



TOWNLEY
EST 1937
GRAMMAR SCHOOL

Behaviour and Culture Policy

Introduction:

Relationships are central to exceptional behaviour for learning. We live in a school community and must respect each other's dignity, working together for a common purpose: to create a happy, safe, ambitious, and successful learning environment where we see and treat each other as an extension of ourselves. Creating a framework in which the behaviours needed for that kind of community to flourish involves a strong focus on pre-emptive systems, rewards, and certainty of consequences. To support the development of behaviour and helping young people to overcome the challenges they find in meeting those standards to flourish we will provide a variety of forms of support.

Guiding Principles: The school aims to teach trust and mutual respect for everyone. It believes 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.

- Townley Grammar School is an inclusive community. We welcome pupils from a wide variety of cultural and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take their place in the modern world. Our efforts to achieve equity for all should guide our decision making and ultimately student day to day experiences.
- We expect students to treat staff and each other with consideration and to respond positively to the opportunities and demands of school life. They should follow the school's rules and regulations and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.
- The school's rules and regulations are designed to encourage positive behaviour and self-regulation. We expect staff to play an active role in nurturing students and helping them learn key positive behaviour traits as per our Townley Traits. Consequences are issued fairly, and, where appropriate, after due exploration action has taken place. In order to promote positive behaviour, we believe in providing an inclusive and caring environment where positive behaviour is deliberately modelled and explicitly taught to all Townley Grammar School students.

We believe that positive behaviour:

- Is achieved through our Ready, Respectful and Safe framework.
- Is a key part of education and role modelled actively through our whole school values & Townley Behaviour Traits
- Is part of a school culture that seeks develop positive behaviour for future life.

As such the following themes are key elements of our approach to behaviour:

- Importance of relationships: We seek to build positive relations between all members of our school community.
- Being aware of how physical behaviour affects how people respond to us.
- Staff training enables us to use experience from outside of school to manage behaviour.
- Relationships are restored and repaired our behaviour systems ensure that all students have the opportunity to learn from any mistakes and to restore relationships.
- Consistency of expectations: Townley Grammar School staff have high expectations of all students. As such, action will always be taken to address misbehaviour.

Aims- We believe that when character traits are allowed to flourish, they underpin effective learning both inside the classroom and outside to become a better person.

The school's values are an integral part of daily life and our identity. Staff and students should role model our school values of: Consciousness, Compassion, Courage and Curiosity in all their day to day interactions with each other.

Our Townley Behaviour Traits are the foundation upon which positive behaviour and role modelling are based in the classroom. The Townley Behaviour Traits should be explicitly role modelled by staff to help students access a bespoke behaviour curriculum across subject areas. Eg: Adults role model and teach students the behaviours implicitly and explicitly they expect in their classrooms.

The Townley Behaviour Traits-

Rewards: When students exhibit any of these behaviours below, we should reward and encourage them through verbal praise and use of our rewards system through House Points.

Responsibility- Being aware that alongside our rights we also should behave in a manner that is responsible and takes into account the needs of all our community

Respect- Treating people with dignity, respecting their person.

Kindness- Treating and speaking to people how you wish to be treated. **Perseverance-** Not giving up and keeping focused on our goals

Listening- Actively giving someone the time to express their thoughts and listening to them respectfully

Empathy- Putting yourself in other people's shoes and acting accordingly

Bravery- Not simply doing what may be easy or popular, taking your own decisions and being accountable to yourself as well as others.

Honesty- Acting with integrity and doing the right thing when no one is looking. Being honest with yourself and others.

We are ready for learning, we are safe around school and we are respectful to each other.

Legislation and statutory requirements This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010 • Use of reasonable force in schools

Supporting students with medical conditions at school It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires 4 of 12 the school to have a written behaviour policy and paragraph 10 requires the school to have an antibullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.
- This policy complies with our funding agreement and articles of association.

Our school values are reinforced through the school's code of conduct, in and out of classroom rules, positive behaviour management, use of our student hub, our Character and Wellbeing Programme, our 21st Century curriculum, our leadership opportunities and school assemblies.

Staff and students are expected to actively embody our whole school values & the Townley Behaviour Traits

Misbehaviour is defined as: Conduct that does not meet our positive behaviour expectations. For example: Disrupting the smooth running of our school.

