



BEHAVIOUR MANAGEMENT POLICY

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INTRODUCTION & AIMS

The Tower College community is based upon respect, good manners and fair play. We encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the School. Promoting the emotional well-being of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through our extensive programme of extra-curricular activities. The overriding aim of this policy is to provide a consistent approach to behaviour management.

Tower College is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his or her place in the modern world.

This policy applies to all pupils in the school including those in our Early Years Foundation Setting (EYFS). Our designated staff member responsible for behaviour management in EYFS is Mrs Wright.

ROLES AND RESPONSIBILITIES

The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

The Principal

The Principal is responsible for reviewing and approving this behaviour policy. The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Behaviour Management Team

- lead the development of this policy throughout the School;
- work closely with the Vice Principal and the nominated governor;
- provide guidance and support to staff ensuring all School personnel, pupils and parents are aware of and comply with this policy;
- provide training for all staff on induction and when the need arises;
- encourage good behaviour and respect for others, to prevent all forms of bullying among pupils;
- monitor School support systems;
- undertake classroom monitoring;
- ensure that pupils are tracked through IEP's;
- make effective use of relevant research and information to improve this policy;
- annually report to the Governing Body on the success and development of this policy.
- monitor the effectiveness of this policy by analysing :
 1. pupil attitudes to School and learning
 2. the views of pupils, parents, School personnel and governors
 3. the number of fixed-period and permanent exclusions
 4. incident logs, rewards and sanctions
 5. the number of reported cases of bullying
 6. strategies to improve behaviour and discipline.

Staff:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The SMT and Behaviour Management Team will support staff in responding to behaviour incidents. All incidents are recorded in the Online Behaviour and Discipline Portal and tracking system as soon as possible. If deemed necessary, SMT/ Behaviour Management Team will discuss the pupil's behaviour with the appropriate member of staff, following procedure and professional judgement. This could be the pupil's form tutor/behaviour co-ordinator or the Vice-Principal.

A very serious problem may result in the normal procedure being abandoned and a child being sent home straight away (Parents will be required to sign in at the main office), after consultation with the Principal and/or Vice Principal.

CODE OF CONDUCT

The Governors, staff, parents and pupils adhere to an established routine and codes of conduct. The *Staff Code of Conduct* and the *Pupil Code of Conduct* are attached as appendices to this policy.

The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the School. Parents are expected to support the School in managing expectations of behaviour and the provisions of this Behaviour Management Policy, both at home and at School.

We expect pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of School life. They should follow the School Codes of Conduct (see appendices) and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Everyone has a right to feel secure and to be treated with respect at the school, particularly the vulnerable. Harassment and bullying in any form will not be tolerated. Our *Anti-Bullying Policy* is on our website.

The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, or the fact that a child is adopted, looked after or is a carer.

We expect pupils to be ready to learn and to participate in School activities. They should attend School and lessons punctually and follow the School's *Attendance Policy*. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole School community.

PUPIL SUPPORT

The School recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The School's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. We take account the children's special educational needs when considering whether to exclude a pupil. Our pupils are not treated less favourably for reasons related to the disability.

Steps could include:

- Differentiation in the school's behaviour policy;
- Developing strategies to prevent the pupil's unsatisfactory behaviour;
- Requesting external help with the pupil from outside agencies;
- Staff training.

Where reasonable adjustments to policies and practices have been made to accommodate a pupil's needs and to avoid the necessity for exclusion as far as possible all staff are to be informed. Exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason.

INVOLVEMENT OF PARENTS AND GUARDIANS

Parents and Guardians who accept a place for their child at the school undertake to uphold the School's policies and regulations, when they sign the Parent Contract. We value a close relationship with parents and encourage parents to work in partnership with the school to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies including local relevant agencies if applicable. Pupils will receive support from our Safeguarding Team and the School Behaviour Management Team. The school welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy.

Unexplained Absences

We will always telephone parents on the first day of an unexplained absence to determine the pupil's whereabouts, in accordance with the school's safeguarding obligations, and the school's *Missing Child Policy*.

Please note that it is usually the Governors' policy not to allow holiday to be taken during term time unless in exceptional circumstances.

INVOLVEMENT OF PUPILS

The School promotes an ethos of good behaviour where pupils always treat each other with respect , inside and outside of School. Our experience shows that the ethos of the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, and during form time, Personal, Social and Health Education (PSHE) lessons, project work, drama activities, stories and literature and via the School Council and Pupil Voice which meet regularly.

