Positive Behaviour Policy

Imagine anything. Create the impossible

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Chair of Governors	Chris Duckling
Version	3

1. **Introduction**

The Turing School promotes its four core values, which are underpinned in this behaviour policy. These values are:

Aspiration, Respect, Diversity, Innovation

In order to promote these values, it is expected that students, parents/carers and staff adhere to the following principles:

- High standards and expectations
- Mutual respect
- Students show a desire to learn
- Students value education
- All staff model good behaviour
- We take responsibility for our actions
- Parents/ carers, students and teachers work together
- There is clarity of expectations and boundaries
- Consistency
- We encourage open and honest lines of communication
- Parents/ carers support the school
- We take pride in being a member of The Turing School and part of our wider community
- There are consequences for poor behaviour

The aim of this behaviour policy is to ensure students enjoy and achieve whilst at school and foster in them a belief that knowledge, learning and education are important.

Our school recognises that poor behaviour and engagement is detrimental to learning, and disruption to lessons can affect the life chances of other students. We are determined to uphold the principle that every child has the right to learn in every classroom. We believe that all learners need to feel safe and secure in school in order for them to reach their full potential and have established a culture of respect for each other, as well as pride in academic achievement.

Other related school issues such as bullying, uniform and attendance are all explored in separate school policies, which can be found on the school's website.

This policy has been written with regards to the Equality Act 2010 and public sector equality duty. The Turing School recognises that reasonable adjustments to the application of this policy will at times have to be made where required, to meet individual needs and avoid disability discrimination.

In order to maintain good behaviour in school, students are required to follow the following rules whilst in the classroom. This will be on display around school and in classrooms to remind students of our expectations:

1. We are quiet when the teacher is talking
2. We follow instructions straight away
3. We let others get on with their work
4. We show respect (to people, yourselves, the environment)

2. **The Role of the School**

The Turing School maintains high standards of behaviour by working closely with all stakeholders: Swale Academy Trust, governors, the local authority, senior leaders, staff, parents/ carers, and students. This is done through the following:
- Yearly behaviour policy reviews, ratified by governors
- Analysis of behaviour data and trends
- Termly meetings with behaviour lead and behaviour specific governor.
- Termly meetings with The Swale Academy Trust behaviour leads to share good practice
- Monthly meetings with the local authority and other Eastbourne schools to analyse trends and share good practice
- Fortnightly meetings between the headteacher and behaviour lead
- Students are given termly assemblies on expectations in the classroom and around school. Consequences for behaviour are made clear
- Regular assemblies are given, making it clear about which behaviours are permitted and prohibited; the school values, attitudes, and beliefs we promote and the social norms and routines that should be encouraged throughout the school community. Routines on entering and exiting the classroom, corridor culture, uniform expectations and behaviour during social times are reinforced.
- Weekly Community hour remind students of behaviour expectations and how to model positive behaviour
- Students placed on report to monitor behaviour, as well as providing the opportunity for the pastoral team to model positive behaviour and promote this
- Students joining The Turing School as In Year Admissions are made aware of the school's behaviour expectations during their Pre-Admissions meeting
- Interventions such as 'Positive Change' help students correct behaviour
- Work with outside agencies, including Sussex Police, are used to ensure students are aware of behaviour expectations in school and the wider community
- All new staff receive information and training on behaviour management and understanding the school's behaviour systems.
- Staff attend weekly behaviour and attendance briefings
- Staff receive regular CPD on behaviour management, from both internal and external providers
- The headteacher and behaviour lead take responsibility for implementing measures to secure acceptable standards of behaviour.
- Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively. See the school's Bullying Policy for further information.

3. **The role of pupils**

- All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil is made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.
- Pupils are taught that they have a duty to follow the school behaviour policy
- Pupils are asked about their experience of behaviour and provide feedback on the school's behaviour culture.
- Every pupil is supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture.

4. **The role of parents/ carers**

- The role of parents/ carers is crucial in helping schools develop and maintain good behaviour. To support the school, parents/ carers/ are encouraged to get to know the school's behaviour policy.
- Parents/ carers have an important role in supporting the school's behaviour policy and are encouraged to reinforce the policy at home as appropriate.
- Where a parent/ carer has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with us.

