

# Thomas Telford School



## Behaviour Policy

Approved by Governors June 2023

# Behaviour Policy

Prepared by: Sir Kevin Satchwell

All students and staff at Thomas Telford School are entitled to learn and work in a safe and supportive environment where everyone is valued. Effective learning takes place where principles of high moral, ethical and personal standards are clearly expected and communicated.

Positive reward rather than punitive sanctions provides the motivation to succeed. Opportunities for reflection and restorative work is also fundamental to maintain the highest standards of behaviour. It is upon these principles that the charters for students and parents were developed. The expectations and standards of behaviour are defined in detail in these charters and should apply not only in school but on trips or external activities where students are representing the School. The code of practice has been agreed by the students, teachers, parents and Governors of the School over many years and is regularly revisited through parents, staff and student Voice questionnaires, Headmaster Lunches and Heads of Year breakfast. It is the responsibility of all concerned to ensure that behaviour expectations and standards are upheld and that the students gain their entitlements:-

- to be valued as highly and equally as other students
- to be actively encouraged to achieve and realise or exceed potential
- to foster independence, resilience, integrity and personal responsibility
- to develop, discuss and justify personal viewpoints in a climate which encourages active listening and respect

Students will be expected to extend these same entitlements to everyone in the School and wider community. There will be due regard for other students' and teachers' entitlements. Above all we must emphasise:

- students attend school to learn
- teachers come to school to teach
- everyone at Thomas Telford School must be safe and feel safe
- To treat others the way we would like to be treated

In the rare exceptions when students breach the above, they will be dealt with according to the procedures detailed in this document to ensure that other students and staff can proceed effectively with their learning and teaching. Again, in these very rare cases, the Headmaster has the authority to temporarily exclude a student following a serious breach of behaviour expectations. This will be for the shortest period possible with the intention of students

reintegrating back into school. This allows for cooling off and a period of reflection, whilst evidence is collated. A meeting with parents will be arranged, usually within 1 working day and no longer than three working days. Work will be provided from day 1 of any exclusion by the personal Tutor and phone call home on a daily basis should be made by the Year Head or DSL to check the student has received appropriate work and their wellbeing is noted and logged.

Where behaviour is poor, the opportunity to learn is reduced for all students within the same group by the teacher's distraction in dealing with the issue.

### **Pastoral System**

The **Headmaster** is responsible for behaviour and standards at Thomas Telford School. A Deputy Head, has delegated responsibility for the pastoral system.

The School operates a Year Head and Head of Key Stage system, with support from an Assistant.

The roles are as follows:

- **Head of Key Stage 3 (Years 7 and 8).** Head of Year: Mr Norman
- **Year 9.** Head of Year: Mrs Bains
- **Year 10.** Head of Year: Mr Wrenshall-Jones
- **Year 11.** Head of Year: Ms Wright
- **Head of Sixth Form:** Head of Year: Mr Bird

Heads of Key Stages and Year Heads support students in the expectation of helping them fulfil their potential in every area of their school career. Heads of Key Stages and Year Heads are responsible for applying the Behaviour Policy consistently and effectively, to benefit the whole school population.

### **How can teachers promote positive behaviour?**

A school which actively fosters an ethos which is motivating, supportive and friendly will promote and sustain good behaviour.

The following strategies, if used consistently by all personnel, will help us to achieve a positive atmosphere and high standards of behaviour, both in the classroom and outside of the classroom:

- Effective lesson preparation to ensure work is matched to the ability of all students within group
- Provision of attractive and user-friendly learning resources
- Actively involving students in learning which includes a range of varied and relevant activities

- Establishing clear routines for classroom management. Greeting students to class, warmly and professionally. This should also be the expectation in the other areas of school, outside of the classroom
- Politely, calmly and consistently holding students to high standards of behaviour and uniform in line with school policy: shirts, ties, badges, jewelry, etc.
- Setting attainable and realistic targets each lesson
- Providing constructive feedback through regular marking of books, formative and summative assessment (See Feedback and Marking Policy for details), and purposeful discussions with students to foster mutual respect
- Ensuring records of progress inform lesson planning and inform students of WWW/EBI. (See Feedback and Marking Policy for details)
- Keeping personal tutors and parents updated about student progress
- Reward good behaviour and work regularly through:
  - words of encouragement
  - sharing examples of good practice with group
  - displaying student work
  - broadcasting achievements via the news bulletin
  - awarding commendations
- Retaining a sense of humour and fostering a friendly, warm, and professional atmosphere
- Ensuring that teaching environments are attractively maintained
- Setting appropriate and relevant homework tasks
- Listening and taking appropriate action when students express concern
- Do not tolerate bullying or unacceptable behaviour. Refer to personal tutor /subject line manager/ Head of Year, or DSL, where appropriate and immediately