The School will ensure that all new pupils are briefed thoroughly on the School's expected standards of behaviour, and we work closely with all pupils as they transition through the School, from the day they start at the School to the day they leave.

SCHOOL RULES

The School Rules are designed to encourage positive behaviour and self-discipline. The School Rules are set out in the Pupil Code of Conduct and may change from time to time. Parents and Guardians agree, when signing the Parent Contract, that their child will comply with the School Rules and that they will undertake to support the authority of the Principal in enforcing the School Rules in a fair manner that is designed to safeguard the welfare of the school community as a whole.

DEFINITIONS

Guiding Principles

Tower College enjoys an excellent reputation for good behaviour. We all share the same aims for our children; that they should enjoy their school life free from disruptive or aggressive behaviour, that they should learn right from wrong, that they should learn that each of their actions has a consequence and that they should appreciate honesty and trustworthiness. As a Christian school, the school ethos is one of care and respect for others and for their belongings. Pupils are expected to obey the rules which are there for everyone's safety and well-being.

Pupils who choose to disregard the rules of Tower College will be disciplined, in a manner appropriate to their age, the seriousness of their misdemeanour and the frequency of their misdemeanours. Although this policy includes a number of sanctions for specific offences, it is impossible to cover all of them especially as children can be quite inventive. The intention of the policy in this respect is to ensure that all pupils are treated with fairness and consistency.

We aim:

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound relationships with all involved with the school.
- To promote self-discipline and proper regard for authority among pupils.
- To prevent all forms of bullying by encouraging good behaviour and respect for others.
- To use appropriate sanctions for unacceptable behaviour

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

If there is a need for sanctions then the following may be used, depending on each child's needs and the nature of the offence:

- Redirect to another activity;
- Talk to the child – discuss what has happened;
- Discussion in groups or whole class;
- Move the child from the group to work on their own, within the classroom where possible;
- Repeat work;
- Miss break or part of break or free time;
- Detention;
- Parental involvement

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Aerosol canisters – deodorant
 - Illegal drugs
 - Mobile Phones
 - Chewing Gum
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

If there is a need for sanctions then the following may be used, depending on each child's needs and the nature of the offence:

- A verbal warning by the Principal;
- Possible withdrawal from the classroom for the rest of the day to the Principal's Office;
- Possible withdrawal from form activities, trips, treats and all house activities;
- Placement on a behavioural report book for a designated period of time;
- An email or telephone call or meeting with parents informing them of the problem;
- A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour;
- If the problem is severe or recurring, then exclusion procedures are implemented after consultation with the Chairman of Governors;
- A case conference involving parents and any relevant support agencies;
- Permanent exclusion after consultation with the Chairman of Governors;
- Parents have the right of appeal to the Chairman of Governors against any decision to exclude.

Bullying

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group and where the relationship involves an imbalance of power. Tower College records every reported incident to make an appropriate record. These records will assist the Behaviour Management Team to spot patterns and to ensure the single incident does not become the first of a series.

Bullying is, therefore:

- Repeated: Incidents are not one-offs; they are frequent and happen over a period of time.
- Intentional: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- Targeted: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations

Please refer to the *Anti-Bullying Policy* for a more in-depth view on bullying.

- Bullying can include, but

is not limited to:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

PROMOTING GOOD BEHAVIOUR

We reward and encourage good behaviour and celebrate curricular and extra-curricular achievements.

Positive behaviour will be rewarded with:

- Praise
- House Points
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Top individuals House point postcard
- Top form House point awards brunch
- Principals commendation letter

As the children in the Pre-Prep join Tower College, they learn that their actions have an impact on others. Kindness and friendliness towards one another make a happier atmosphere for everyone. Learning to share in joint activities and games is more enjoyable than solitary play. Taking pleasure in the success of others is encouraged from an early age. The Keyworkers lead this in class circle time, morning assemblies, in the Classrooms, the Dining Hall, out of doors and as situations arise throughout the day. Pupils gain stars and stickers for positive behaviour as well as for learning achievements and the pleasure of success is reinforced. There is two-way communication via the Weekly Information Sheets to enable parents to participate in this positive reinforcement.

