

Behaviour Policy



TANFIELD
SCHOOL

HARD WORK | TRUST | FAIRNESS

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Behaviour for Learning at Tanfield School: A Guide for Students, Staff and Parents

Introduction:

Our aim is to establish the highest possible standards of behaviour at Tanfield School. This is important so that the school is always a warm, caring, friendly and happy place where learning can flourish. Students' behaviour around the school should be impeccable; every lesson should be characterised by a relentless focus on learning, free from distractions. Every student and every member of staff should be able to feel relaxed and happy, confident that their working environment is one where people are kind, courteous and respectful at all times.

We have extremely high expectations of our students and a belief that every student is capable of meeting them. The rules are only there because we need them to help us make sure learning can happen in the best possible conditions. Everyone has to follow the rules so that the systems work and everyone benefits.

The ***Behaviour for Learning*** system is one that has been tried and tested in numerous schools. It is based on the principle that, once students know the rules and the consequences, they can make the right choices for themselves and for others. When children thrive at school and at home, it is usually because the boundaries are very clear and there are clear consequences if they stray beyond them. Clear boundaries and discipline are completely compatible with a caring and happy atmosphere.

At school, in every situation where there are rules, students either choose to follow them or they make a choice to break them and face the consequences. The rules have to be clear and the consequences need to be consistent for this to work and that is our aim in implementing this system.

Roles & Responsibilities

All staff will:

- Promote positive behaviour throughout the school by building positive working environments, giving regular encouragement and rewarding students who are behaving responsibly and thoughtfully.
- Establish clear classroom routines that will support positive behaviour and promote high standards.
- Use least invasive intervention and positive behaviour management strategies that will contribute to a classroom climate that is conducive to effective teaching and learning.
- Use rewards/praise to help students to realise that good behaviour is expected and these are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.
- Minimise unnecessary confrontation when managing students by avoiding ridicule, sarcasm and criticism that threatens to undermine student confidence and self-esteem and prevent the building of positive relationships.
- Use positive corrective language wherever possible so that the focus remains on the behaviour expected rather than the disruptive behaviour displayed in order for good working relationships to be re-established quickly.
- Model and expect respect by separating the behaviour from the person; using private, not public, reprimands; taking students aside to focus on what they should be doing; avoiding holding grudges and re-establishing the relationship after correction.
- Consequences may be immediate or deferred and the emphasis is on certainty rather than severity of response. Staff will always make it clear to students why a sanction is being applied and what changes are required to avoid future sanctions.
- Deal assertively with persistent or extreme inappropriate behaviour by immediately removing the student from the audience to allow cool-off time and a chance for the student (and teacher) to regain control. This will usually be through time-out of the classroom for two minutes only or exiting to another classroom for the rest of the lesson using the Departmental buddy timetable. However, where the safety of staff or students is at risk the On Call teacher should be called upon.

- Encourage orderly behaviour around school during unstructured time by actively supervising and engaging with students around the school site and the building.
- Cover should be arranged for any absence for duties.
- Log any incidents in Class Charts as soon as possible.
- Ensure students are not allowed out of lessons unless absolutely necessary. Where this is the case the students' exit and return time must be logged in Class Charts. Students must be given an official pass to leave lessons.
- Ensure that a restorative conversation occurs if a student has a detention. If students carry out an after school detention staff must contact the students' parents/carers the same night to discuss their concerns. All communication must then be logged in SIMS

Teaching staff & Advisors will:

- Lead by example and model the behaviour we expect from students.
- Amongst other duties, use the morning meeting to check on student uniform and planners and equipment. Advisor break time detentions should be given to students who are not wearing correct uniform or do not have the right equipment.
- Advisors should keep track of daily rewards and sanctions of the students in their advisory group.
- Inform students of any detentions issued by staff.
- Monitor punctuality and log and sanction in Class Charts as appropriate.
- Contact parents by phone when there are any concerns regarding students in their advisory group.
- Contact parents if there are any concerns regarding punctuality or attendance
- Alert Year Managers of any concerns.
- Log any phone calls home under SIMs initiatives on the Student's home page.
- Log any meetings with parents under SIMs initiatives on the Student's home page.
- Store any letters home under SIMs Linked Documents or refer to Year Managers.

Subject Leaders will:

- Carry out the roles and responsibilities of a class teacher outlined above.
- Lead, manage and support the work of all staff working in the department to ensure the consistent implementation of strategies to promote good behaviour.
- Ensure agreed systems for rewards (praise, displays, certificates, contributions to celebration assemblies and notice and achievement boards termly) are implemented. Ensure recognizing success and celebrating achievement have a high profile across the department.
- Adopt a highly visible, proactive approach in the department, including support at the beginning and end of lessons, and with any identified hotspots, where practical.
- Ensure teachers in the department are proactive during transitions and actively supervise the corridors.
- Ensure teachers use threshold and reverse threshold so all lessons have a strong start.
- Ensure a buddy system is in place and review and communicate this daily where necessary to cover absence/ changes in teaching groups.
- Ensure a bank of work is provided or the Google classroom is updated for each year group to be kept in the internal Exclusion Room.
- Review staffing daily, ensure appropriate cover work is in place and that cover staff have copies of seating plans. Ensure cover staff are aware of the department buddy system. Support in line with guidelines for good practice.
- Ensure consequences issued by cover staff are served.
- Monitor lessons in line with the agreed cycle to ensure that all staff in the department follow school classroom expectations and rewards and consequences systems. Record monitoring on the agreed proforma.
- Review department incidents on a daily basis and follow up in the first instance any failure to attend a department detention.
- Analyse behaviour incidents in their departments weekly, including students out of lesson and identify and implement intervention strategies as a consequence.
- Formally review data on effort, behaviour, homework and organisation, including the impact of intervention and improvement strategies, in line with the whole school assessment cycle. Use this, along with evidence such as a weekly review of incidents; use of the buddy system; informal and formal

observations; scrutiny of work and student voice to update department SEF and improvement plan. Feedback to SLT at link meeting.

- Support the whole school strategy of internal exclusions and accommodate students when requested.

Head of Student Guidance & Year Managers will:

- Lead, manage and support the work of form advisors and year managers to ensure the consistent implementation of strategies to promote good behaviour, equipment and uniform across the year group or identified cohort.
- Lead, contribute to, support and implement the development of any advisor programmes.
- Ensure any failure to adhere to uniform policy is followed up the same day by phone call if possible or standard letter. Record this in Class Charts and SIMs initiatives
- Adopt a highly visible, proactive approach across the cohort, including monitoring lessons and identified hot spots on a daily basis. Record this on the agreed monitoring proforma.
- Monitor behaviour incidents on a daily basis, and ensure actions and intervention strategies are in place in line with agreed policy. Ensure identified actions happen and provide daily review of incidents and intervention to the DHT.
- Monitor completion of homework across the cohort and follow up any instances of failure to complete homework in more than one curriculum area in line with agreed protocol.
- Head of Student Guidance will monitor year managers and class teachers to ensure that the agreed system for behaviour reports and parental contact is followed within the cohort.
- All parental contact to be formally recorded in SIMs
- Ensure agreed systems for rewards (certificates, celebration assemblies and notice and achievement boards termly and celebration of achievement evenings annually) are implemented. Ensure recognising success and celebration of achievement has a high profile across the cohort.
- Develop intervention strategies with Subject Leaders and the Learning Support Team where a student's behaviour is a concern in 2 or more areas.
- Together with learning support team, review PSPs in line with agreed cycle (at least monthly), communicate with relevant staff and upload in SIMs.