### **Dealing with incidents**

Occasionally, student behaviour may fall short of the expectations that the School has for its students. This may involve aspects of the following:

- Low level disruption in classrooms or communal areas
- Child on child abuse, which may be manifested in sexual, physical or emotional abuse
- Bullying
- Discriminatory behaviour based on gender, race, religion, sexuality, disability
- Aggressive behaviour, which may be physical or verbal

- Damage to the fabric of the School
- Misuse of Communications or Information Technology including sexting and illegal explicit images

Acute instances of misbehavior will be termed as 'Serious Incidents' and will be dealt with according to the processes outlined below. At all times the actions of the School will be with a view to protecting members of the School Community from harm.

### **Taking Appropriate Action**

No matter how effectively we operate consistent strategies there will be occasions when students' behaviour or standards of work are unacceptable. There may be instances where parents are requested to collect students from school due to matters being serious (see page 3 statement). **Swift and appropriate action should be taken.**

In the first instance, the responsibility for acting rests with the relevant personal tutor or subject teacher. If subject teachers or personal tutors are unsure about the nature of action, they should seek advice. They are supported by their subject line managers and pastoral leads/Head of Year and Assistants.

Personal Tutors are the gatekeeper for all issues related to their tutees and should be kept informed so that they can retain an overview of their personal students' progress in relation to matters of behaviour, as well as academic progress.

Key people to take advice from include subject line managers, pastoral leads/Heads of Year and Assistant Heads of Year or, in serious cases, the Headmaster or Senior Deputy Heads.

### **The five levels for disciplinary action**

#### **At the first level**

- Keep calm.
- Do not be led into an argument.
- Condemn the act not the person.
- Discuss the problem.
- Ensure a fair outcome.
- Set target for future behaviour and a review date determined by the severity of the problem
- Inform Personal Tutor and subject line manager.

#### **At the second level**

- If behaviour does not improve, action should be taken to rectify the matter. The strategies below could be applied progressively, or escalated in line with the behaviour presented:

- The teacher should seek professional advice from subject lead
  - A phone call home made from the subject teacher to constructively discuss the matter with parents
  - The student could be temporarily removed from the classroom and placed with a subject lead to provide an opportunity for reflection
  - A phone call home from subject lead with a clear final warning
  - A meeting arranged between parents, student, teacher, and subject lead in a bid to rectify the behaviour
  - If the strategies above fail, the matter should be escalated to the relevant Head of Year who will meet with parents, and the student, to communicate the potential next steps, if behaviour does not improve (see Level 3)
- At all stages, the Personal Tutor should be kept informed, so that they can raise broader issues with the relevant Head of Year, if required
  - Once behaviour has reached the subject lead, the relevant Head of Year should be informed, so that they have overview of the matter. At this stage, the student's Module Report should reflect that action has been taken

At the meeting:

- Thank parents for coming into school
- Give a progress report. Emphasise positive achievements as well as concerns
- Identify behaviour causing concern
- Devise support strategies
- Agree future targets
- Set a review date
- Subject lead **and** Heads of Year will keep accurate records **on CPOMS** of incident, meeting and outcome. Personal Tutor will keep Head of Year informed of meeting and outcomes
- A follow up letter by subject lead or Head of Year, to parents will summarise the meeting and agreed outcomes. Copy of which will be saved on CPOMS

If a resolution of the behaviour is not reached, continue to seek advice from the relevant Head of Year or DSL.

It may be necessary at this stage to draw up a behaviour contract:

- Make a follow up appointment with the parents to review progress
- Devise support strategies (may include involvement of outside agencies)
- Set a review date
- Document action as above

### **At the third level**

If action at level 2 has not seen improvements in student attitude and behaviour (this will be very rare), the Head of Year will discuss ongoing difficulties with the Headmaster. The Headmaster has the authority (scheme of governance) to exclude the student for a period of time (as deemed appropriate by the Headmaster) and may utilise the School's Pre-Reintegration Centre, or in exceptional circumstances seek a short term placement in the Learning Inclusion Unit at Madeley Academy. (See **Annex C**).