Pupils of the Lower, Middle and Upper Schools join one of the four Houses. In each, two Staff members are House Leaders, and four pupils are House Captains. Departments and genders are equally represented. Pre-prep pupils join their House in their final term before joining the Lower School so that they can enjoy cheering their House on in the sporting events of the Summer Term. Siblings join the same House and pupils whose parents are on the staff join the same house as their parent. The aims of the House system are to encourage participation and healthy competition in all spheres of school life, to praise and reward positive behaviour and achievements and to encourage close working relationships between all the School Departments.

Points are awarded for achievement in academic work, music, art, sport, citizenship, helpfulness and kindness. Prep school pupils who receive 'stars' or Merit badges gain points for their House, as do Senior pupils who help with Parents' Evenings, Open Mornings etc. Point totals are announced regularly, and prizes are awarded at the end of each term for the Lower school, at Speech Day for the whole school and at Sports Day for individual 'Best in House' winners.

SANCTIONS

It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with the School Rules. However, the School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the School. Sanctions assist the School in enforcing the School Rules and help the School to set boundaries and to manage unacceptable or challenging behaviour from pupils.

The Principal undertakes to apply any sanctions fairly, reasonably and proportionately and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity. **Corporal punishment is illegal and is never used or threatened at our School.**

Examples of sanctions include:

- Verbal reprimand from a member of staff;
- Use of the Behaviour Management system
- Sending the pupil out of the class to another member of staff
- Detention at breaktime the following day
- After school detention with classroom teacher
- Afterschool detention with SMT
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract/ Pupil Support plan (PSP)
- Putting a pupil 'on report'
- Restrictions of reward/extra-curricular, trips, visits/ residential
- Internal isolation
- Suspensions
- Exclusions
- See appendix 4 for sample letters to parents about their child's behaviour.

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable, preferably within 24-48hrs.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing children with SEND or a particular vulnerability at a particular disadvantage compared to other children, in accordance with the School's obligations under the Equality Act 2010.

The School has a confidential central register of all sanctions imposed for serious misbehaviour. The entries on this register include the pupil's name and year group, the nature and date of the offence and the sanction imposed.

CLASSROOM MANAGEMENT

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. All teachers who are effective discipline managers plan for discipline just as carefully as they prepare their lessons. This area cannot be left to chance as, without a disciplined environment, it is unlikely that effective learning will take place. It is possible to plan for most disruptions to lessons. Such planning will allow the teacher to deal with problems as unobtrusively as possible. Planning will focus on primary behaviour and will ensure that everyone's rights are maintained.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Tower College classroom rules (Appendix 1)
- Develop a positive relationship with pupils, which may include:
- Greeting pupils at the door at the start of lessons
- Establishing clear routines; welcoming the pupils standing behind their chairs, asking them to sit down
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Using the verbal warning escalation process to deal with any disruptive behaviour

Unacceptable Behaviour is:

- that which can damage/hurt (in any way) a person or their property;
- that which is offensive or inconsiderate;
- that which interferes with the rights of teachers to teach and children to learn;
- Rules are deliberately few and should be stated positively and clearly. Children should always be aware of why they exist. The School Rules should be well known to all and reinforced consistently.

BEHAVIOUR MANAGEMENT SYSTEM FOR MIDDLE AND UPPER SCHOOL

- If a pupil is disruptive (misbehaviour) in a lesson, at break/lunch times or at any time on school grounds, they will be given a verbal warning.
- If the pupil continues to misbehave either failing to follow staff instructions or worse giving backchat, the staff member will immediately issue the pupil with a detention.
- The detention will be served the following day in the Boardroom, taking up the whole morning break (20 minutes). An email will be sent to the parent's email address that is held on our current system to explain the reasons for the detention and when it will occur.
- Each morning, form tutors will inform those pupils who are required to attend detention.
- Pupils must arrive at the Boardroom in a timely fashion with a black pen.
- All detentions are conducted in silence with eating prohibited.
- If pupils are late to detention, they will be issued with an additional detention for the following day.
- If they do not settle or fail the detention through talking or disruptive behaviour, they will be issued with another detention.
- An accumulation of two detentions in a week will escalate to a half-day internal isolation.
- Pupils who receive multiple detentions on the same day will trigger an email home to their parents and they will serve an immediate internal isolation, the length of which is to be decided by the behaviour management team.
- Should a pupil choose not to attend a detention, the pupil will be immediately sent to the behaviour management team and SMT for discussion of the next steps.
- If a pupil demonstrates serious misbehaviour or is involved in a significant incident, the behaviour management team will action appropriate measures. In this case a verbal warning may not be given.