- Ensure Class Charts & SIMS records and review sheets are updated with codes/ information about vulnerable students and that this is shared promptly and appropriately with relevant staff.
- Consult with Subject Leaders about any proposed advisory group changes which impact on teaching groups and obtain SLT agreement before making any changes. Pass to LMO 3 days before changes are to start.
- Ensure there is an initial response to any parent / carer concerns or communication within 1 working day and that the record of parent / carer concern is recorded in SIMS. Resolve any issues or challenges promptly making a note of the outcome. Share relevant information with staff.
- Personally resolve any serious or sensitive incidents or issues, seeking SLT guidance where necessary.
- Prepare recommendations for exclusion by personally ensuring all information and evidence is accurate, relevant and complete, with any issues resolved, before passing these to SLT for authorisation.
- Investigate any serious issues by students completing a student statement in order to gather factual information.
- Report to DHT weekly, on number and patterns of incidents and exclusions; outcomes of monitoring; issues identified and intervention strategies in link meeting.
- Formally audit behaviour issues and impact of strategies: identify priorities and produce a development plan to promote good behaviour in line with the whole school improvement cycle.
- Ensure accurate and up to date records of any bullying, racist, homophobic or sexist incidents in the cohort are maintained. Report any such incidents in the daily behaviour meeting and email relevant staff. Parents should be notified of any progress regarding bullying issues.
- Contact parents. Where it has not been possible to make contact a letter or email should be sent.
- Act as the first point of contact for any concerns (from students, parents, staff or others) about behavior and attendance, recording any concerns from parents in SIMs in communication section or initiatives in the student's profile page.
- Year Managers to extract reports (from SIMS or Class Charts) to provide daily lists of students to serve break detentions (for punctuality, equipment, uniform). Escort students to these if requested by Head of Student Guidance or DHT.
- Carry out supervision from 8.30am, 12.15pm/12.45pm to ensure advisory groups are ready to enter morning/afternoon meetings in a quiet and sensible

manner. To also ensure that if students are based in classrooms these high standards are maintained.

- Assist in the supervision of the Internal Exclusion Room and ensure students on internal exclusion have sufficient work. In the majority of cases, where internal exclusion is planned, this should be prepared in advance, using wherever possible liaising with teaching staff or using the bank of work maintained in the Internal Exclusion Room.
- Provide Individual Behaviour Review/chronology sheets for students who are cause for concern.
- Update any student intervention/initiatives in a student's profile page in SIMs.
- Ensure accurate and up to date Class Charts/SIMS behaviour records and individual review sheets for each student on receipt of weekly exclusion database from.
- Issue letters for internal exclusions or night school (by first class post). This can also be done by e-mail. Parents should receive this information for the next working day after an incident is logged.
- Carry out on calls to support behavior in subject areas.
- Collect any students requested to carry out after school detentions period 5.
- Supervise students completing after school detentions when teaching staff are completing CPD.
- Lead multi-agency meetings or parental meetings if necessary.

Senior Leadership Team will:

- Lead, manage and support the work of all staff to ensure the consistent implementation of strategies across the school.
- Adopt a highly visible, proactive approach across the school, including monitoring lessons on a regular basis. Record this on the agreed proforma. Report on the outcomes of monitoring at SLT review meeting.
- Liaise daily with Year Managers to review behaviour and ensure effective prompt action is being taken to maintain school as an orderly learning environment.
- Meet regularly with Head of Student Guidance and Year Managers to review number and patterns of incidents and exclusions; outcomes of monitoring; issues identified and intervention strategies in cohort.

- Meet regularly (weekly or fortnightly) with Subject Leaders to review number and patterns of incidents; outcomes of monitoring; issues identified and intervention strategies in departments.
- Support staff in developing the skills and strategies needed to promote high standards of behaviour in their areas.
- Oversee the investigation of very serious incidents (those involving drugs, alcohol or weapons, or where permanent exclusion is a likely outcome).
- Monitor, evaluate, review and report (including to governors) on overall strategy.

Teachers & Classroom based staff:

Quality First Teaching:

Teaching and learning takes place most effectively where there is an ethos of mutual respect and understanding between students, parents and staff based on a clear, consistent and positive approach to behaviour management. Underpinning this is recognition that, while it is not possible to control the behaviour of another individual, we can influence the outcomes by a proactive approach and consider how we respond to their actions. This is achieved through common, clear expectations, a consistency of approach and agreed high standards that recognises:

- *Behaviour is a learnt response.* It can be changed by modelling alternatives and leading or guiding individuals to develop new behaviour skills that are more considerate of others.
- *Behaviour is chosen.* All individuals are responsible and accountable for the choices they make and the consequences that follow.
- *Behaviour communicates information about needs.* Poor behaviour may be linked to a student's problems in understanding lessons, and therefore may require additional support to address them effectively. There must also be recognition that behaviour can be the result of influences outside the classroom and school that needs some acknowledgement and support.

To ensure a positive start to lessons teachers can:

- Plan & prepare lessons carefully, with appropriate and engaging content for all students in the group and complementing classroom management.
- Be at the classroom before students arrive.
- Greet students at the door to classrooms.
- Actively involve all students in their learning.
- Maintain an orderly atmosphere in the classroom.
- Decide upon the seating plan (for example, sitting students in boy-girl pairs).
- Have a bell task/recap on the board to engage students as they arrive.

- Begin lessons by taking the register in silence. Students must respond with “here Miss” or “Here Sir.”
- Insist on high standards of work and behaviour.
- Use positive language and always diffuse/de-escalate any situations.
- Recognise and reward achievement and success. Assess students' work regularly.
- Ensure the highest standards of health and safety, particularly in a workshops, changing rooms, PE activities or laboratories.
- Retain students under supervision at all times (be visible and mobile in teaching areas and on duty).
- Keep an accurate record of behaviour intervention.
- Inform parents of concerns through phone calls home or emails.
- Dismiss the class in an orderly way (stand behind chairs quietly and dismissed in groups/rows). Dismiss students from the door.
- Step into the corridor between lessons where possible to check that movement around school is calm and orderly.

A positive learning environment can also be promoted through the use of the **Teach Like a Champion techniques**.

Make compliance visible

Ensure that students follow through on a request in an immediate and visible way by setting a standard that's more demanding than marginal compliance.

- Give an observable direction.
- Use RADAR.
- Stand on Pastore's Perch whilst scanning.
- Narrate the follow through of at least two students who've done right away. what the teacher has asked. Fix or improve at least one student if things are at all rocky, to set higher expectations.

Be seen looking – Use Dance moves

- The invisible column - *Teacher moves her head slightly to the side.*
- The tiptoes – *stands on tiptoes whilst looking out at the room.*
- The sprinkler – *teacher starts her swivel across the classroom then snaps back as if she has seen something.*
- The disco finger – *teacher traces the track of her gaze in a swivel across the room with her finger outstretched, pointer style, in a let me just check sort of way.*
- The politician – *teacher acknowledges the supporters in the audience.*

- The Quarterback – *crouching to work with a student you check the defence by gazing at them quickly.*

Use the least invasive form of intervention – the intervention should be fast and invisible.

Maximise teaching time and minimize drama by using the subtlest and least invasive tactic to correct off-task students.

- Nonverbal intervention.
- Positive group correction.
- Anonymous individual correction.
- Private individual correction.
- Lightning-quick public correction.
- Consequence.

These six levels are not a process or formula nor is there a progression based on levels.

Ignoring misbehaviour is the most invasive form of intervention because it becomes more likely that the behaviour will persist and expand. Address behaviour quickly the first time it appears and while its manifestation is still minimal and the required response still small.