Following this short exclusion, there will be an opportunity for a restorative meeting with School, parents and the student. The student will make a presentation to all about how they have reflected on their behaviour, the choices they made, and how they will improve in the future to ensure a long and prosperous career at the school.

### **At the fourth level**

Occasionally, in exceptional circumstances, where all support strategies have failed to achieve the desired behaviour, the parents in consultation with the School may withdraw the student and seek alternative education.

### **At the fifth level**

In rare cases, where agreement cannot be reached with parents and support strategies have failed, or an incident is of a most serious nature, the Headmaster may make a provisional decision to expel a student, subject to confirmation after the matter has been referred to the Chairman (or in his absence Vice Chairman) of Governors and the student and his/her parents have had the opportunity to make representations. **Annex A** advises on Procedures to be adopted in the case of a Serious Incident. **Annex B** details the School Procedures regarding Expulsion.

### **Conclusion**

Clearly the level of intervention to adopt depends on the nature of the behaviour and the circumstances. Intervention can occur at any level. The commonsense rule applies and teachers are encouraged to seek advice when they are unsure of appropriate action.

### **Reasonable Force**

All members of School staff have a legal power to use reasonable force. Reasonable force is when physical action is necessitated in a proportionate manner to minimize harm to Members of the School community. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. This force could be used to restrain pupils.

## **The power to search pupils**

The Headmaster will authorise members of staff to use the statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item listed below or any other item that the School rules identify as an item that may be searched for.

The list of prohibited items as set out by Searching, Screening and Confiscation guidance July 2022 is:

- Knives and weapons;
- Alcohol
- Illegal drugs
- Stolen items

Any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
- tobacco and cigarette papers
- fireworks; and
- pornographic images.

If reasonable force is used, it is good practice to speak to parents and record incidents. Please consult the Searching and Confiscation Policy for further information on how these will be managed.

## **Bullying**

Our goal is to have a Bully Free School. However, we are realistic and understand that there is always the possibility of bullying occurring within school and it can happen in many different ways:

E.g.

- physical violence
- threatening behaviour
- verbal abuse
- teasing
- humiliation
- embarrassment
- name calling
- comments about family
- comments about appearance / physique
- comments about ethnicity / religion
- intentional damage to possessions

- psychological bullying
- use of technology to assist in any of the above: texting, email, photographs

All these and many more demonstrate the wide variety of ways in which students can be bullied. It is vitally important that **any** incidents of bullying be notified immediately to the Personal Tutor or other relevant members of staff as indicated in the Student and Parent Charters e.g. Pastoral Heads of Year, Assistant Heads of Year or DSL team (names are in each toilet in school).

All students will be periodically reminded via broadcast, Personal Tutorial, assemblies, and the PSHE/RSE program, about the role of all to prevent bullying and what to do if bullying occurs.

If a student feels that appropriate action is not being taken to resolve the problem, they can have immediate access to the Headmaster. Parents can also have access to the Headmaster, if they feel appropriate action has not been taken by the Pastoral Lead/Head of Year.

### **Role of Teachers, Supervisors and Management**

Bullying should be a regular topic of discussion within the tutorial group, assemblies and the PSHE/RSE program. All teachers should have discussions about bullying, from time to time, emphasising the school's views about nil tolerance. Students should be encouraged and supported to look out for each other and be prepared to report any concerns to any teacher, nurture room staff, supervisor, member of SMT or the Safeguarding Team. Every student should be reminded that the Headmaster is available to support them if they feel the matter has not been dealt with properly or the bullying will not stop. Parents also have an important role to play and are strongly advised (through the Parents Charter) to report any concerns over bullying, however small. Opportunities to emphasise the school's views about bullying will be made via assemblies, school broadcasts, PSHE/RSE program and within subject lessons.

### **Whose responsibility is it to report bullying?**

The victim  
Other students  
Parents

Sometimes, the victim may find it difficult to report the matter. Other people i.e. other students and parents have a responsibility to see that the matter is raised and dealt with appropriately. We all need to look out for each other.

### **What action will be taken?**

The priority is to safeguard the victim and other students and totally remove any possibility of repeat. Please see second and third level on pages 5 and 6 of this policy.

In the event of not being able to secure these conditions with an offender or if any one incident is particularly serious in the judgement of the Headmaster, the Bully will be excluded or expelled from the School using the normal procedures for exclusion and expulsion.