Repetitive poor behaviours over a short period of time or more serious behaviours may warrant a quicker escalation process. This will be discussed by the behaviour management team along with SMT. The decision will be made on an individual basis and reflective of the previous sanctions and behaviours. Parents will be kept informed throughout the entire process.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the School's obligations under the Equality Act 2010.

All detentions and isolations along with the causes should be recorded in the behaviour management system. Pupils who disrupt learning through dangerous or seriously disruptive behaviour will be removed from the classroom. A member of SMT will be called and the pupil will be sent to speak with the Vice-Principal. They will only return to lessons on the day of their exit if they are deemed to be in the right frame of mind to follow all instructions without further disruption.

Internal Isolation: The Behaviour Management Team along with support and advice from SMT may decide that in addition to or as an alternative to the sanctions above, a pupil is to be placed in isolation. If this is the case, parents will be informed of the details. This will be completed with a member of the behaviour management team

BEHAVIOUR MANAGEMENT SYSTEM FOR LOWER SCHOOL, PRE-PREP and EYFS

- If a pupil is disruptive (misbehaviour) in a lesson, at break/lunch times or at any time on school grounds, they will be given a verbal warning.
- If the pupil continues to misbehave either failing to follow staff instructions or worse giving backchat, the staff member will immediately issue the pupil with a second verbal warning. Should the pupil continue with their behaviour they will receive a time out during their break time.
- The time out will be served the following break, taking up five minutes of their break time.
- Depending on the incident, parents may be contacted by the behaviour management team or Vice Principal.
- Should a pupil's behaviour not improve, the verbal warning system will continue, the second time out in a week will result in a ten minute time out.
- If a pupil demonstrates serious misbehaviour or continuous disregard for the school rules or is involved in a significant incident the Vice Principal or the behaviour team will act accordingly.

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ESCALATION OF BEHAVIOURAL INTERVENTION GUIDELINES (under review)

Stage 1: Behaviour Management Team monitoring

- Emails or phone calls home to the parents.
- Behaviour management team analysis of behaviours, this may include tracking, intervention with the pupil, form tutor or class teacher interventions.

Stage 2: Failure to respond to interventions, continued failure of targets Pupil placed on Vice Principal Report for minimum 2 weeks

- Parent meeting with Vice Principal and behaviour management team.
- Pastoral Support Plan opened.
- Acceptable behaviour contract signed.
- Parent meeting with behaviour management team and VP, behaviour, attendance and academic progress reviewed.
- Pastoral support plan reviewed, and targets modified to meet need.
- Review meeting with parents every two weeks.
- Consideration for external intervention, Early Help Assessment offered. Follow up letter sent home. Targets consistently met - Phone call home from the Vice Principal to praise the improvement / targets met

Stage 3: Failure to respond to interventions, continued failure of targets, Behaviour Management Team and Vice Principal Meeting.

- Pastoral Support plan, mentoring and all intervention reviewed.
- Temporary exclusion considered.
- Follow up letter sent home.

Stage 4: Failure to modify behaviour & respond to interventions, continued failure of targets. Parent meeting with Principal and Head of Pupil Support and Wellbeing

- Place at Tower College to be discussed
- Follow up letter sent home outlining targets and expectations whilst on final report

Stage 5:

- Reintegration into Tower College or external alternative provision or permanent exclusion.

EXCLUSION - SERIOUS MISBEHAVIOUR

The School's Exclusion Policy is available on the school's website and all parents and pupils should be aware of the more serious sanctions (which includes temporary fixed term exclusions and permanent exclusion) that the Principal can impose for serious breaches of the School Rules, including but not limited to criminal behaviour. Examples of serious breaches of the School Rules which may result in serious sanctions include:

- Drug abuse;
- Alcohol and tobacco abuse;
- Theft;
- Bullying;
- Physical assault / threatening behaviour;
- Fighting;
- Sexual harassment;
- Racist or sexist abuse;
- Sexual misconduct including sexting;
- Damage to property; and
- Persistent disruptive behaviour;

Serious sanctions in accordance with the School's Exclusion Policy may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/ or warnings.

The School may be forced to exclude a pupil, or to require him/her to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective.

ALLEGATIONS AGAINST STAFF

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the [Child Protection Policy].