- Rely on firm, calm finesse
- Students need to follow directions quickly and completely for having the best chance of success
- “I need your eyes on me **so you can learn**” NOT “I asked for your eyes on me because when I ask you to do something, I expect you to do it.”
- 100% teachers stress the universality of expectations “I need **everyone’s** eyes.”
- 100% teachers are strategically impersonal
- 100% teacher catch it early, before the rest of the class, and sometimes even the students in question, know it’s an “it”.

Strong Voice Technique: These five techniques can help establish control and command of the class.

1. **Economy of Language:** Fewer words are stronger than more. When you need your directions followed use the words that best focus students on what is more important.

2. **Do Not Talk Over:** When you need them to listen, your words must be far and away the most important in the room, so make a habit of showing that they matter. Before beginning, wait until there is no other talking or rustling. Be sure your voice never

competes for attention to demonstrate to students that their decision to listen is not situational.

3. Do Not Engage: Once you have set the topic of conversation, avoid engaging in other topics until you have satisfactorily resolved the topic you initiated. Refusing to engage establishes a tone of focused accountability in your classroom.

- Suppose that you say to David, who is pushing Margaret's chair with his foot, "Please take your foot off Margaret's chair" David might reply, "But she's pushing me!" Do not engage the student and start investigating Margaret's behavior. An effective response would be to say, "David, I asked you to take your foot off Margaret's chair."
- It is critical not to engage when students call out answers. No matter how intriguing the answer, it's better in the long run to remind students of what to do- "In this class, we raise our hands when we want to speak"-without engaging the answer.

4. Square Up/ Stand Still: When giving directions to a student, turn, with two feet and two shoulders, to face the student you are directing your words at. Make sure your eye contact is direct. Stand up straight, lean in close, or move toward the student. When giving directions do not engage in other tasks at the same time (i.e. passing out papers).

5. Quiet Power: When you are nervous and you sense that your control may be slipping away, your first instinct is often to talk louder and faster. Although it goes against your instincts, get slower and quieter when you want control. Drop your voice, and make students strain to listen.

Make use of the agreed micro scripts when challenging negative behaviour.

Students:

In the Classroom and morning/afternoon meetings.

Students are expected to follow these rules at all times:

- Be punctual to lessons and school.
- Do not talk during whole class explanations.
- Respond promptly to the signal for attention
- Follow instructions from staff when given
- Attempt all the work set.
- Remain on task and complete work to the best of your ability
- Not to disrupt the learning of others through inappropriate behaviour.
- Do not speak out of turn or cause low-level disruption.
- Do not respond inappropriately when asked to do something.
- Do not swear or use racist, homophobic or derogatory language.
- Actively listen and track others when they are talking
- Have full equipment ready.
- Observe uniform rules at all times (see uniform leaflet).
- Be at your own desk and face forward.
- Always sit where you are asked to be a member of staff without arguing.
- Do not use mobile phones, smart watches or other electronic devices.
- Do not chew or drink. No fizzy or energy drinks are allowed in school.
- Co-operate and help out with classroom tasks (e.g. handing books out)

Teaching staff can use verbal reminders, break and after school detentions sanctions if students do not follow these rules. Teaching staff will explain their signal for attention to their students by raising their hand. Teachers will make it clear what each task is as the lessons progress.

If students break the following rules, they will receive an automatic detention the same day either at break time or after school. This is non-negotiable.

Arrive on time:

This means being exactly on time for school, morning/afternoon meetings, advisory time and lessons after break or after lunch.

Additional rules to note:

No toilet breaks are allowed during lessons unless a student has been issued with a toilet pass by prior agreement between home and school. However, staff will use their professional judgement if the student is unwell or genuinely needs to go to the toilet.

No water breaks are allowed during lessons, except as directed in PE. Water is freely available during break time and lunchtime

No use of electronic devices such as mobile phones or smart watches on the school site during the school day. Mobile phones should be turned off and out of sight in a school bag. The school accepts no responsibility for the damage or loss of any electronic devices. Students bring these in to school at their own risk. The consequence for using phones and other devices is an after school detention and confiscation of the item. We will only return the items to parents. If students choose to break this rule, they have made a choice to cause their parents the inconvenience of attending school to collect the item. Refusal to cooperate with a confiscation will result in internal exclusion and a lifetime ban from bringing electronic equipment in to school. If given a lifetime ban students will be spot checked with the use of a hand held metal detector.

In the Corridors:

In the corridors, any member of staff has the authority to enforce the rules by giving students an automatic break time or after school detention.

These are the rules:

- Wear full uniform correctly including ties, shirts and shoes.
- Walk purposefully on the left without running.
- Use private voices without shouting.
- No eating, drinking or chewing.
- No physical contact or games.
- No electronic devices or headphones visible inside the building at any time.
- No disturbance to lessons through windows or doors.
- No swearing or use of inappropriate language.
- If a member of staff has to challenge a student then it is because they have drawn attention to themselves by behaving in a way that is unsafe **or in** appropriate.
- If an incident occurs outside of a lesson a member of staff can still issue a same day detention providing the above protocols regarding home contact have been made. In cases where the behaviour is very serious, then this should be referred to Year Managers or SLT.

In the Dining hall, Assembly Hall and Outside the School

Again, the consequence for breaking these rules is a break or after school detention:

- No littering. Place all litter in the bins provided.
- Clear away all debris, plates and cutlery after using them.
- No pushing-in, in the lunch queues. Stand sensibly and wait your turn.
- Follow all instructions from ANY adult or member of staff without argument.
- Crossing the roads in a safe, disciplined manner.
- No spitting.
- No Smoking or E-cigarettes.
- Do not record anyone on your phone or mobile device without their permission.
- Do not share images of anyone without their permission.
- Do not be unkind to anyone or bring the school's reputation in to disrepute on social media.
- The School may discipline students for misbehaviour when; taking part in any School-organised or School-related activity; travelling to or from the School; wearing School uniform or when they are in some other way identifiable as a student of Tanfield School. Also, discipline may be applied where a student's actions could have repercussions for the orderly running of the School; pose a threat to another student or member of the public or adversely affect the reputation of the School.
- The school also has the right to impose sanctions if students make inappropriate use of social media or group chats that cause distress to another person in school.

Serious incidents or failure to cooperate will be dealt with via an after school detention, internal exclusion, night school, alternative provision or fixed term exclusion.

Equipment:

This includes 2 black, blue and green pen, a pencil, rubber, ruler, glue, scientific calculator, 100% A4 folder.

PE kit

Repeatedly forgetting equipment will lead to detentions.

Students can buy equipment before school, breaks or lunchtime from the office without a consequence.

Tanfield School Uniform

The way students wear their school uniform sends a clear message about their attitude to school. It shows that they want to work with the school in an effective partnership.