5. **Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online, as well as Behaviour in Schools: Advice for Headeachers and School Staff

6. **Rewards**

In order to promote a positive learning environment, The Turing School will always look to reward good behaviour and work. We use electronic systems to award achievement points. Students can be awarded one achievement point if they display positive behaviour linked to

our four core values. If students are consistently behaving well, a praise email may be sent home, which carries three achievement points. Milestones for achievement points are set out below:

Number of achievement points	Reward
25	Bronze certificate and a 1 day skip the queue pass
50	Silver certificate and a 2 day skip the queue pass
100	Gold certificate, week long skip the queue pass and call home from PSM
175	Platinum certificate, week long skip the queue pass, money off canteen voucher and call home from head of key stage
250	Ruby certificate, week long skip the queue pass, entry into end of year prize draw and call home from member of SLT
350	Sapphire certificate, week long skip the queue, two entries into end of year prize draw and call home from headteacher

Other rewards, such as drop down afternoons, achievement assemblies, golden days and trips, may also be given to students throughout the year.

7. <u>Consequences</u>

In unfortunate circumstances, there may be times when consequences will have to be issued to a student. Varying negative points are recorded relating the type of behaviour a student has displayed. These may include, but are not restricted to the following reasons:

-1 behaviour point for :10 minute break time detention, uniform infringement (to be given by the pastoral team), use of mobile phone, swearing, missed homework, lateness (5+ minutes), rudeness to staff/ peers, insufficient engagement in lesson.
-2 behaviour points for: removal from lesson, lunchtime detention for missed break time detention, defiance.
-4 behaviour points for: placement in internal exclusion unit (named Restart), dangerous behaviour, racist/ homophbic/ transphobic/ biphobic language, defiance to staff, missed lunchtime school detention.
-5 behaviour points: if a student is a threat or risk to others, because of actual harm or intended harm, or is extremely confrontational/threatening with staff they may be suspended from school. We may suspend a student from lessons, but retain them in school, working away from other students or suspend them from school, so they must work at home. Suspensions are usually for at least a day or more, depending on the severity of what has taken place. This is our most significant sanction and carries 5 behaviour points.

When dealing with incidents of poor behaviour, the aim of the school is to examine the behaviour and not criticise the student. When sanctioning or warning students, we aim to

use private, rather than public reprimands wherever possible. In order for discipline in school to be successful, staff aim to be consistent when dealing with students

Information on detentions, removal from lessons and the Restarts is given below.

3.1 Detentions

If a student's behaviour is disturbing the learning of others, or is damaging the calm and good nature of the school, then a 10 minute break time detention will be issued. If a student were to miss this detention, then a 25 minute lunchtime detention will be set instead. Failure to attend the lunchtime detention will result in this student being placed in Restart

3.2 Removal from lesson- warn, reset, support

On rare occasions, students may have to be removed from lessons to aid and support the learning of others in the room. If a student is being disruptive, or they are refusing to work, then the teacher will give a *warning*; this will give the student the opportunity to rethink and alter their behaviour. If there is no improvement, the teacher will speak to the student individually, this may take place outside the classroom, a detention may be issued at this point. Students will be clearly instructed that they now have the opportunity to *reset* their behaviour, they may be asked to move seats to aid with this. If there is still no improvement, *support* will be alerted to visit the room. A member of SLT or the behaviour team will then take the student to Learning Support; a detention will be set if this hasn't happened already. Whilst in the removal room, students will be asked to reflect upon their behaviour, then complete the work for that lesson. A restore and repair conversation will take place between the student and teacher before their next lesson together. Staff are given regular CPD on how to maintain positive behaviour in the classroom to ensure that removal from a lesson is used as a last resort. This also forms part of the new staff induction programme.