The Headmaster's decision regarding exclusions and expulsions will be final.

This policy should be read in conjunction with the E-Safety Policy, Child Protection Policy and Safeguarding Policy.

## **SERIOUS INCIDENTS OF MISBEHAVIOUR**

### **ACTION TO BE INVOKED BY SENIOR STAFF IN SERIOUS DISCIPLINARY MATTERS**

Please take note of the principles of quality care, guidance and fairness implicit within the Students' Charter.

Over serious matters, students must be interviewed by a senior member of staff which must be a Deputy Head or Head of Year or Head of Department. Two staff members should be present to conduct the interview.

The student(s) will be questioned fairly and be given ample opportunity to give a response. The student will be asked to provide a written and signed/dated statement of what happened. At this stage this report will help to enable the School to decide on what further action should be undertaken. Where necessary, witness support and CCTV evidence will be gathered.

If the senior member of staff requires a further meeting with parents or there is the possibility of the student being excluded or expelled from the School because of the seriousness of the event then permission needs to be sought from the Headmaster. The senior member of staff should then be concerned with entering into discussions with parents and the student to attempt to find a reasonable way forward. A letter will be sent to parents summarising the process and the outcome of the meeting.

In this process, regard must be made for the general standards of behaviour and discipline expected within the School and the other children should not be compromised as a result of any recommendation made. Normally a 'cooling off' period of exclusion for one to three working days is required to allow proper discussions with parents after which a full report is provided for the Headmaster with recommendations from the senior member of staff as to what decision should be taken. A full chronological written report should be prepared for the Headmaster.

If the senior member of staff believes that expulsion is likely and intends to recommend this to the Headmaster for consideration, then as an alternative every effort should be made to secure a fresh start in another school via a managed move. In most instances a managed move will be the preferred option by parents rather than expulsion.

The options available to the Headmaster are: to allow the student to return to School, usually with some condition that is agreed with parents or to expel because the overriding factor is that the progress, welfare and safety of other students and employees within the School could be compromised by the student returning.

It is the responsibility of the Headmaster to ensure that there is a safe and secure environment for students and staff. Expectations in relation to standards of behaviour from the students will be clear and unambiguous. To ensure that the School is able to provide a safe and secure environment, it is essential that the standards of behaviour set are consistently met and complied with. Sometimes a minority of parents do not agree with the high standards of behaviour expected by the School and it should be noted that the School is not prepared to compromise on these standards and will not arbitrate to achieve an alternative outcome due to pressure being applied by parents.

The Headmaster of the School will act in accordance with the Scheme of Government Paragraph 14, Section (h). In the event of considering expulsion the Headmaster of the School will inform parents of their right to make further representation to the Chairman of Governors. Please see Annex B.

Where serious misbehaviour has the potential for being a criminal offence the School will work in full cooperation with the Police.

**INFORMATION FOR THE HEADMASTER AND GOVERNORS**

**SCHOOL PROCEDURE REGARDING EXPULSION**

1. Headmaster writes to parents stating provisional intention to expel and offers a further meeting with, or opportunity to make representation in writing to, the Chairman. (Sample letter attached)
2. If requested by parents, the Chairman convenes a meeting with at least one other Governor and an outside Observer to ensure fairness. (Sample letter and Procedure for Meeting is attached)
3. Following the Meeting, the Headmaster consults with the Chairman and reaches a decision which is final.
4. There are no other appeals.

## LETTER TO PARENTS FROM THE HEADMASTER

Dear

**Re: (Student's Name)**

Following detailed enquiries conducted by senior staff, I have made a provisional decision to formalise (Student's Name)'s expulsion from this School.

The reasons for my decision are:-

(State Reasons Here)

If you feel that my action is unfair, then you may seek an appointment with, or write to, the Chairman of Governors, Mr John Bowater, at the School address.

You are entitled to have access to any written statement about the incidents made by (Student's Name) and his/her pastoral records.

I am prepared to consider any representation that you may wish to make to the Chairman and shall consult with him before reaching a final decision.

Enclosed to assist you is the Information for Parents Regarding Expulsion Procedure.

Yours sincerely

Sir Kevin Satchwell  
**Headmaster**

## **INFORMATION FOR PARENTS**

### **REGARDING EXPULSION PROCEDURE**

1. Expulsion from the School may happen on occasions for very serious misbehaviour or activity.
2. The Scheme of Government provides clearly:-  
“The Head shall have the power in his discretion to suspend or expel any student and in the event of expulsion shall invite and give due consideration to representations from the Parents of such student and consult the Chairman (or if unavailable the Vice Chairman) before reaching a final decision.”  