ALL PUPILS	DETAILS	HOW TO WEAR THE SCHOOL UNIFORM
Blazer (compulsory)	Black school blazer with pre-embroidered school badge – purchase from Sehgals	Sleeves must be worn at full length (not pushed back or folded up)
Sleeveless jumper (optional)	Black school jumper with pre-embroidered badge – purchase from Sehgals	No hooded tops, sweatshirts, cardigans or tracksuit tops. Hooded tops should not be worn under blazers.
Shirt	Plain white traditional school shirt with collar	Ensure that collar button is fastened at all times No coloured vests/underwear beneath shirts No fashion shirts/blouses Shirts must be tucked into trousers or skirt
Tie	Clip-on school tie – purchase from Sehgals Y11 tie – purchase from Sehgals	Ties must show at least 15 stripes Ties must show at least 5 badges
Trousers	Plain black, tailored school trousers that cover the ankles.	No jeans, flares, baggy, bootleg, hipsters, leggings, low slung, skinny, capri/cropped pants or tight fitting trousers No accessories such as buckles or laces etc.
Skirt	Tanfield tartan skirt - purchase from Sehgals ** (from September 2019)	No other skirt can be worn. Skirt should be worn at knee length.
Tights	Plain black	No pattern
Socks	Plain black ankle socks	No trainer socks are allowed.
Shoes	Plain black leather (or leather in appearance) formal, sensible school shoes. Must not be two toned, striped, fashioned or overtly branded	Heels of 1 inch max No trainers or trainer style shoes No flip flops, sandals, plimsolls , backless shoes, 'Uggs' or similar Trousers should be worn over boots
School bag	Essential, minimum size to hold a A4 folder	
Hair/Makeup	Non-Natural hair colours and extreme haircuts/hair styles (such as patterns, lines, mohawks) are not allowed Years 7 – 9 : No makeup of any description should be worn in school. Years 10 – 11 - Light make up only.	No nail varnish No false nails No false eyelashes
Jewellery	A watch is allowed. No smart watches/fitbits Absolutely no other jewellery is to be worn Plain black hairbands/accessories only	No earrings; No expanders, No other visible piercings (Retainers or sticky plasters are not acceptable). Piercings should be done at the beginning of the 6 week Summer Holiday and removed for school.

		No rings No bracelets
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Tanfield School PE Uniform

All effective, successful sports performers take pride in their appearance by wearing the correct kit or uniform. Details below include the Compulsory PE Uniform.

PE uniform policy is that students wear PE kit even when not participating

ALL PUPILS	DETAILS	HOW TO WEAR THE SCHOOL UNIFORM
Tanfield short sleeved polo shirt (compulsory)	Embroidered badge. Boys and Girls, for indoor and outdoor use – purchase from Sehgals	Collar must be worn down.
Plain black shorts, leggings or training pants (compulsory)	Boys and Girls, for indoor and outdoor use –any plain black can be worn	
Trainers	Trainers not plimsolls for indoor and outdoor use. These must have non marking soles (sports hall).	Trainers must be fastened correctly (tie shoe laces) to provide feet with the correct support.
Tanfield long sleeved training top 1/4 zip (compulsory)	Embroidered badge. Boys and Girls, for outdoor use – purchase from Sehgals	

Please note that no watches should be worn during PE. These should be removed and put in a safe place during all PE lessons.

Serious Offences:

In line with the existing school Code of Conduct, there are a number of behaviours that are non-negotiable and will be dealt with by issuing an internal or a Fixed Term Exclusion

- Blatant defiance, including walking away when being spoken to by any member of staff
- Leaving school without permission, leaving a detention or walking out of isolation.
- Violence of any kind
- Abusive language to any staff member
- Racist, sexist or homophobic language
- Harassment or bullying (including cyber bullying).
- Any incidents that pose a risk to the health and safety of others in or outside of school.
- Anti-social behaviour: spitting, graffiti, vandalism
- Damage to property or serious theft of items to the value of more than £5.
- Incidents on school transport to and from school. This can result in a bus ban (time to be determined)
- Any incidents outside of school where the student is wearing school uniform or identifiable as a Tanfield School student.
- Any incidents that happen outside of school that are then brought into school and impact on the smooth running of the school (including the disruption of learning of others or health & safety).

Any incident that is a crime such as: hate crime, violence, theft, drugs, sexual misconduct, sharing indecent images, arson, carrying weapons or dangerous objects, is likely to result in permanent exclusion.

Any decision regarding any behaviour will always be at the discretion of the Head Teacher who has the right to take in to take appropriate action based on the balance of probabilities and taking into account all the information provided at the time surrounding an incident.

Banned Items, Screening, Searching and Confiscation

The school follows Government advice when confiscating items from students which is outlined in their document "Screening, Searching and Confiscation – Advice for Head teachers, Staff and Governing Bodies – February 2014 (A copy of this document is available from the the DfE Website).

The following items are what are termed 'Prohibited Items' and their presence on school premises or if found on an individual pupil will lead to the highest sanctions and consequences:

- Knives, blades, firearms/weapons/catapults .
- Illegal drugs
- Legal Highs
- Alcohol
- Fireworks
- Tobacco, e-cigarettes and cigarette papers
- Lighters or matches.
- Pornographic images
- Laser pens
- Stolen items
- Any item that impacts on the smooth running of the school, impacting on learning or the health and safety of students.
- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used to :
 - i) to commit an offence
 - ii) to cause personal injury to, or damage to the property of, any person (including the student).

Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The following are items can be permanently banned by the school if a student persistently breaks the rules regarding them:

- Mobile phones.
- MP3 players or similar used in class.
- Smart Watches
- Jewellery not in accordance with the school uniform policy.

If a student has a permanent ban on items they will be spot searched from time to time to ensure they are not continuing to bring the banned items in to school.

The school will confiscate any electronic items brought on the premises such as mobile phones, MP3 players etc. Staff in this school have the right to confiscate, search and ultimately delete any media which they “reasonably suspect” is being used to bully or otherwise cause an individual harm.

Students wearing any jewellery which does not follow the school uniform policy can expect to have these items confiscated. Any confiscated items will be made available for collection at the end of the school day or collected by parents/carers.

Students found with tobacco, e-cigarettes and/or cigarette papers will have these confiscated and destroyed whether they are found to be smoking or not. They will also be issued with a sanction for bringing tobacco on to school premises. Students will also receive sanctions for smoking near the school and on their way to and from school. Staff have the power to search students with their consent for any item banned under the school rules.

This includes searching bags. Where items are ‘prohibited’ as outlined above, these will not be returned to students and will be disposed of by the school according to the DfE advice and statutory guidance ‘Screening, Searching and Confiscation – Advice for Head teachers, staff and Governing Bodies’. Students must not bring any of the items listed above on to school premises. The school will automatically confiscate any of the ‘prohibited’ items and staff have the power to search students without their consent for such items. Where a student does not co-operate it might be necessary to call the police. There will be severe penalties for students found to have ‘prohibited’ items in school. In certain circumstances this may lead to permanent exclusion

The Consequences

A range of sanctions can be used in cases where students continue to display inappropriate behaviour or are not compliant.

Behaviour and Conduct

- If a student is displaying negative behaviour in lessons, a verbal reminder should be given from the member of staff with the expectation that the student will modify their behaviour.
- If the student fails to improve or modify their behaviour they should be given a second formal warning. At this point the student's name should be written on the board as a final warning. This should also be recorded formally in Class Charts
- If, after a formal warning has been given, there is still no change or a student's behaviour is unacceptable, the member of staff will request support via the "on-call" system. This will mean the on call teacher will come to the lesson to speak to the student who is preventing learning from taking place. This should be recorded in Class Charts.
- In some cases, where a student's behaviour is dangerous or severe the verbal and written steps can be bypassed and on-call requested immediately.
- If a student receives an on-call they will be given an instant after school detention to be carried out **the same day**. The student will also be removed from the lesson to work in a designated room for the remainder of the lesson.
- In line with the Department for Education, the school has no legal obligation to inform you that your child is being kept back after school and schools do not need to provide a reason as to why a detention has been issued. Teachers have a legal power to put a student aged under 18 in detention; this includes detention outside of school hours. However, we do appreciate that parents/carers would prefer to know and the school will therefore send a text message to inform you that your child will be carrying out an after school detention that afternoon. If your child travels by school bus, we will book them onto the after school bus. Parents will also receive a phone call from your child's class teacher to discuss any issues that occurred in the lesson. Please ensure that we have your correct mobile telephone number. If you have recently changed your number can you please contact school as soon as possible so we can update our records. Further information on the DfE guidance, please follow the link: <https://www.gov.uk/school-discipline-exclusions/discipline>
- The on-call teacher will record the name of the student on the on-call clipboard which will be returned to the office at the end of the period. The Office staff will text parents/carers to inform them their child will have a detention and that transport will be provided if they catch a bus to school.

