

# **Thomas Telford School**



## **Behaviour Policy**

Prepared by Jamie Norman November 2022  
Approved by Governors November 2022

# The Intention of the Behaviour Policy

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 communicated. Positive reward rather than punitive sanctions provide the motivation to succeed. 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. It is the responsibility of all concerned to ensure that 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 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 must be due regard for other students' and teachers' entitlements. Above all we must remember:

- students attend school to learn
- teachers come to school to teach
- everyone at Thomas Telford School must be safe and feel safe

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. 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.

## **Behaviour and the Pastoral System at the School**

The Headmaster is responsible for behaviour and standards at Thomas Telford School. Mr Rawlings, Senior Deputy Head, is responsible for the pastoral system. The School operates a Year Head system, with each Head of Year supported by an Assistant. The roles are as follows:

- Year 7. Head of Year: Mr Norman; Assistant Head of Year: Mrs Price
- Year 8. Head of Year: Mrs Bains; Assistant Head of Year: Mr Such
- Year 9. Head of Year: Mr Wrenshall-Jones; Assistant Head of Year: Miss Hutton
- Year 10. Head of Year: Ms Wright; Assistant Head of Year: Mr Kitchenham
- Year 11. Head of Year: Mr Bird; Assistant Head of Year: Miss Martin
- Sixth Form. Head of Year: Mr Rawlings; Assistant Heads of Year: Miss Burnett, Mrs Needle and Mrs Williams

Heads of Year support students in the hope of helping them fulfil their potential in every area of their school career. The Head of Year is responsible for the academic achievement of students, and provides pastoral care as appropriate, when students require it. Heads of Year are also responsible for applying the Behaviour Policy consistently and effectively, in order 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 good behaviour.

The following strategies, if used consistently by all personnel, will help us to achieve a positive atmosphere and high standards of behavior:

- 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.
- Setting attainable and realistic targets each lesson.
- Providing constructive feedback through regular marking and purposeful discussions with students.
- Ensuring records of progress inform lesson planning.

- Keeping personal tutors and parents updated about student progress.
- Reward good behaviour and work regularly:
  - words of encouragement
  - sharing examples of good practice with group
  - displaying work
  - broadcasting achievements via the news bulletin
  - awarding commendations
- Retaining a sense of humour and fostering a friendly 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 and Pastoral Head immediately.

### **Dealing with incidents**

Occasionally, student behaviour may fall short of the expectations that the School has for its youngsters. 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 on the basis of 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

Acute instances of misbehaviour will be termed as a Serious Incident, 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. Swift and appropriate action should be taken. The responsibility for taking action rests with the relevant personal tutor or subject teacher. Teachers are supported by their Line Managers, Heads of Year and Deputy Heads. If teachers are unsure about the nature of action they should seek advice. Personal tutors should be kept informed so that they can retain the overview of their personal students' progress. Key people to take advice from are any of the Deputy Heads or the Headmaster.

The School aims to mirror the practices used in industry and the world of work. The procedures for disciplinary action are as follows.

### **Keep problems to a minimum**

#### **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.

#### **At the Second level**

- Seek professional advice within school from line managers and pastoral leads.
- Make an appointment with the parents.
- Consult with personal tutor.

#### **At the Interview**

- Thank parents for coming into school.
- Give progress report. Emphasise positive achievements as well as concerns.
- Identify behaviour causing concern.
- Devise support strategies.
- Agree future targets.
- Set a review date.
- Document action.

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

It may be necessary at this stage to draw up a behaviour contract. (See Pastoral Head)

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

### **At Level 3**

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

### **At Level 4**

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 common sense 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. Please consult the Anti-Bullying Policy for further information on how Thomas Telford School deals with Bullying.

## **E-Safety**

While affording young people great opportunities to interact with the world around them, E-Safety remains an area of continued concern for the School and parents alike. Regrettably, students have previously been involved in safeguarding issues related to their use of social media. As a general principle, matters related to E-Safety outside of school are treated with the same seriousness as issues that take place in school. The School consistently reminds students of their responsibilities with regard to safe use of social media, and highlights the risks posed by its misuse.

We request that parents counsel their children on these matters also to minimise the possibility of disciplinary issues resulting from this misuse. Please view our E-Safety Policy for further information on this.

## **Inclusion**

All children deserve to be treated fairly and to have their needs met at Thomas Telford School. At all times the School will endeavour to provide clear support to students who have SEND with regard to application of the behaviour policy. SEND students will receive clear explanation of disciplinary procedures and matters related to the application of the behaviour policy. At all times action will be taken in line with the Equality Act of 2010.

## **Sexual Violence and Sexual Harassment**

In line with Keeping Children Safe in Education 2022, the school adopts a zero tolerance approach to harmful sexual behaviours. Sexual violence and sexual harassment are never acceptable, and will be dealt with in consultation with our Child on Child Abuse policy.



## **Annex A**

### **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, ie Pastoral Head or Head of Department. If the nature of the incident is most serious then at least two staff members should be present to conduct the interview, e.g. Two Deputy Heads or Deputy Head and Student Support Officer. The student should be questioned fairly and be given ample opportunity to give a response. The student should be encouraged to provide a written statement of what happened and offered the opportunity to sign this as an authoritative record of events. At this stage this report will help to enable the School to decide on what further action should be undertaken.

If the senior member of staff requires a further meeting with parents or there is the possibility of the student being expelled from the School because of the seriousness of the event then permission needs to be sought from the Headmaster. A letter will be sent to parents, taking note of the guidelines within the Staff Portfolio. 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.

In this process, note must be made of the general standards of behaviour and discipline expected within the School and the other children should in no way be compromised as a result of any recommendation made. Normally a 'cooling off' period of two to three 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. The student will be collected from school by a parent to start the cooling off period. At all points, the actions of the school will seek to minimize disruption and to seek a swift resolution, engaging parents as impactfully as possible.

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 as follows: 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 will 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. Some times 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.

The Headmaster of the School will act in accordance with the Scheme of Government Paragraph 24, 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.

**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 Keith Jackson, 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.