Should an allegation made by a pupil against a member of staff be found to be malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, and the School's [Suspension and Exclusion Policy], as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the suspension or permanent exclusion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

CONTEXTUAL SAFEGUARDING

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, they should follow the procedures set out in the School's [Child Protection Policy] and discuss their concerns with the School's Designated Safeguarding Lead (DSL), without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly. [● add in any local or school specific arrangements here]

MISBEHAVIOUR OUTSIDE OF SCHOOL

On occasion the School may apply the provisions of this policy to misbehaviour that occurs whilst pupils are outside the School and:

- taking part in any activity organised by the School, or related to the School;
- travelling to and from school;
- wearing school uniform; or
- in some other way identifiable as a student of the school.

This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another student or member of the public, or where the reputation of the School may be negatively impacted as a result of the misbehaviour.

Serious misbehaviour outside of school will be dealt with in accordance with the School's [Suspension and Exclusion Policy].

USE OF REASONABLE FORCE

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Teachers and any other member of staff authorised by the Principal have a statutory power to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- Committing any offence.
- Causing personal injury to any person (including the pupil themselves).
- Causing damage to the property of any person (including the pupil themselves); and
- Prejudicing the maintenance of good order and discipline at the school.

The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case.

The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour and must take into account any disability or SEN that the pupil may have.

Designated staff are trained in the circumstances in which reasonable minimum force may be used, all staff are aware that corporal punishment of pupils is strictly prohibited. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a pupil for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils or blocking a path) or active contact (such as leading a pupil by the arm away from a situation). Members of staff (including non-teaching staff) may use reasonable force at any time off the school premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of school activity).

Every member of staff will inform the Principal immediately after they have needed to restrain a pupil physically.

We will always inform a parent when it has been necessary to use physical restraint on their child, and invite them to the school, so that we can, if necessary, agree a plan for managing their child's behaviour.

SEARCHING

Tower College reserves the right to search pupils and their possessions.

The Principal, or a member of staff authorised by the Principal, may search a pupil provided there is another staff member present as a witness. Tower College does not conduct intimate searches and only a pupil's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a pupil will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in school.

Tower College will always consider the age of the child to be searched and any SEND or vulnerabilities the child may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the Tower College Child Protection and Safeguarding Policy.

The consent of a pupil will usually be obtained before conducting a search unless the Principal (or authorised member of staff) reasonably suspects that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession any of the following items:

- Knives;
- Weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic or offensive images; or
- Any item banned by the School Rules (including electronic devices).

This list is not exhaustive.

Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the pupil being searched) if the search is not carried out immediately, the Principal (or authorised member of staff) is permitted to carry out a search of a pupil of the opposite sex. The Principal (or authorised member of staff) is also permitted to undertake a search in this circumstance without a witness present only where it is not practical to summon another member of staff.

Tower College will inform the pupil's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

Tower College will keep a record of all searches carried out, including the results of any search, and the actions taken following that search.

CONFISCATION

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco or cigarettes, or fireworks they will be retained by Tower College and will not be returned to the pupil. Any finds will be reported to the Behaviour Management Team.

Controlled drugs will be delivered to the Police immediately. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, will be confiscated by a member of staff and passed to the Behaviour Management Team. If the Behaviour Management Team is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be photographed and passed to the Police. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned under the school rules, the member of staff conducting the search should immediately contact the Behaviour Management Team.

Electronic devices

School iPads

When a school iPad is being used by a pupil, the pupil must treat the iPad with due consideration and care. Any pupil caught using the iPad in a way in which it was not intended will be sanctioned as per the Behaviour Policy and the Behaviour Management Team will deal with the incident accordingly.

Where an electronic device is found during a search and that device is prohibited by the school rules, or where the member of staff undertaking the search reasonably suspects that the device has been or is likely to be used to commit an offence or cause personal injury or damage to property, the Behaviour Management Team may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through the electronic devices is not required.

The Behaviour Management Team may also erase any data or files from the device if it is considered that there is good reason to do so, unless there are reasonable grounds to suspect that the device may contain evidence in relation to a criminal offence (for example, certain pornographic material), where the files should not be deleted and the device must be given to the Police immediately.

If, following a search, the Behaviour Management Team determines that the device does not contain any evidence in relation to an offence, the Behaviour Management Team can decide whether it is appropriate to delete any files or data from the device, and will confiscate the device as evidence of a breach of this policy and may then sanction the pupil in accordance with this policy and the Exclusion Policy, where appropriate.