- Students who have been given a same day detention will be collected at the end of their period 5 lesson by a member of staff. They will then be escorted to where they need to carry out their detention.
- During the detention the member of staff issuing the detention must have a restorative conversation with the student about the poor choices the student made during the lesson. The member of staff must also phone the student's parents to discuss the issues in the lesson. The student can be present during this phone call if the member of staff wishes. All phone calls should also be logged in SIMs.
- Once a restorative conversation has happened there is also an opportunity for the student to catch up on the work missed during the lesson.
- In cases where the member of staff is unable to carry out the detention, the member of staff must make arrangements within the department for the student to carry out the detention and home contact made (this could be done on a departmental rota).
- If there is a whole staff CPD alternative arrangements will be made for detentions.
- If a student receives two on calls in a day they will be isolated for the remainder of the day and in some cases the next day and appropriate further action taken.

Reasonable Adjustments

When taking any action staff should always take in to account all factors before acting. Staff should consider a student's back ground, any factors leading up to the incident, SEND factors and has appropriate/reasonable action been taken.

Restorative Justice

After any incident staff should always attempt to "start a fresh" with a student. Staff should always consider the behaviour displayed and not the student. Positive relationships are key to success in school we should always attempt to resolve any issues before the next time we come in to contact with a student. This could be done by:

- Having a quiet word during break time and talking about the student's behaviour and why it was a concern. Ask the student why the student did what they did.
- Restorative conversations must happen if an after school detention is issued.
- Mediation with a colleague
- A parental meeting.

NB The school will always consider a number of factors when issuing a sanction. These can be internal and external and in some cases staff might need to carrying out an investigation. During an investigation students will be asked to co-operate and write an statement. The school will also attempt make any reasonable adjustments (if appropriate) for those students who have Special Educational Needs

On-call Protocols

- On call should be used if there is an incident that is a health and safety risk or there is a safeguarding issue. In these cases the on call teacher should be called immediately. It might be necessary that the on call teacher needs to inform a child protection officer if it is a safeguarding issue. If it is related to a member of staff, the Head Teacher should be informed.
- If a student leaves a lesson without permission, then the on call request will be carried out by a Year Manager. The Year Manager will do a sweep/search of the school. They will then notify the on call teacher and contact home to inform parents if necessary.
- On call for behaviour incidents should be used as a last resort after all strategies have been applied and the student is still not compliant. The buddy system should always be used first if a student needs to be removed from a lesson.
- The request of the on call teacher should be done via the Head of Department (HoD) or the second in department in their absence. Head of Department should have an overview of any issues in their curriculum area at all times. In their absence the member of staff must update the HoD regarding any issues.
- The on call teacher can be requested by sending a responsible student to the Year Manager's Room or Main Office with a pass and a note why the on call teacher is being requested and the room number. When the on call teacher arrives to a lesson this is not an opportunity to "chastise" the student. The role of the on call teacher is to de-escalate or resolve any situations where possible and allow the learning to continue.
- In some cases, a student might need to be escorted to the departmental buddy. If the issue cannot be resolved at a departmental level or it is not appropriate the student should be taken to the Year Managers' Room.
- If it is not appropriate to go to the Year Manager, then it may be necessary for a student to work in a department office providing this is appropriate and the student is unable to access confidential information.
- If it is a serious incident it might be necessary for immediate statements to be taken. The on call teacher can co-ordinate this.
- Any on calls must be recorded in Class Charts the same day and logged as on call.
- If a student has been removed from a lesson the minimum sanction should be a 1 hour after school detention with the class teacher
- The on call teacher should patrol the school when they are on call and check behaviour is acceptable around school.

- At the end of an on call the on call teacher should do a hand over if there are any issues that are ongoing and still need dealt with.

Homework Detentions.

- If homework has not been completed the class teacher can issues a warning and the student is expected to complete the homework and hand it in within 24 hours. Staff will record this in class charts.
- It is then the student's responsibility to hand the completed homework in and not the class teacher's responsibility to find the student to collect the homework from them.
- If a student has failed to complete homework, then the member of staff is to issue an afterschool detention and log this in class charts. This does not have to be a same day detention but can be arranged when it is convenient for the member of staff.
- If issuing a detention for homework please ensure this is logged in class charts with the date of the detention and parents are notified.
- If a student fails to attend a homework detention this should be referred to the Subject Leader. If a student has still not attended, then the Year Manager should be notified.
- Year Managers will monitor students who regularly use the second, rather than original, deadline to hand in homework.
- Year Managers will contact parents/carers if a student fails to hand in 3 or more pieces of homework from across any subject area. If this is the case the student will be directed to a homework session with Year Managers.
- In cases where a student is persistently missing deadlines and refusing to complete homework, parents will be contacted as a matter of urgency and will meet with a member of SLT.

Detention Protocols:

Detentions are carried out under strict supervision. Students will be required to work in silence and to complete the work that is set. This is a very serious sanction. It signifies that the student has made choices that are unacceptable within our school. Students who misbehave during their detention or leave without permission will receive an internal exclusion.

Other Sanctions:

Internal Exclusion:	Working in isolation in the House for 1-2 days.
School Alternative Provision:	Attending a partner school for 1-2 days and working in their inclusion facility.
Night School:	Attending school outside of the normal hours & Working in isolation.
Fixed term Exclusion:	Not allowed to attend school for a set number of days. This is a legal exclusion and will be recorded with the Local Authority
Managed Move:	Transferring to another school with support in place. This is arranged with the Local Authority. The students will attend another school on a trial basis. The trial will usually be for 6 weeks with an interim way review. If successful the student will be removed from Tanfield's School roll and transfer to the other school.
Alternative provision:	Attending another establishment but remaining on roll at Tanfield School. This can be part time or full time and be for a number of weeks or terms.
Permanent Exclusion:	No longer allowed to attend Tanfield School.

Internal Exclusion – The House

- In extreme circumstances students may be placed in our Internal Exclusion Room known as “The House” which is an alternative to Fixed Term Exclusion. The House is the old caretakers house that has been refurbished with a number of different suites where students will work under strict supervision. In many cases this would be the preferred option rather than to fixed term exclude students as working in the House means students will not fall behind with the curriculum and it also addresses the problem why the students are presenting negative behaviour. Very often a fixed term exclusion as seen by some students as an extra holiday.
- Each placement is based on the merits of a particular incident and the nature of the student; a student who is SEND, LAC, vulnerable, at risk of child sexual exploitation or radicalisation fall into this category.
- Students in The House remain in school until 4.00pm and work in silence. Their normal curriculum is suspended for the day, as are break and lunch, which is also spent in The House.
- Behaviour support or counselling can take place during this time.
- In some cases the school will make a reasonable adjustment for those students who are SEND. This might involve the students working in the LINK.

Aims of the – The House;

- Provide a viable and productive alternative to fixed term exclusion.
- Reduce fixed term exclusions in line with school, Government and Local Authority targets.
- Assist in the management of challenging behaviour throughout the school.
- Assist in the reduction of disaffection among students.
- Assist in the development and dissemination of effective strategies to deal with problematic or unacceptable behaviour throughout the school.
- Seek to provide and develop strategies and support for students who are experiencing difficulties in accessing the curriculum through low self-esteem, emotional difficulties, family problems, social skills etc.
- Provide a safe environment where students can be helped to examine their behaviour, attitudes and feelings.
- Ensure the delivery of the core curriculum.
- Support teaching staff with strategies to help with identified students.

