



Behaviour and Student Discipline
Policy, incorporating Exclusions
Policy

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By SLT

Governors: Curriculum

1. Introduction and purpose of policy

Effective teaching and learning can only take place in a well-ordered environment. Promoting positive behaviour requires the commitment of all staff and students and consistency of practice is needed across the school to ensure that students know the standards of behaviour expected of them.

A shared commitment from parents, governors and the wider community is an important factor in promoting good behaviour, as is the support of the SENCO, local education authority, social services departments, health services and the police in dealing with the range of challenging behaviours sometimes seen in the school. Tiffin recognises that a multi-agency approach may be needed in dealing with some situations.

2. Acceptable Behaviour

The school defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all students in terms of

- their relationships with other students within and outside the school
- their relationship with teachers and other school staff
- their treatment of the environment
- their treatment of visitors or other persons within and outside the school premises.

The school has identified examples of unacceptable behaviour as that which disrupts learning both within and outside the classroom, and that which includes threatening language or behaviour, (name calling, verbal abuse, intimidation, physical abuse, violence, fighting, bullying and harassment, including sexual harassment, sexual abuse, racist, religious, cultural, sexist, gender identity or sexual orientation based abuse.)

The school communicates regularly the standards of acceptable and unacceptable student behaviour to students and parents / carers through Insight, the Student Code of Conduct, newsletters, assemblies, tutorials, 21CL program of study, notice boards and letters to parents / carers.

The school communicates the standards of acceptable and unacceptable student behaviour to staff through the staff Code of Conduct, Staff handbook, Teaching Standards and professional development programme. In implementing the rules, the school will ensure consistency of response, early intervention and early involvement of parents.

3. Supporting good behaviour

a. Praise and Encouragement

The school believes that praise and encouragement are the best motivators and that coupled with good teaching they will enable students to achieve their potential. The school's system of recognition and reward is chiefly through the Merit system, and will also include the use of praise and positive feedback, awards, badges, letters to parents/carers and extension of school privileges.

b. Rules

The school also recognises that in order to create the caring and secure environment needed for learning to flourish, some simple and clear rules are required. These rules are based on common

sense, respect, courtesy and a commitment to the values of the school. The rules are designed to promote good behaviour, self-esteem, self-discipline, respect for authority, positive relationships, a safe and pleasant environment, and freedom from discrimination or bullying. Within the framework of these guidelines students will be expected to take responsibility for their own behaviour having been made fully aware of the school's policies, procedures and expectations. The rules are laid out in the Student Code of Conduct, the Anti-Bullying policy, as well as the principles of APPLE. (Appearance, Politeness, Promptness, Learning and Environment). As would be expected, students are also subject to the Law of the Land on the school premises.

c. Roles and responsibilities

The clear disciplinary procedures start with the roles and responsibilities of the classroom teacher and lead through a clear structure and process to the role of the head teacher. The aim will always be to find a solution to help the student. Sanctions, including detention, Tutor/Head of Year/Head of Key Stage report, exclusion and, in extreme cases, permanent exclusion will be used if necessary. The systems of behaviour management are shown by the behaviour management flowcharts.

d. Behaviour beyond the school site

In addition to when they are on School premises, students may also be disciplined and subject to this behaviour policy whenever they are wearing school uniform, or representing the School, or on a School trip, or are otherwise associated with the School, or identifiable as a student of the School. Even if these conditions do not apply, the School may discipline students if their misbehaviour could have repercussions for the orderly running of the School, if it poses a threat to other students or members of the public, or if it could adversely affect the reputation of the School.

4. Procedures

When considering behaviour, sanctions, and rewards, attention should also be given to the principles of behaviour, and rules, laid down in the Learning & Teaching Policy, APPLE, & the Student Code of Conduct, and Staff Guidance on Behaviour.

Sanctions will be given for poor conduct when moving around the school. A teacher will make a strike in the student's planner and three strikes will result in a demerit and Head of Key Stage detention. The poor conduct might include:

- Breaking the dress code e.g. shirt untucked, top button not fastened.
- Corridor misbehaviour
- Excessive noise
- Being out of bounds e.g. the school field, staff car park, etc.
- Swearing
- Queue jumping

a. Demerits

Demerits are the record of a sanction given to a student for infringing the expectations we have of his behaviour. This infringement may be serious enough to be disruptive to learning, (for others or themselves), or could include mildly threatening behaviour or language, but is not so serious to be deserving of a SLT detention or any form of exclusion.

Suitable sanctions might include:

- Detaining after the lesson (Period 2, 4 or 6), or at break, lunch or after school, for up to 10 minutes
- Reprimand
- A written punishment
- Departmental or Head of Year detention

Demerits must be recorded on SIMS. Students must be informed, and parents will see these on Insight.