Persistent misbehaviour is defined as occurring more than once in a given period of time.

Serious misbehaviour is defined as: • Repeated breaches of the school rules, unauthorised bringing onto school site of any non-Townley student • Misuse and risky use of social media • 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 include: Knives or weapons, alcohol and all illegal drugs including

any form of nitrous oxide and other such gases, stolen items, tobacco, vaporisers and cigarette papers, fireworks, pornographic images, any article a staff member reasonably suspects have 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 student). Please note the list of prohibited items may change over the course of a year dependent on changes to law and advice from outside agencies such as the local Safer Schools Police team.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore: • Deliberately hurtful • Repeated, often over a period of time • Difficult to defend against.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Roles and responsibilities

The Role of the Headteacher:

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

The Role of the Trust Board.

The Trust Board is responsible for monitoring this behaviour policy's effectiveness and holding the head teacher to account for its implementation.

Staff- The Role of House Tutors:

Tutors play a pivotal role in monitoring the achievement, behaviour and therefore the overall progress of their tutees.

Tutors are the first port of call for students in the morning and are thus very important in setting the expectation, standard and most importantly nurturing positive relationships with our students. In relation to behaviour tutors should: • help to focus individual students on areas of concern, particularly behavioural concerns • support their subject colleagues' efforts to guide and to support individual students HSTs may use a 'House Tutor Report' for periods of one or two weeks in order to support their tutees.

The Learning Manager and relevant SLT link should also be kept informed of progress.

Academic Staff

All teaching staff are responsible for implementing the behaviour policy and follow the school's Positive Behaviour Guide, our policy and subsequent procedures.

The Role of Learning Managers:

LMs ensure that information flows smoothly between subject teachers, HoD, CLs, SLT and parents/ carers, ensuring that reports and other documentation can be collated and produced at the relevant stages in these procedures. Learning Managers should role model our positive behaviour approach with students, engage in restorative conversations and monitor the behaviour and progress of their relevant year groups and ensure that a consistent approach is maintained by tutor teams. When matters escalate beyond the CL Level, the LM will operate a 'Triage' system and will then engage with the relevant member of SLT. For issues that remain within one Cluster area, the link-SLT for that Cluster will manage the situation together with the LM. Where the LM has identified that more than one Cluster has concerns, the link-SLT for Behaviour and Pastoral Care will manage the situation together with the LM.

The Role of Assistant Learning Managers:

The ALMs will ensure appropriate and accurate records are kept of all meetings, telephone conversations with parents / carers, letters, rewards and sanctions. ALMs are often the first point of contact with parents / carers. They must ensure that issues are recorded, letters sent and all relevant members of staff and parents/ carers are communicated with. They will conduct regular planner checks and make appointments with parents / carers.

Parent and carer involvement in school contributes to improved student lifelong learning, health and wellbeing. This partnership is strongly related to improved student learning, attendance and behaviour. This student, parent and carer and school partnership is collaborative based on effective communication, mutual trust and respect and shared responsibility for the education of all students at the school. This partnership includes establishing expectations, rules and guidelines for student learning and behaviour in school and at home.

Parents / carers are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

GDPR:

Following allegations made against Staff employed by Townley Grammar School GDPR dictates that actions taken against either by external agencies, Townley Grammar School Trust staff are of a confidential nature and will not be disclosed to parents/ carers.

Staff are unable to discuss with parent / carers consequences and any further information regarding another student or another member of staff with those other than with parental responsibility for the student in question.

Student code of conduct Parents/ Carers and students agree to meet the high expectations set out by the school regarding behaviour. This forms the home school agreement that is agreed to by all and we expect full parental support.