Staffing

- Year Managers and teaching staff

Student Referral

- Students involved in an incident deemed to be so serious as to warrant immediate action which may include internal or external fixed term exclusion.
- Students who are persistently disruptive or regularly exhibit other unacceptable behaviour within the school and after other approaches and sanctions have proved to be unsuccessful.
- Students who have a large or sudden build-up of incidents logged in SIMs
- Students who are in a heightened emotional state e.g. very angry or aggressive, and who need a cooling off period away from mainstream school.

Entry into The House

- The House operates strict admittance procedures, which must be adhered to in order to ensure its effectiveness.
- Students are only to be referred to The House by a member of the SLT (Senior Leader Team, normally DHT) Head of Student Guidance or a Year Manager.
- Ideally no more than 8 students to be in The House at any time.
- Entry into The House should be as soon as practicable after a major incident so that the maximum impact can be derived from the situation.
- Any delay in entry to The House for any other reason should be kept to a minimum.
- The DHT/Year Manager to discuss with the Head of Student Guidance the initial course of action to be adopted and the desired outcome.
- Ideally, prior to any student entering The House, parents or carers are to be informed by letter, email or a telephone call confirmed by letter, whenever possible, stating the reason for admittance, length of stay and, when appropriate, strategies to be employed during the stay.
- Communication with SENCO if SEND student when appropriate.

Entry Routes

- No one other than SLT, Head of Student Guidance or Year Managers may refer students to The House.
- A member of the SLT may refer a student, whose behaviour, or involvement in an incident, is deemed to be serious enough to warrant an immediate exclusion, immediately to The House.
- Any student, with a large or sudden build-up of minor entries in Class Charts may be referred by Year Manager and given an internal exclusion.

Operating Procedures

- Whenever possible, the Year managers will meet at the beginning and end of each day to discuss the students who are of concern.
- Upon entry, The House, Year Managers/Head of Student Guidance will interview all students to ensure that they understand why they have been referred, and what is expected of them, while in The House. Students will sign a contract on entry to The House
- At all times whilst in The House, students will be encouraged to take responsibility for their own actions and behaviour, as well as, the resulting consequences. A restorative justice approach is often appropriate.
- Full school uniform to be worn at all times as normal.
- Mobile phone/tablets/electronic devices are to be handed in. In some cases students will be scanned using a hand held “wand” (metal detector)
- Students entry into, or presence in, The House will be communicated to all staff members via email and the individual subject teachers asked to provide suitable work which should be handed directly to a member of the pastoral team. This can be delivered to The Year Managers office, placed in the appropriate pigeonhole, or sent directly to The House.
- All work provided by subject teachers to be returned to them for marking when completed.
- The Head of each subject area to provide a bank of relevant work, to be retained in The House and used when required at short notice.

- In some cases students can access their work in The Google Classroom.
- Students' individual timetables will not be followed.
- A period of time will be set aside every day, for each student in The House, so that the main and underlying reasons for their visit can be examined and worked on in detail and strategies for the future decided upon and implemented.
- Students who have had multiple referrals will undergo an internal behaviour assessment and an individualised behaviour modification programme will be put in place. The behaviour assessment will be re-examined at the appropriate time after an intervention programme has taken place.
- Students who are cause for concern will also be given a PSP (Pastoral Support Programme) which will be reviewed every 3 to 4 weeks. This will be done with Year Managers, parents and the student.
- Students, while in The House are not to go to registration but to directly to The House.
- Where appropriate some students will be asked to access the house directly from the Tanfield Lea Road entrance.
- Students will work all day in isolation with no contact with other students. Work is to be provided by their individual subject teachers. At the end of the school day they will be required to work on until 4.00 pm unless otherwise stated.
- While in The House, students are to be isolated from the rest of the school. They will not be given breaks.
- It is important that The House is seen as a severe sanction and that students do not 'like' being referred there because of poor behaviour, and to this end the regime must never be a 'soft option'.
- At lunchtime students will not leave The House. Students internally excluded can order sandwiches from the school canteen which will be delivered to the House.
- At 4.00pm the students will be dismissed directly from The House
- Records to be kept for all students under the care of The House stating dates and length of stay, reasons for the referral, work carried out while in The House, follow up and recommendations for the future where appropriate.
- When appropriate and required The House will make use of inclusion units the school has a partnership with (St Bedes, Park View, The Hermitage, Whickham School, St Leonards, Framwellgate and Belmont). Parents will be informed when

this occurs. This will happen when an incident involves a repeat offender and is used as an alternative to a fixed term exclusion. The House will also take students from these schools. Any student sent off site will be provided with appropriate work and lunch if required and all safeguarding protocols rigorously followed

Exit Strategies

- A student must have carried out the work set, demonstrate an improvement in behaviour and a willingness to accept the discipline structure of the school before being allowed back into mainstream school. Failure to do so will result in other sanctions e.g. withdrawal of privileges, detention, an extended stay in The House, referral to the DHT/HT or alternative provision. Students must agree to participate fully in future follow up and ongoing monitoring, which may include, placed on report with specific targets set by their Year Manager, or a PSP
- Relevant Year Manager will be given a report on each student at the end of their staying The House detailing their conduct while internally excluded and any proposed follow up.
- If a student's time in The House is unsuccessful and they continue to break school rules or disrupt the smooth running of The House they will be sent to another school for a set period of days or be issued with a fixed term exclusion.

Follow Up after an Internal Exclusion

- When a student returns to mainstream school after a stay in The House, a follow up system will be implemented, where appropriate, to oversee their ongoing conduct and to monitor any targets set for them. It will also give them the opportunity to discuss any relevant matters with their Year manager.
- The length of follow up to be decided by the Year Manager in consultation with the Head of Student Guidance or DHT.
- Follow up to be either by brief individual sessions or visits Year Managers staff to specific subject lessons as is deemed appropriate.
- Other forms of follow up may include; a student report issued and supervised by Year Managers for specific subjects or groups of subjects, own behaviour

analysis to be filled in by the student after specific lessons and then signed by the lesson teacher.

- Year Managers will liaise with the individual subject teachers of potentially problematic areas to help coordinate, then monitor and modify if required, a common behaviour strategy specific to each individual student.
- The Year Managers will liaise with any appropriate outside agencies or statutory bodies in relation to any student who has been referred to The House and attend any appropriate meeting if required.
- The value of home – school liaison cannot be overstated and to this end Year Managers/Head of Student Guidance will maintain appropriate contact with parents/carers. This may include home visits.

Monitoring Progress

- The progress of each individual student who has been referred to The House will be monitored after their return to mainstream school by one or more of the following methods;
- Regular meetings with individual subject teachers and Year Manager to discuss progress and share relevant information.
- Regular meeting and communication with SENCO if SEND student involvement.
- Regular meetings with the students to discuss their progress with them.
- Supervision by Year managers on report or behaviour self-analysis forms if issued.
- Liaising with Parents and outside agencies when appropriate.
- Regular meetings with the DHT and Pastoral Group members.
- A noticeable reduction in incident being recorded on Class Charts.
- Report to Governors.

Whole School Proactive Strategies - Additional Support:

In some instances, students require additional specialist support with managing their behavior, emotional wellbeing or where behavior is presenting as challenging. Each student will be assessed on an individual basis.