Detentions and demerits could be given for the following (not a restrictive list):

- Talking out of turn
- Non-co-operation
- Minor infringements of network contract
- Minor disruptive behaviour
- Interfering with another student's learning
- Verbally abusing another student
- Unsafe behaviour in a lab
- Talking back to teacher/ lack of respect
- Lack of PE kit
- Lack of proper uniform (refer to HoY)
- Persistent lack of equipment/books
- Failure to produce homework without good reason, following first warning
- Minor damage to property/disrespect for environment
- Disruptive/unsafe/rowdy behaviour
- Misbehaviour outside of the classroom, including Dining Hall, LRC, Assembly, & School Trips

Demerits will be cumulative:

- 10 demerits will lead to formal School SLT Detention
- After 2 SLT Detentions, the next SLT Detention will be an internal exclusion
- After 2 further SLT Detentions, the next SLT Detention will be a formal fixed term exclusion from School
- SLT Detentions accumulate through one Key Stage and reset to 0 at the start of the next key stage.

Persistent problems of either lack of homework, or behaviour in a particular subject, will be dealt with by Departmental Detentions. Head of Year Detentions will be used for persistent lateness. Departmental and Head of Year Detentions will count as 2 demerits, and must be recorded on SIMS. Form Tutors and Heads of Year will monitor demerits, and will intervene in order to address

behaviour when a student accumulates demerits, with the aim of preventing that student's behaviour deteriorating further.

- At 5 demerits a student will be set targets on a tutor report.
- At 15 demerits a student will be set targets on a Head of Year report.
- At 25 demerits a student will be given targets on a Head of Key Stage report.

b. SLT Detentions and exclusions

SLT Detentions, internal exclusions, and formal fixed term exclusions will be used for individual acts of serious misbehaviour, including an accumulation of demerits. At least one day's notice will be given for detentions after school, and parents will be informed. (Teachers may detain a student for up to 10 minutes after school, without notice). Boys will not be excused detention without the permission of the member of staff setting the detention. SLT Detentions will be recorded on the relevant form by the Head of Year, and in the Detention Book by the member of SLT on duty and on Sims by the Main Office.

The nature and severity of the sanction imposed will be influenced by a number of factors which will include the severity of the misbehaviour, and whether a failure to sanction appropriately would have a negative impact on discipline in the School community.

Serious cases of disruptive behaviour may result in fixed term exclusion. Exclusion may be given for the following though this is not an exhaustive list:

- physical aggression towards other students
- bullying, including sexual harassment, physical, sexual or emotional abuse of others
- rudeness to or disobedience of staff
- theft
- breaches of the Network Contract or Code of Conduct
- possession of drugs, or drug or alcohol abuse

In extreme cases of a serious breach of the School's Code of Conduct, Behaviour Policy, or behaviour expectations (including, but not restricted to, physical or sexual assault on students or staff, possession of an offensive weapon, dealing/trafficking/supplying of drugs, repeated use or possession of drugs), OR persistent breaches of the Code of Conduct, Behaviour Policy or behaviour expectations, permanent exclusion will be used if necessary.

All exclusions from School will follow the guidelines and procedures laid down by the DfE for Academies in September 2012, and updated in September 2017, or any amendments since then. The school will also follow DfE guidance published in May 2018 or any updates on "Sexual violence and sexual harassment between children in schools and colleges". The school will also follow guidance from Keeping Children Safe in Education.

c. Merits

In line with the Learning and Teaching Policy, student achievement should be rewarded and recognised. This should be done through the merit system. Like demerits, Tiffin aims to be as

consistent as possible. Students and parents must be informed through SIMS. Merits do not need to only cover lessons, but can include wider opportunities.

Actions worthy of a merit may include, but are not restricted to, the following:

- Production of an especially good piece of work
- Particularly good effort for a piece of work
- Particularly good contributions to a lesson/activity
- Consistently good effort over a period of time
- Consistently good contributions over a period of time
- Consistently good attitude over a period of time
- An especially helpful act
- Positive role model conduct

Students will be awarded a certificate for the accumulation of Merits. This will normally be done in Assemblies, by the Head of Year, who will inform parents and record the certificate in SIMS.

- 10 = Bronze
- 25 = Silver
- 40 = Gold
- 60 = Platinum certificate, including a lapel badge
- 80 = Head's Certificate, including a Headteacher Award lapel badge

5. Student Handbook and Code of conduct during remote teaching

If teaching moves to remote learning, there is an addendum to the student code of conduct.