Students are expected to:

- Role model our school values in all interactions
- Listen with understanding and empathy - Devoting mental energy to another person's thoughts and ideas; making an effort to perceive another's point of view and emotions.
- Managing impulsivity - Thinking before acting; remaining calm, thoughtful and deliberative
- Apply past knowledge to new situations - Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned
- Remaining open to continuous learning - Understanding you have so much more to learn! Having humility and pride when admitting you don't know; resisting complacency

Good behaviour is achieved through encouraging respect and the combined use of Rewards and Consequences. Rewarding Students Praise and commendation are important in raising a student's self-esteem and achievement. At the simplest, and perhaps the most effective level, this means exploiting every opportunity to give verbal or written praise in line with our Townley Traits and other forms of achievement. Praise at its most effective is part of a system that spreads its net of praise as widely as possible. Staff are encouraged to give house points and these are connected to the school values and Townley Traits recorded on Arbor. Each student will have an individual record and their total will be collated and contribute to the total number each House in the school achieves at the end of the academic year. Positive behaviour will be rewarded with: • Praise • House points • Townley Commendations • Letters or phone calls home to parents

- Muse board nominations • Recognition from senior staff and student leaders Please see appendices 1&4 for further information on our Rewards system.

- Student Consequences Please see appendices for further details.
- We need to ensure that students receive fair and consistently applied consequences for behaviour that does not meet our community expectations. However, we must also display flexibility in our use of consequences to take account of individual circumstances on a range of indicators including student vulnerability indicators. Students need to feel the certainty of consequences and feel equally safe that consequences will be applied justly and fairly. A summary of which members of staff are responsible for each type of sanction is shown below and flow diagrams are shown in appendix 2 for different scenarios (e.g. in the classroom, at lunchtimes, on school trips etc.) The school may use one or more of the following sanctions in response to unacceptable behaviour: • A verbal reprimand • Detention at break or lunchtime, or after school • Relocation to HoD's room for supervised study • Referral to HoD, LM, SLM or SLT for follow up • Letters or phone calls home to parents • Monitoring report (Pastoral or departmental). An essential part of any relocation is the follow up from the class teacher, HoD, CL, LM / SLM or SLT. Our relentless commitment to high expectations in relation to behaviour is communicated home clearly and regularly. This allows us to build relationships with students.
- Detentions are set by the class teacher and communicated to parents via the school planner, Arbor, e-mail or a phone call home. When in detention the teacher discusses the expectations, they have for students and the student reflects on how they might improve. C2 and above consequences should be guided and accompanied by a restorative conversation held between the teacher and student to ensure relationships are strong and students able to refine their behaviours for the future.

Off-site behaviour:

- Consequences may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. Whilst this behaviour policy refers mainly to the behaviours of students within school premises, the school reserve the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when students are: • taking part in any school organised or school related activity • travelling to or from school • wearing school uniform • in some way identifiable as a student from our school • poses a threat to another student or member of the public • could adversely affect the reputation of the school. In the incidences above, the Headteacher may notify the police of any actions taken against a student. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed. Malicious allegations Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy. Please refer to our safeguarding policy for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

- **Reasonable Adjustment:**

The school will make reasonable adjustments for managing behaviour which is related to a student's Special Educational Need or disability. Staff will seek advice if they are unsure about how to manage a student's behaviour where this is related to a Special Educational Need or disability.

Fixed Term Suspensions (FTS)

- Fixed term suspensions are the sole responsibility of the Headteacher, or a Deputy Headteacher in the case of the Headteacher's absence and adhere to the required practice in the DfE guidance September 2022

- Following any fixed term exclusion, reintegration an intervention will be as follows: Suspension Return procedure Intervention 1 day Reintegration Meeting with SLM and AHT /DHT ISP and SLT monitoring report 2 days Reintegration Meeting with SLM and AHT /DHT ISP and SLT monitoring report 3 days Reintegration Meeting with SLM and AHT /DHT ISP and SLT monitoring report 4 days Reintegration Meeting with AHT/DHT ISP and SLT monitoring report 5 days Reintegration Meeting with DHT/HT Bespoke support plan agreed, including discussion around a managed move *In the event of second fixed term suspension in the same academic year, the reintegration meeting will take place with the Senior Learning Manager and Assistant Headteacher.
- The school is conscious of its duties and responsibilities to protect the wellbeing and safety of the whole school community alongside the duty of care towards any individual who is issued a Fixed Term Suspension or at risk of FTS. The school reserves the right to conduct ½ day FTS or 1 day FTS on school site if this is beneficial for the safety and wellbeing of a student.