In the event that the search highlights a safeguarding concern in respect of any pupil, the Behaviour Management Team will follow the procedures set out in the Tower College Child Protection and Safeguarding Policy.

TEACHING AND LEARNING

The School aims to raise the aspirations of all of its pupils and to help them to appreciate their potential for achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way within the School. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

COMPLAINTS

We hope that parents will not feel the need to complain about the operation of our Behaviour Management Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's Complaints Policy [(which apply equally in the EYFS setting)] is available on our website.

PUPIL TRANSITION

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

TRAINING

All School personnel:

- have equal opportunities of training, career development and promotion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction
- receive training on this policy on induction which specifically covers:
 - a. Maintaining good order and discipline
 - b. Safeguarding pupils
 - c. The use of reasonable force
 - d. Dealing with bullying
 - e. Pupils at risk of disaffection
 - f. Pupil support programmes

MONITORING AND REVIEW

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy. This policy is reviewed and updated at least annually by the SMT and the Governors.

LINKS WITH OTHER POLICIES:

Exclusions Policy and Violence Policy

APPENDIX 1: PUPIL CODE OF CONDUCT (SCHOOL RULES)

IN GENERAL

The quality of school life that you enjoy is dependent upon you playing a full part.

- Show respect for your teachers and for visitors by standing when they enter the classroom. Be polite, helpful and courteous
- Open doors for staff and visitors. Hold them open as they pass through first
- Respect your classrooms and the public areas by keeping them tidy and in good order
- Breakages should be reported when they happen. If you are responsible, tell the teacher with you or on duty, your form teacher or the Head of Department. Expect to be in far greater trouble if you are discovered to have been dishonest or late in reporting problems. If your bad behaviour led to the damage being caused, expect to contribute towards the cost of repair.

The teachers and pupils should stand together against bullying and other forms of anti-social behaviour. Expect to be treated fairly and well and treat others in the same way. You must not tolerate racist and other personal abuse of any kind. If you feel unfairly treated, speak to your friends, your form teacher, Head of Year, the Principal or your Parents. Bullying is not part of growing up so don't put up with it.

ABOVE ALL, USE YOUR COMMON SENSE!

ATTENDANCE AND PUNCTUALITY

You will know that attendance and punctuality for school (whether actual or virtual) are really important, as lessons missed are difficult to recover. Your attainment at school is seriously affected by absence. Our school attendance target is 96% or above.

SCHOOL COUNCILS AND PUPIL VOICE

There is an active school council for each department to which all pupils are able to be involved. Matters discussed are passed to the Senior Management Team. In this way, you as a pupil, have a stake in the decision making of the School. Pupil voice is conducted by the Principal and/or Vice Principal and takes place regularly with all pupils having the opportunity to attend.

AT THE BEGINNING OF THE DAY

Come prepared for the day. You should arrive at school at the designated time for your department.

AT REGISTRATION

You should inform your form teacher of any messages for them from home at morning registration. Email notice is to be given to form teachers in advance when impending absence is known eg visits to doctor etc. Any absence should be covered by an email from your Parents or Guardians. If you are at an early session, it is your responsibility to ensure you are registered.

ORGANISATION AND WORK COMMITMENTS

You are expected to learn to use organisational tools at your disposal effectively - such as Microsoft Teams. If assignments have a due date ensure these are "turned in" properly.

AT ASSEMBLY

You are expected to attend assembly, either physically or virtually. Listen carefully to the messages at assembly as these often involve you. For physical assemblies enter the hall in silence, remain quiet and courteous to all during assembly and do not leave the hall unless directed to do so.

IN THE CLASSROOM

You are expected to come to your lessons prepared to learn with the correct books and equipment ready to use. You're expected to contribute fully to your lessons, and to take pride in the management of your exercise books, files, textbooks and online documents. Missed work should be copied up where appropriate, and within a week. It's your responsibility to find out the work you missed. Please also see 'Classroom Expectations' at the end of this document.

ON LESSON TRANSFER

Please move from class to class efficiently, quietly and without undue delay, following any one-way systems in place. In areas where congestion occurs such as staircases, please keep to the left, and follow any other safety hygiene rules in place. Wait outside your next classroom until instructed to enter by the teacher taking you. Please be aware that if COVID-19 measures are in place, these absolutely must be adhered to.

INDIVIDUAL TUITION LESSONS

- Always notify your usual teacher that you will be absent for such a lesson if the two clash
- If you are due to be absent for an individual lesson, make sure you or your parents inform the teacher concerned in good time.