Supportive Strategies to be employed:

- One to one counselling and mentoring or small group-work to enable students to come to terms with their situations and difficulties.
- A strong emphasis to be placed on raising the self-esteem of the student.
- Counselling or mentoring to be timetabled so that students are withdrawn from non-core subjects whenever possible.
- Every effort will be made to keep confidential from their peers the fact that a student is being counselled.
- Part-time timetable (reviewed regularly and with input from SENCO)
- Year managers to keep in regular contact with external agencies when appropriate.
- Students to be actively encouraged to seek medical or other specialist advice where appropriate.
- Whenever appropriate, contact should be initiated as soon as possible between the pastoral team and the student's home and maintained for the duration of the contact.
- Pastoral Support Plan (PSP).
- Referral to the the Emotional Wellbeing and Effective Learning service (EWEL).
- Referral to the Educational Psychologist.
- Referral to Childhood Adult Mental Health (CAMHs).
- Early Help Assessment – Referral to One Point.
- Team Around the Family
- Referral to any other service deemed appropriate.

In Tanfield School there is also a category of student who will probably never come to the attention of the Year Managers in the normal way. They are quiet, well behaved members of the school community. However, due to personal, emotional or other problems, in or out of school, may be withdrawn or have low self-esteem. These are students who do not cause problems as such but are not accessing the curriculum or the general life of the school as they should be and, consequently, without help, will fall far short of their full potential, academically or socially here. Therefore, these students will also access The House and the school will attempt to work closely with these identified students to:

- Enable students to have better access to the curriculum.
- Enable students to enter into, and benefit from, the general life of the school.
- Assist students to deal with, or come to terms with, problems in their lives which impact upon their school life.
- Assist in the reduction of disaffection among students.
- Provide a safe environment where students can be helped to examine their attitudes feelings and problems.
- Assist in the development and dissemination of effective strategies to help students attain their full potential in school.
- Assist students to acquire necessary 'life skills'.
- Provide a reference point for other members of staff to disseminate necessary information to assist them to help students.
- Improve attendance.
- Liaise with school counsellors when appropriate.

Proactive Strategies.

The other target group to be included in working in The House are students who are just beginning to draw attention to themselves by their behaviour, for example low level, but regular disruption or poor attitude towards the School discipline structure, and who, it would appear, are likely to be subject to short term exclusion or end up in The House at some time in the future. These students may require an internal behaviour assessment.

Aims for Target Groups.

- To intervene at an early stage as soon as a pattern of inappropriate behaviour emerges.
- Assist in the management of challenging behaviour particularly in years seven and eight.
- Stop disruption spreading within peer groups.
- Assist in the reduction of disaffection among younger students.
- To reduce fixed term exclusions in line with Government and Local Authority targets.
- Improve attendance.

Strategies to be employed.

- Isolate students on site for several days at a time for a concentrated period of instruction on exactly how they should behave, what the School expects from them and what it can offer in return.
- Examine in detail their behaviour in school, subject-by-subject, good as well as bad, to look for areas that can be worked on.
- Home visits to be made whenever possible and appropriate to enlist parental support and to encourage Parents or Carers to be involved in the process.
- Emphasis to be placed on reducing the negative and improving the positive self-image of students.
- Follow up to be as frequent as possible to monitor progress and reinforce when necessary.
- Counselling or mentoring to be timetabled so that students are withdrawn from non-core subjects whenever possible.

Monitoring Progress of key students.

One or more of the following methods will be used to monitor the progress of each individual student who has been referred to the program, after their return to mainstream school:

- Regular meetings with individual subject teachers and year Manager to discuss progress and share relevant information.
- Regular meetings with the students to discuss their progress with them.
- Supervision by the Year Manager of reports or behaviour self-analysis forms if issued.
- Student Report/PSP
- Liaison with Parents and outside agencies when appropriate.
- Regular meetings with the Head of Student Guidance and Pastoral Group members.
- A noticeable reduction in negative Class Charts entries being issued for a student.

Evaluating Success.

Measuring the success of an Inclusion resource such as The House is complex. The following would offer evidence of success:

- Students are reintegrated into mainstream school and their performance improves.
- A noticeable reduction in negative Class Charts entries for students who have been referred.
- Reports back from individual subject teachers confirming improvement in behaviour.
- A reduction in fixed term exclusions.
- Behaviour strategies and good practice are developed and disseminated by the pastoral team. This will result in other school staff dealing with difficult and challenging students with increasing confidence.
- Referrals feel supported and valued by the school rather than just a source of trouble. This will be evident in an improved attitude and attendance.
- Previously very quiet and withdrawn students exhibiting more outgoing and confident behaviour and interaction.

Staff Roles when supervising in The House.

- Students hand over any electronic devices (including mobile phones or smart watches) on entry to the isolation room. Students may be searched using “the wand” which is a hand-held metal detector.
- Students will sign the contract.
- Students will order their lunch at the beginning of period 1.
- Students work in silence.
- Students must put the hand up if they wish to speak. The member of staff will go over to the student’s desk. This is to avoid a public conversation and disturbance.
- Students may go to the toilet if they put their hand up and ask. When they go to the toilet the member of staff will record the time they leave and return.
- Staff will check the students work at regular intervals (no longer than 15 minutes). Staff will check effort, standards and rates of completion (initial and time your check on students work if appropriate)
- Staff will check the booths for any damage or graffiti at the beginning, mid-point and end of each period. Any damage is to be reported and logged in Class Charts.
- Students will eat their lunch in the isolation room. All litter is to be put in the bin at the end of lunch.
- No fizzy drinks or energy drinks are allowed.
- Staff to record students behaviour in the spreadsheet in Google Sheets (In pastoral Team Drive area > Inclusion > Inclusion register).
- Students do not leave the inclusion room unless given permission from a member of staff.
- If a student continues to disturb the isolation room they will be removed via on call.
- From time to time we have students staying from other schools. All of the above rules apply.
- Students who do not follow the rules or leave without permission will receive a fixed term exclusion or will be sent to another school.

Expectations of Students whilst in internal exclusion in The House

Whilst in the Internal Exclusion Room in The House students must:

- Hand over any mobile phones and/iPod or smart watch until the end of the day.
- Complete the work given to the best of their ability.
- Work in silence at all times.
- Will not attempt to communicate with any other students in the room.
- If students wish to speak to an adult in the room they will put up their hand and wait until they come over their desk.
- Ensure that the area they are working in is not damaged in any way and left tidy at the end of the day
- Be polite and respectful towards all members of staff with whom they come into contact
- Behave appropriately and well at all times
- Take responsibility for their own conduct
- Stay in their seat at all times
- Remain in the room until dismissed by a member of staff.
- Leave the school site immediately once they are dismissed at the end of the day.
- Break and lunchtimes will be spent in The House and follow all of the rules.
- A delay in returning to normal lessons will occur if their time in the house is not successful.

Night School:

In situations where students are repeatedly given after school detentions, spending multiple days internally excluded or receiving fixed term exclusions, we will consider placing them in Night School. This is part of the same building but students will access this via the main reception entrance.

Night School ensures the students gets their statutory time for learning but this will be take place outside of their normal working hours. Students attending Night School will attend at 11.30am and leave at 5pm.

This is a 'buffer zone' between the mainstream school community and a further exclusion. Each individual will be assessed and staff will deliver a personalised programme that enables the students to develop the attitudes and skills needed to comply with our behaviour rules.

Students will be expected to demonstrate that they are ready to return to mainstream lessons and ready to engage in learning without disrupting the learning of others.

The message to students doing Night School is clear: they are only there because of the poor choices they have made and we will not tolerate behaviour that disrupts the learning of other students or spoils the caring environment we have created

Night School Protocols

- Night School is a very serious sanction and should only be used when alternative sanctions such as internal exclusions have been unsuccessful. Students should only carry out night school after discussion with SLT.
- The parents /carers of those students required to do Night School should be given a minimum of 24 hours notice that their child is required to attend Night School. They should be given specific reasons why they need to attend, what night school is and the student expectations during this time. The letter should also highlight the possible consequences if they are unable to support the school with this sanction.
- A letter from the DHT should be sent to parents by student post and Royal Mail outlining the above.
- Students completing Night School should be recorded in SIMs under initiatives
- It is the Year Managers responsibility to ensure that during the student's alternative timetable they have appropriate and adequate work (work needs to be reviewed carefully - too easy will result in boredom and too difficult will lead to frustration).