3.3 Internal isolation room (Restart)

Restart is used when a student's behaviour has a detrimental impact on the school community, therefore they will be out of circulation for a period of time. Students will work in isolation, under the supervision of the pastoral team. They will be expected to complete the work for their timetabled lessons whilst in Restart. This gives students the opportunity to reflect upon their behaviour and make the necessary alterations. If a student's behaviour is regarded as unacceptable whilst in Restart, they will be expected to repeat the sanction until their behaviour reflects what is desired at The Turing School. Students are made aware of behaviour expectations in Restart at the start of their day in this provision, all students are also made aware of expectations in termly behaviour assemblies. Parents/ carers will be contacted if their child is to be placed in Restart. Reasonable adjustments can be made for students with additional needs. Examples of behaviour that could result in a student being placed in Restart include, but are not restricted to:
- Repeated defiance
- Rudeness to staff
- Damage to school property

- Refusal to follow on-call
- Being removed from two lessons in one day
- Truancy

3.4 Internal exclusion room (Internal Exclusion)

A student's behaviour may escalate, meaning they will be placed in Internal Exclusion. This provision is used in order to prevent a student from being issued with a suspension from school. Students will work in isolation, under the supervision of middle leaders, the pastoral team, and the senior leadership team. Work will be set by a student's timetabled teacher, usually on Google Classroom. Work is to be completed in silence in order for students to reflect upon their behaviour and to prevent any future repetition of any poor behaviour. Reasonable adjustments can be made for students with additional needs. Parents/ carers will be contacted if their child is placed in Internal Exclusion. Examples of behaviour that could result in a student being placed in Internal Exclusion include, but are not restricted to:
- Assault
- Swearing at staff
- Racial/ Prejudice language
- Persistent bullying
- Deliberate damage to school property
- Failed Restart

3.5 Interventions

If a student has behaved poorly and amassed a number of behaviour points we will put different interventions in place to bring about improvements. These include, but are not restricted to the following:

Stage	Number of behaviour points	Intervention
1	20	On a yellow report to Pastoral Support Manager (PSM) for two weeks, phone call home by PSM
2	50	On an orange report to the head of key stage for two week, parents/ carers in for a meeting. An *assess, plan, do, review* plan will be discussed at this meeting
3	80	On red report to an assistant headteacher for two weeks, any behaviour points in this period result in placement in the internal exclusion unit, parents/ carers in for a meeting with assistant headteacher. Additional Needs Plan will be discussed in this meeting.
4	110	On a purple report to headteacher for two weeks, any behaviour points in this period result in placement in the internal exclusion unit, parents/ carers in for a meeting with the headteacher. Additional Needs Plan will be reviewed at this

		meeting and ESBAS referral explored.
5	140	Parents/ carers in for a meeting with the headteacher, assistant headteacher and head of key stage to discuss other possible arrangements,e.g. School-to-school placement.

8. <u>Suspensions</u>

Only the headteacher, or acting headteacher, can suspend a pupil from school. A permanent exclusion will be taken as a last resort.

The Turing School is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

"…the practice of removing a pupil from the school roll without a formal,
permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

We are committed to following all statutory suspension procedures to ensure that every child receives an education in a safe and caring environment. A decision to suspend a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others.

Before deciding whether to suspend a pupil, either permanently or for a fixed period, the headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked.
- Allow the pupil to give their version of events.
- Consider if the pupil has special educational needs (SEN).

Following a fixed-term suspension, a reintegration meeting will be held involving the pupil, parents/ carers, a member of senior staff and other staff, where appropriate.

9. <u>Use of Technology e.g. tablets, mobile phones</u>

In order to maintain the safety of children, mobile phones are not allowed in school. Safeguarding concerns and cyberbullying are strongly linked to the use of mobile phones; the decision to ban phones in school has been made to ensure the safety of all Turing School students. As such, the following procedures have been put in place:

- Mobile phones/devices should not be seen on the school site during normal school

hours of 8.40 – 15.00.
- If a mobile phone is seen in school, it will be confiscated and held in the safe until the parent/carer can collect it.
- Students are never allowed to text or talk on their phones in school, if this takes place, phones will be confiscated for the rest of the day.
- Students should never be taking pictures or making video and/or sound recordings.
- If a student persistently uses their mobile phone/device inappropriately in lessons, this should be considered as persistent refusal to follow instructions, possibly resulting in them being placed in Restart
- Students are not allowed to wear headphones on the school site, during school hours.
- If a student refuses to hand over their phone, this will be considered as defiance, resulting in support being called and possible placement in Restart
- If a parent/ carer wishes to contact their child, they should do so by calling the school on 01323 465700

10. <u>**Behaviour around the school (break and lunch times as well as lesson change-over)**</u>

- Coats & eating - students are not allowed to wear coats inside the buildings and are not allowed to eat inside classrooms and corridors.
- Calm and orderly conduct – students are expected to be calm and orderly inside and outside at break and lunch as well as during lesson change over.
- Politeness and courtesy – staff model the use of polite language and should expect that in return from students.
- Following instructions – students are expected to follow instructions at all times. If a student clearly and deliberately fails to follow instructions this will be treated as defiance and will result in a sanction.
- Aggression – if students are aggressive or confrontational with other students, they face a sanction, the scale of which depending on what has taken place.
- If a student is aggressive or confrontational with a member of staff, this is a serious matter and must be referred to senior staff. Such behaviour is likely to result in an isolation or suspension, depending on circumstances.
- Use of obscene language – if students are swearing or using obscene language this is unacceptable and will be challenged, resulting in a sanction
- Students should not display overly sexual behaviour, both verbal or physical, in and around the school site.
- Respect for others – students must not use abusive or derogatory language, particularly racist, sexist, homophobic, transphobic or biphobic, such incidents will lead to significant sanctions from the school.

11. <u>**Behaviour outside the school**</u>

Teachers may discipline pupils for misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity such as a trip or off-site event
- Travelling to or from school when wearing school uniform or in some other way

identifiable as a pupil at the school.
- Engaging in misbehaviour that could have repercussions for the orderly running of the school, or that poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school.

12. <u>Searching students</u>

The school retains the right to search any student who we suspect of having contraband items on their person. This is outlined in: https://www.gov.uk/government/publications/searching-screening-and-confiscation
If a student refuses to be searched, they will be isolated until their parent or carer arrives to conduct the search with a senior member of staff. If a student continues to refuse to be searched, the school will contact the police. Students' school internet accounts will be regularly screened to ensure they are not viewing harmful content whilst at school. The school does not have to return confiscated items. The school does not take responsibility for confiscated items

Prohibited items include, but not limited to:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes, tobacco, cigarette papers, filters
- Matches
- Lighters
- Electronic cigarettes
- Fireworks and bangers
- Pornographic images / content
- Any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property
- Stereos or portable speakers
- Skateboards
- Glass bottles
- Cans
- Chewing gum
- Laser Pens
- Energy Drinks

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

13. <u>Use of reasonable force</u>

Although the use of reasonable force is sanctioned by section 550A of the 1996 Education Act which came into effect on 1 September 1998, the staff at The Turing School will always seek to use other methods to resolve situations and only use reasonable force as a last resort.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm or damage to property.

14. **SEND and vulnerable students**

We fully appreciate that some children will find it more difficult to respond to the rewards and consequences in this policy. In particular, students with SEND may require reasonable adjustments to be made in line with their primary and secondary needs. These individuals require a carefully planned and personalised response involving parents or carers and the inclusion team. We also understand that a child may require increased support and care when they experience trauma and loss in their lives. The school may use a number of different strategies and also consider how the involvement of external agencies can support a child with additional needs.

15. **Malicious allegations**

Complaints against staff are always investigated thoroughly. If after a full and thorough investigation, it is the considered view that the allegation against the member of staff was unfounded or malicious, any record of the incident will be removed from the member of staff's file. The student or students involved in making the allegations will be disciplined according to the severity of the case up to and including exclusion.

16. **Equality Act 2010:**

The governing body, the leadership team and staff will ensure there is no variation in the application of this positive behaviour policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of children are listened to and appropriately addressed.