The role of the Headteacher:

The Headteacher reserves the right to review the Behaviour Policy and to use professional judgement to help all students to make positive choices, learn effectively and feel safe and happy at school. It is within the Headteacher's power or delegation to issue consequences up to and including permanent exclusion.

Permanent exclusion (PEX)

Permanent exclusions are the responsibility of the Headteacher and the Trust Board and are issued only, when necessary, in line with the Department for Education's guidance.

Behaviour management At Townley Grammar School, we believe that building positive relationships is crucial to setting the high expectations we have for all. Staff are supported by SLG and SLT to foster a learning environment where they can teach and students can learn. Classroom management Teaching and academic staff are responsible for setting the tone and context for positive behaviour within the classroom. Our key business is learning Teachers are in school to teach, children are in school to learn, behaviour systems therefore need to facilitate this process. As a teacher, the students in your class are their responsibility. Teachers are responsible for managing their behaviour in the classroom (Teacher standards 1,5 and 7). It is a teacher's right to seek support from other staff and families, when necessary, but they need to manage this support carefully. If teachers delegate responsibility for managing the behaviour of students in their class to colleagues it will weaken relationships with their class, their status, and their authority. Staff have a responsibility to remain a part of the management of even the most challenging students, even if that student has been removed from the class and is being dealt with by someone else.

The greatest impact in managing classroom behaviour is to manage it within the classroom, we recognise however that other systems may occasionally be needed. Should effective positive behaviour strategies not succeed in dealing with behaviour, then robust processes exist within Townley Grammar School with the aim to restore relationships and return students to learning. Further guidance for staff is published and updated in the Positive Behaviour Guide (Appendix 1)

Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them: • Causing disorder • Hurting themselves or others • Damaging property. Incidents of physical restraint must: • Always be used as a last resort • Be applied using the minimum amount of force and for the minimum amount of time possible • Be used in a way that maintains the safety and dignity of all concerned • Never be used as a form of punishment • Be recorded and reported to parents. Confiscation Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate. Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students 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 student. The school's special educational needs and disabilities coordinator will evaluate a student 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 student, we will liaise with external agencies and plan support programmes for that student. We will work with parents to create the plan and review it on a regular basis. Our strong community links with youth organisations such as Active Horizons and Bexley Women's Aid provide further expertise and support when we encounter complex or non-straightforward behaviour matters that require even greater student centric approaches.

Student transition:

To ensure a smooth transition to the next year, students have transition sessions with their pastoral leaders. In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to student 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 students transferring to other schools.

Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development (CPD) as outlined in the school calendar. A staff House Tutor handbook forms part of new staff induction and supports consistency throughout the school. There are a number of key routines and systems in place which support the behaviour for learning and staff at all levels receive regular training in this. These are designed to ensure that all members of staff actively ensure that standards are kept across the school. Monitoring arrangements This behaviour policy will be reviewed by the Headteacher and the Trust Board every year. At each review, the policy will be approved by the Headteacher.

Mobile phones:

- We operate a policy of 'on site, out of sight' when it comes to mobile phones and headphones at Townley Grammar School. Year 7-11 students must place their mobile phones in their lockers and 6th formers can only use devices in allocated 6th form areas. We recognise the journey that students make travelling to and from school. Students do however bring these items in at their own risk.

Monitoring arrangements:

This behaviour policy will be reviewed by the Headteacher and the Trust Board every year. At each review, the policy will be approved by the Headteacher.

Links with other policies:

This behaviour policy is linked to the following policies: • Safeguarding Policy • Anti bullying Policy • Use of force to control or restrain students Policy • E-Safety Policy • Equal Opportunities Policy • HR policy Consultation • This policy is shared for consultation with staff, parents/carers, and students twice a year for review. The consultation process ensures that the policy is easily understood, fair, reasonable, and appropriate for the Townley Grammar school context.

Glossary of Terms/Abbreviations: ALM Assistant Learning Manager HOD Head of Department HST House Tutor SLM Senior Learning Manager LM Learning Manager AHT Assistant Headteacher DHT Deputy Headteacher HT Headteacher SLT Senior Leadership Team Relevant documents:

Appendices:

Appendix 2: Townley Traits chart, Appendix 3: Behaviour expectations, Appendix 4: Rewards and Consequences