



THE
TURING
SCHOOL

Positive Behaviour Policy

Imagine anything. Create the impossible

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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 value education.
- All staff model good behaviour.
- We all take responsibility for our actions.
- Parents/ carers, students and teachers work together.
- There is clarity of expectations and boundaries.
- Consistency in the application of rules and processes.
- 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 themselves a belief that knowledge, learning and education are important to improving their opportunities once they leave the Turing School.

Our school recognises that poor behaviour choices 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 disruption-free learning. 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 their 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. These are promoted during assemblies and community hours 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.
- 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 student's 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 [Anti-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. We will know the policy is having an impact when:

- All classrooms are calm and focused, and all students are learning.
- Behaviour around the school at break times, lunchtimes and between lessons is calm and responsible.
- There is a greater sense of belonging from more students in the school.
- There is a consistency in the number of student achievements and rewards.
- There is consistency in the application of the school systems.

6. We will monitor and evaluate the success of our policy through:

- Inviting staff feedback through appropriate forums. (e.g. staff questionnaires, departmental meetings providing departmental data).
- Inviting feedback from students (e.g. via the Student Leaders, Student Voice interviews and Pastoral reviews).
- Inviting Parental feedback through surveys and through the Parent Partnership Meetings.
- Analysing data to highlight trends and patterns with a particular emphasis on rewards issued, and reductions in detentions, suspensions and exclusions.
- Analysis of lesson observations, Learning Walks and student work.

7. Legislation and statutory requirements

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

- [Behaviour in Schools - Advice for Headteachers and school staff Feb 2024](#)
- [Searching, Screening and Confiscation](#)
- [Equality Act 2010: guidance - GOV.UK](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils at school with medical conditions](#)

It is also based on the [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 Headteachers and School Staff](#)

8. Expectations of students

At the Turing School, we believe it is important for students to be very clear about what is expected of them. The expectations that we have are derived for the school's vision for all students:

At The Turing School, our vision is to cultivate an exceptional, inclusive, and forward-thinking learning organisation that empowers every student to realise their full potential and lead a happy, fulfilled life.

By fostering a relentless focus on high achievement, we strive to ensure that each student is provided with outstanding learning experiences that lead to excellent academic and social-emotional outcomes.

Outstanding research-engaged teaching, pastoral care, community relationships and our dedication to understanding each student lie at the heart of our vision. Our unwavering provision removes barriers and fosters our culture of aspiration, respect, innovation, and diversity.

We expect our parents and carers to be key supporters of the Behaviour Policy and to support us with our expectations for students to recognise and support their good behaviour.

Our key expectations are:

- To arrive at school and lessons on time to maximise their learning opportunities.
- To allow all students to have disruption-free learning.
- For all staff and students to be shown respect at all times.
- All students are proud of their uniform and the school.
- For all members of the school community to take responsibility for their actions.
- To aspire to make the best of their potential.

9. Rewards

In order to promote a positive learning environment, The Turing School will always look to reward good behaviour and work. We believe that reinforcing the excellent conduct and work we see from students is essential to develop their resilience and confidence, allowing them to work towards their potential. We use electronic systems to award achievement points. Students can be awarded achievement points if they display positive behaviour linked to our four core values throughout the school day.

Students are recognised termly in achievement assemblies for their contribution to the school, as well as being rewarded for their positive behaviour linked to our core values.

Rewards given also include:

- Electronic achievement points.
- Praise emails sent by the class teacher and pastoral teams.
- Telephone calls home to celebrate student successes.
- Promotion through the school's social media network.
- Drop down afternoons.
- Achievement assemblies
- Trips

10. Consequences

A range of sanctions exist to allow the school to apply the most appropriate sanction to be applied where a student has made a poor behaviour choice. We believe it is vitally important that student recognise that poor choices lead to consequences to address their actions

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

Removal from lesson- warn, reset, remove

The Turing School aims for disruption free learning in all lessons for students to work to their potential. On occasions, students may have to be removed from lessons if they disrupt the learning of others. 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. 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, the student will be *removed* from the classroom and will attend the on-call room for the remainder of the lesson. Whilst in the on-call 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.

Parents/ carers will be contacted if their child is to be placed in On-call room. Reasonable adjustments can be made for students with additional needs. Examples of behaviour that could result in a student being placed in On-call room 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

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 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 On-call room

Suspensions

Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful; reasonable; fair; and proportionate. When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.

We will always take the pupil's views into account, considering this in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so. We will inform the pupil

about how their views have been factored into any decision made. Where relevant, the pupil will be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker.

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. We will inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil will be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker.
- 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. During this meeting targets will be set and agreed upon. The targets will be reviewed at an agreed date to support the student in maintaining good behaviour and focus at school.

Off-rolling

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."

Use of Technology e.g. tablets, mobile phones

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 On-call room
- 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 On-call room
- If a parent/ carer wishes to contact their child, they should do so by calling the school on 01323 465700

10. Behaviour around the school (break and lunch times as well as lesson change-over)

- 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. Behaviour outside the school

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. Searching students

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. Use of reasonable force

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. Headteachers 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.