- Where a student does not live in the surrounding area transport will need to be provided if parents are unable to collect them.
- It is also important there are designated members of staff who can monitor the student.
- It is also vital that if the student has any special educational needs or medical needs the SENCo is informed and appropriate support/advice or guidance is given.
- Students must sign in at main reception when arriving and have a pre-designated person they will report to.
- Students should arrive at school no later than 11.25am
- The designated person will check the student has the essential equipment needed for their session and will give them their first piece of work to complete.
- The student will also be given a list of expectations they will read through with the member of staff and sign them to show they are agreeing to work and behave to the best of their ability
- During the internally excluded period the student should complete their work.
- Work should be checked every 30 minutes and acknowledged by the supervising member of staff signing the students work and recording the time.
- There should be no more two students completing night school at the same time. If there are two students, then careful consideration needs to be given about the dynamics of the two students involved. If there any concerns, then the session for one of the students' needs to be rearranged.
- At the end of the day the student(s) should be dismissed by the designated member of staff and they should sign out. All work should be returned to departments for marking.
- A phone call/text should also be made to parents to inform them their child has finished night school and is returning home.

Governing Body Behaviour Support/ Intervention Meeting

The Deputy Headteacher might decide to make a recommendation to the Head Teacher for a student/governor meeting if they have concerns about a student's behaviour over time or where there has been an isolated incident that warrants early intervention.

Any such meetings that take place will be a supportive measure to highlight to a student and parent/carers there are serious concerns regarding a student's conduct and if such behaviours continue it is likely to lead to a fixed term or permanent exclusion.

As with a meeting of the Governing Body and Student Governor Support Services, the Deputy Head Teacher, Head of Student Guidance or Year Manager will prepare a report for Governors outlining the behaviour concern(s) and the supportive measures that have already been implemented.

After the report has been reviewed by a member of SLT it can then be agreed for a meeting to go ahead. JDR will then contact a member of the governing body to arrange a suitable time for the meeting.

A letter will then be sent out from JDR on behalf of a member of the Governing Body inviting parents/carers to attend a formal meeting in school. This letter will be posted no later than one week before the meeting and a Student Support manager will contact a parent/carer to enquire if they are able to attend. A copy of the student's behaviour report will also be sent marked "confidential" to the governor who will be attending the meeting.

A meeting will not go ahead if a parent/carer is not present. However, in some cases a parent may give consent for the meeting to go ahead with their child. It might also be appropriate to invite professionals from external agencies who have been working with the student/family if consent is given from the parent/carer.

The Governor invited will chair the meeting and explain the purpose of the meeting. Outcomes will be taken during the meeting by the Head Teachers PA or an appropriate designated person.

In the meeting the concerns will be highlighted by the Year Manager, Head of Student Guidance or Deputy Headteacher and any supportive measures implemented to date. After the key member of staff has discussed the issues the governor at this point might ask the student or parent/carer questions regarding issues highlighted.

The parent/carer and student will also have the opportunity to respond to any issues raised.

After the initial dialogue has taken place, targets/supportive measures will be discussed to prevent further incidents occurring. A review date will be set that will be no later than 6 weeks after the meeting. Review meetings will be held with the parent/carer, student and Head of Student Guidance, Year manager or DHT.

Outcomes from the meeting will then be sent to all who attended the meeting after they have been reviewed by a member of SLT and Governor.

If parents/carers do not attend or give consent for the panel to meet with the student a letter will be sent out from the governor expressing their concerns and that the student is more likely to be excluded without parental support.

Alternative Provision in another school

- This is a very serious consequence, which is the penultimate stage before fixed term exclusion.
- Alternative Provision is when a student is sent to work in another school for a set period. Alternative provision is usually a maximum of 5 days.
- Decisions on this will be confirmed by the Deputy Headteacher.
- A meeting in school with parents and the Year Manager or DHT should be arranged as soon as possible – if parents refuse to attend a meeting, they should be advised that FTE is less likely to be avoided. A letter and e-mail confirming this should be sent.
- During the meeting the purpose of Alternative Provision will be explained. If parents do not agree to Alternative Provision then they should be advised that a fixed term exclusion is likely. A letter confirming the meeting should be sent stating that alternative provision was declined.
- Where possible the school requests parents transport their child to the alternative school. However, if a student receives free school meals (FSM) or is pupil premium (PP), Tanfield School will usually provide transport to and from the school. This will be in a DBS approved taxi or 2 members of staff will drive the student to the location.
- Year Managers will contact our partner schools to arrange Alternative Provision and pass on the relevant information and work.
- Once confirmed parents will be notified, which school their child will be required to attend and provided with a contact at the school. A letter/email will be sent confirming this along with the expectations of the student.
- Students attending Alternative Provision must attend wearing their normal school uniform and take a packed lunch. If a student is (FSM/PP) lunch will be provided at the alternative provision free of charge.
- School work will be emailed to the alternative provision or given to the student before they attend. All work is to be completed to the best of student's ability and must be returned to Tanfield School and handed in at their reintegration meeting This will then be passed on to their teachers to be assessed.
- If Alternative Provision breaks down due to the student not engaging or behaving inappropriately, it is likely this will result in a fixed term exclusion.
- If a student refuses to attend they will be marked as unauthorised from school and the school will take action in line with our attendance policy

Behaviour Intervention Staged Consequences

Behaviour Interventions	Actions	Stage
Permanent Exclusion	Cumulative number of incidents or a single serious incident that is a significant health and safety risk to others or breaks the law	4
Fixed Term Exclusion	Cumulative number of incidents or single serious incident that is a significant health and safety risk to others or breaks the law. Student returns to school after a successful reintegration. PSP and parental contract to be continued and reviewed every fortnight.	
Further meeting in school with SLT	Consideration of: Alternative provision, Managed move, personalised timetable, TAF,	
Meeting with Governor Behaviour Panel	Final warning with targets set. A formal letter to be sent to parents/carers.	
Meeting with HT & parents	Review of all incidents and intervention. Formal letter to be sent	
Meeting with Police		
Additional meeting in school with DHT	PSP/Parental contract created. Referral made to external agencies (BIT, CAMHS, AIT, EWEL, Ed Psych)	
Meeting in school with DHT and placed on SLT report	Meeting in school. DHT reviews issues and looks at any support that can be offered. Individual Behaviour Plan created. Notes logged in SIMS. Targets set and placed on amber report for 2 weeks	3
Phone Call from SLT	logged in SIMS	
Meeting with Head of Student Guidance & placed on report	Meeting in school. Head of Student Guidance - reviews issues and looks at any support that can be offered. Notes logged in SIMS. Targets set and placed on report reviewed after 2 weeks	
Phone call from Head of Student Guidance	logged in SIMS	
Meeting with Year Manager & placed on report.	Meeting in school. Year Manager reviews issues and looks at any support that can be offered. Notes logged in SIMS.	2
Phone call from SSM	logged in SIMS	
Meeting with Advisor & placed on report	Meeting in school. Form advisor reviews issues and looks at any support that can be offered. Notes logged in SIMS. Targets set and placed on report reviewed after 2 weeks	1
Phone call home from Year Manager	logged in Class Charts & SIMS	
Phone call home from Advisor or class teacher	logged in Class Charts & SIMS	