AT BREAK

Make sure you stay in the designated areas for your year group. If litter becomes a problem, the litter rota will be implemented and the availability of goods to purchase may be withdrawn.

AT LUNCH

If the Tower College Diner is running, different age groups go in for lunch at different times, and on match days, sports teams have priority in respect of departure time. Please observe the published priorities. Food may only be consumed in the dining room (if it is running) and/or designated year group picnic areas. No food should be consumed on the astro- turf. For packed lunches ensure you don't leave food that can go off in your lockers overnight.

ON THE SPORTS FIELD

You're expected to participate fully in your Physical Education and Games programme. If selected. You are expected to attend the designated training sessions, even if these lie outside the games afternoons.

It is an honour to be selected to compete for the school. You are expected to try your hardest, to value victory, to be sporting at all times even in defeat and to be good hosts after the event, so as to promote friendship amongst sportsmen.

School uniform should be worn to and from all matches unless you are informed otherwise by your coach. A general set of rules exist for Physical Education and Games. These exist for your benefit and safety. You are expected to take appropriate care of your personal hygiene following athletic activity, wear the appropriate safety equipment, wear school kit wherever possible, and to have a full complement including foul weather suits and towels.

SAFETY IN HAZARDOUS AREAS

A number of departments have specific rules and guidelines that must be adhered to for health and safety reasons. Infringement of these rules may lead to exclusion from the lesson, suspension or worse.

SAFETY ON COACHES AND BUS SERVICES

Remain seated and wear seat belts where fitted. Behave sensibly at all times and sit in your designated year group area. It is not possible for teaching staff to supervise you on your journeys at the beginning and end of the day. If you misbehave and endanger the safety of others, then expect to be punished. This would normally be five days exclusion from use of the service.

SAFETY IN SCHOOL VEHICLES

Do not enter a vehicle without permission.

Always wear a seatbelt and return the seat belt to its holster after use. Damage to upholstery is very expensive to repair and is always charged for. **DO NOT DISTRACT THE DRIVER.**

FIRE REGULATIONS

These are published in your classroom. In the event of a fire, be quiet. Listen to the instructions being given to you by your teacher and follow them without noise or panic. Do not talk. Do not run.

The assembly area is the back lawn to the side of the Jubilee Hall, and you should go directly to the assembly area if you are on your own. Do not re-enter a building for any reason. Do not try to put out any fire.

FIRST AID

The members of staff appointed for First Aid are listed in the First Aid Policy. The 'sick bay' is next to the Board Room. In the event of an accident, report immediately to ??? or to the School Receptionist for assistance. The Office aims to contact parents and guardians on all occasions when their child reports to be sick, except when for trivial reasons, such as plasters and water refreshment.

OUT OF BOUNDS

You will be informed of and aware of areas that are out of bounds, either to all pupils or those outside a particular year group bubble. If you are found to be out of bounds expect to receive a sanction. Your designated year group classrooms are open for your use most of the day, except for classrooms and hazardous areas, which are kept locked. This policy is not to be abused, and you must behave sensibly at all times whilst indoors.

DETENTION

Break time detentions may be given by staff for disruptive behaviour within school. The Behaviour Management system explains this in more detail (see Behaviour Management Policy).

DISCIPLINE POLICY

A full discipline policy exists to support these expectations and is available from the Office. Specific safety rules may be in place at certain times due to Government regulations (for example to avoid the spreading of germs) - these should also be followed. Not doing so could put yourself and others at risk and serious sanction may be given if this happens.

UNIFORM AND APPEARANCE

The school uniform is simple and easy to conform to. A uniform list is issued to all families when they commence school. You should wear the specified uniform to and from school at all times. When directed by staff, and when the weather is hot, a summer uniform allowance may be announced. Please make sure your uniform and appearance meets the guidelines, and particularly:

- Hair to be of natural colour and the style should be smart, with no extreme hairstyles. If girls have longer hair, this is to be tied back
- Pupils cannot wear earrings or finger rings
- Shoes should be black, supportive, fitted to the foot and polishable or otherwise presentable.

FORBIDDEN THINGS

Only bring to school the equipment, food and clothing you're expected to use for the better performance of your work. Valuable computers, toys, pens, watches/smart watches and clothing must be left at home. All forms of chewing gum are strictly forbidden at all times. Unsuitable items that are confiscated may be collected from the teacher concerned by parents. Pupils found in possession of weapons, cigarettes, alcohol, other drugs and the like will be immediately suspended*, prior to further action by the appropriate authorities. We class all guns as weapons, including imitation and those for firing ball bearings (BB).