Page 8 Section 14 Para (h)
3. The Headmaster shall inform the Parents, in writing, of his intention if he is considering expulsion.
4. An opportunity for Parents to make representation to the Chairman in writing or verbally via interview will be offered. Parents may, if they wish, be accompanied by a friend when making their representation. The Chairman, plus at least one other Governor, and an outside Observer to ensure fairness shall consider the views given by the Parents, student and their friend/representative.
5. Efforts will be made to complete the procedures within ten working days in the interests of all parties concerned.
6. If the Parents wish to make representation in writing and not attend a meeting, the Chairman shall make whatever enquiries and arrangements he feels necessary before offering his advice to the Headmaster.
7. The Headmaster will attend the meeting to clarify any points on School Policy and listen to the comments made by persons present.

## LETTER TO THE PARENTS FROM THE CHAIRMAN

Dear

**Re: (Student's Name)**

Following your request to meet with me to make representation over the Headmaster's intention to expel (Student's Name), I have now arranged for a meeting to take place at the School at (time) on (day) (date).

Please report to the Main Reception at the School by (time).

The procedure for the meeting is attached.

Yours sincerely

John Bowater  
**Chairman of Governors**

## **INFORMATION FOR PARENTS**

### **PROCEDURE FOR A MEETING BETWEEN PARENTS AND/OR MAKING REPRESENTATION TO THE CHAIRMAN OF GOVERNORS REGARDING EXPULSION**

1. Introductions.
2. The purpose of the meeting is described to all present by the Chairman.
3. Senior staff provide a verbal report to all present supported by documentary evidence where appropriate.
4. Parents, student and their friend/representative are offered the opportunity to verbally respond supported by documentary evidence where appropriate.
5. The Chairman plus Governor in attendance will seek clarification on any issues from the persons present.
6. When the Headmaster has received the views of the Chairman and received advice on the fairness of the meeting he will make a final decision concerning expulsion and inform the Parents as soon as possible in writing.
7. If the Parents wish to make representation in writing and not attend a meeting, the Chairman shall make whatever enquiries and arrangements he feels necessary before offering his advice to the Headmaster.
8. The Headmaster will attend the meeting to clarify any points on School Policy and listen to the comments made by persons present.

### Policy for use of the Pre-Reintegration Centre and Madeley Inclusion Unit

The school provides a Pre-Reintegration Centre (PRC) for the placement of a student for up to two weeks for the following reasons:

- The student has committed a very serious offence or combination of offences and is borderline facing the possibility of expulsion
- To isolate the offending student from other students within the school to prevent escalation
- To protect victims from the offender and any potential retaliation
- To provide time to investigate a serious Safeguarding matter
- To continue access to their education
- To provide a period of reflection
- To prepare a presentation, following a period of reflection, to be delivered at a meeting with the Head of Year or Deputy Head, the DSL and parents prior to being considered for a return to normal lessons
- To produce letters of apology including reassurance about future behaviour which will be prepared by the offending student to their victim(s) and their parent(s) before the student is allowed to return to normal lessons
- To allow the student and parents time to consider an agreed return to lessons by signing a behaviour contract which shall include conditions for compliance
- To decide a review date for behaviour

The points below ensure safe and effective use of the Reintegration Centre and Madeley Inclusion Unit:

- There will never be more than one student in the Pre Reintegration Centre at any one time
- In the very rare circumstances, when there is a need for a second student placement at the same time, Madeley Academy may be approached for support
- The decision on who is placed in the PRC will be made by the Headmaster who will consult with the DSL, and Chair of the Pastoral Committee
- Work will be accessed from subject teachers by the DSL and Head of Year
- The student is expected to complete work independently to the best of their ability following their regular timetable
- The PRC will start at 9.00am and finish at 3.00pm
- Parents must deliver and collect the student from reception
- Students will not be allowed to use school transport from Wolverhampton
- Meals will be delivered to the PRC or the student can bring a packed breakfast and/or lunch
- A member of staff will check-in with the student during the school day
- The DSL, Head of Year/Assistant, Personal Tutor, or another designated member of staff will offer guidance on the successful completion of the restorative practices outlined above
- There is a toilet facility adjacent to the PRC
- No breaktimes allowed outside with other students