables
- Managed moves
- Assessment and screening where necessary
- Strengths and Difficulties questionnaire

- Stress management

Support and Communication with Teaching Staff

The pastoral team support the wider teaching staff to create a positive climate for learning. This may be by:

- Observing lessons
- Providing alternative strategies for staff working with students who display challenging behaviour
- Assisting in lessons
- Meditating between staff and students
- Attending meetings to share good practice
- Monitoring students' reports
- Holding strategy meetings

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.

Communicating with Parents

Turton School 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.

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.

Sanctions

All staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable or who fail to follow reasonable instructions. Staff will try to use a restorative approach to help students understand, take responsibility for and resolve any instances of poor behaviour and conflict. The power to discipline applies to pupils' behaviour in school and outside school (in school context). Our sanctions will be proportionate to the behaviour and the pupil will be made clear about the reasoning behind the sanction. The range of sanctions can include:

- Short informal detentions at break or lunchtime.
- Social time removal for a period of time.
- After school detentions for up to 1 hour. Legally schools can issue detentions without notice and without parental consent, however our policy is to, where possible, contact parents by telephone, email or a detention letter.
- Confiscation, retention or disposal of a pupil's property.
- For involvement in a serious incident or persistent failure to meet expectations, students may receive an 'internal exclusion'.
- Parents/carers will be invited to attend meetings in school to discuss behaviour and set targets.
- Pupils may be placed on a report.
- Exclusion from school by the Head Teacher in accordance with statutory guidelines.

Pupils' Conduct Outside the School Gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'. (Section 90 of the Education & Inspections Act 2006).

School may choose to discipline pupils for misbehaviour when the pupil is:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Truancing - students off site during the school day without authorisation
- Wearing school uniform or in some other way identifiable as a pupil at the school

In addition to the above, school may choose to discipline pupils for behaviour outside of school which could adversely affect the reputation of the school or could have repercussions for the orderly running of the school.

School Rewards and Trips

School organises a range of initiatives, events and trips. Pupils whose behaviour is deemed unacceptable will not be allowed to attend. Participation in all trips, extra-curricular activities and the Y11 Prom is dependent on students having excellent behaviour standards. School reserves the right to withdraw students from trips and events if their behaviour falls below our standards which may result in the loss of deposit.

Confiscation, screening and power to search

The school has the power to search and is not required to inform parents/carers before a search takes place or to seek consent to search their child. "Head Teachers and staff authorised by them have a statutory power to search pupils for their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item". Please see DFE guidance on searching, screening and confiscation.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline. The law protects staff from damage to and loss of any confiscated items provided staff have acted lawfully.

Sanctions for the discovery of these items will depend upon the items themselves. E.g. weapons and knives must be handed over to the police, but in all cases parents/carers will be informed.

Prohibited items are:

- weapons/knives
- alcohol
- illegal drugs (or associated equipment)
- stolen property
- tobacco and cigarette papers (including associated equipment e.g. e-cigarettes / lighters)
- fireworks
- pornographic images
- any article that is likely to be used to commit offence, cause injury or damage to property intent to cause personal injury to, or damage to the property of, any person (including the person)
- any item banned by the school rules

Electronic devices

School staff may examine any data or files on an electronic device if they think there is good reason for doing so. As with physical items the device and/or files may be returned via parents; passed to the police or erased depending on the circumstances.

Use of Reasonable Force

Staff are empowered to use reasonable force (see school Restraint Policy) to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order discipline in the classroom.

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.

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.

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

Fixed Term Exclusion

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.

This could be as a result of a persistent breach of the School's Code of Conduct over time, or as a result of a one off incident.

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

Attendance

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.

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 Attendance Officer will issue detentions to any students who arrive late on two or more occasions in any five day period.

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 parents to refrain from taking pupils 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. If the student has more than 10 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.