*The school authorities have very little latitude in this area, and we do not condone behaviour of this kind.

PROPERTY

- You are expected to be responsible for your own property and keep it safe in your locker, which must be locked with a padlock. You're expected to respect other people's property.
- Theft is punishable by suspension or expulsion and could be reported to the police. You should ensure all property including watches, pens and the like are clearly marked with your name. You are expected to take good care of all property loaned to you.
- You must not write in school textbooks or deface school equipment. All damaged goods will be charged for. You may not sell, exchange or otherwise trade in commodities at school.
- Avoid bringing valuable items into school, though if you do these should be placed in your locker. You should only bring in sufficient money for your daily needs.
- Whilst classroom rotation is not taking place, you may leave a bag with your books and equipment at the bag racks (unless COVID-19 restrictions are in place - in which case bags are to be left at home) Pupils will use bags only to carry their belongings to and from school, and when taking part in a sporting activity.

TOWER COLLEGE CLASSROOM EXPECTATIONS

- Arrive on time to your lesson with the correct equipment and books. Be ready to work.
- Listen carefully to the teacher.
- Follow the teacher's instructions.
- Raise your hand to answer a question or to attract the teacher's attention.
- Behave politely.
- Show consideration to others at all times.
- Respect the teaching room/area and equipment in it at all times.
- Do all your classwork to the best of your ability.
- Log your homework accurately in your diary.
- Stand behind your chair at the beginning and end of the lesson.
- Stand when a teacher or visitor enters the room.
- Mobile Phones are not allowed in school.
- Do not drink or eat in the classroom (Unless agreed with school on medical grounds). Water is allowed in your own water bottle at breaks and lunch times.
- Keep hands, feet and unkind comments to yourself.
- No make-up, fake tan, false/extended nails, hair colouring treatment or jewellery except for a wrist watch (no web enabled watches) to be worn or seen in school at any time.

APPENDIX 2: BEHAVIOUR MANAGEMENT POLICY – COVID-19 ADDENDUM

In addition to our school behaviour policy, the following additions have been made to support the safety of our school community during COVID-19.

Expectations of Parents/Carers:

- ONLY 1 Parent/Carer to enter school site to bring child(ren) to school.
- Ensure social distance from other adults whilst waiting for doors to open – as per government guidance (please do not arrive too early to avoid congregation).
- Parents/Carers not to enter school building.
- Collect your child As Soon As Possible (ASAP) if called regarding illness/symptoms.
- Stick to allocated drop off/pick up times – if allotted time missed, please do not bring your child into the main reception until 9:30.
- Parents/Carers to collect child if not adhering to NO TOUCHING rules (reminders given prior to this).

Expectations of Children:

- Normal behaviour rules/rewards/sanctions apply – (as per Tower College Behaviour Policy)
- Children should stay at a social distance as much as possible (adults in school to remind children when necessary).
- Children should not play games that include touching others (e.g. tag, stuck in the mud etc...).
- Children not sticking to the NO TOUCHING rules will be reminded and parents informed to support with reinforcement.
- Children to line up at a social distance in school when asked.
- Children to enter the building separately and patiently.
- Children to wash hands/sanitise when entering the building and at regular intervals throughout the day.
- Any coughing/spitting on another pupil will result in being sent home.
- Children to follow any signs and special routes in place (e.g. one-way system)
- Children to only use their own water bottle.
- Children to avoid touching their mouth, nose and eyes and follow the 'catch it, bin it, kill it' advice.
- To follow the Acceptable User policy whilst using TEAMS online from within school.

We promote good behaviour at Tower College, through Rewards

We aim:

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-discipline and proper regard for authority among pupils.
- To prevent all forms of bullying by encouraging good behaviour and respect for others.
- To use appropriate sanctions for unacceptable behaviour

Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Responsibilities

It is the responsibility of everybody in the school to ensure that people's rights are protected. The children are again made aware of this and reminded of it through PSHE and Health and Wellbeing lessons.

Rewards

Children who make good behaviour choices will be rewarded in the following ways: -

- Praise
- House Points
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Other rewards may be given at the discretion of the Bubble teacher.
- A virtual 'hygiene hero award' certificate awarded each week, per Bubble.