



TANFIELD

SCHOOL

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BEHAVIOUR POLICY

Document Control

Document reference:	Behaviour	Date implemented:	September 2022
Version:	1.1	Date modified:	September 2023
Revision due date:	September 2024		
Reviewed by:	C Jones	Sign and date:	September 2023
Authorised by:	C McGough	Sign and date:	September 2023

Change History

Version	Date	Description
1.0	September 2022	Initial draft, start of document
1.1	September 2023	Re-format of document to match policy template

Related Documents/Policies

References	Title
	Behaviour in schools. Advice for Headteachers and School staff, September 2022
	Searching, Screening and confiscation . Advice for Schools. July 2022
	Uniform Policy

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1. INTRODUCTION

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all students to succeed personally.

Where behaviour is poor, students can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. It can cause some children to stay away from school, missing vital learning time. Similarly, continually dealing with misbehaviour negatively affects the wellbeing of staff.

Tanfield schools' aim is to create a culture where students and staff flourish in safety and dignity. It is particularly important that staff reinforce this culture, ensuring it permeates through every aspect of school life.

Tanfield Schools endeavours to create an environment where positive behaviours are more likely by proactively supporting students to behave appropriately. Students are taught explicitly what good behaviour looks like. Some students will need additional support to reach the expected standard of behaviour. Where possible, this support will be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.

When students do misbehave, the school will respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring. To support these aims, this policy outlines different responses to behaviour that schools can use, including sanctions and pastoral approaches. In some cases, particularly when a student is persistently disruptive and support or sanctions are not deterring misbehaviour, further action may be needed.

2. THE SCHOOL BEHAVIOUR CURRICULUM

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.

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.

From the first day at Tanfield School, students are expected to pick up and develop our six Learning Habits which we believe every student can demonstrate. In doing so, each student will thrive at our school and will have the skills they need to be successful at university and in the professional world of work.

We have extremely high expectations and accept no excuses; we believe that every student is capable of meeting them and we will support every student to meet our expectations. 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.

Whilst sometimes this may be challenging, we expect our students to live by our Learning Habits 100% of the time. If they do this, their hard work will be recognised. However, if any of the Learning Habits are not met, a same-day detention will be issued. It is vital that this is served on the same day so that the student is given the opportunity to reflect on their mistake. This allows the student to take the necessary next steps to improve on the following day.

3. ROUTINES

At Tanfield school we talk about every second counts and aim to maximise our learning time. To ensure lessons are efficient and free from disruption we practice simple routines on a daily basis. This ensures clarity in terms of expectations, common language used by staff and results in consistency.

Staff regularly teach and reinforce the behaviours expected of all students and will carry out activities to ensure expectations are made visible e.g students holding rulers above their head to show they are using the required equipment, how to enter a classroom or how to walk correctly in corridors.

These repeated practices promote the values of our school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour.

4. LEARNING HABITS

In school students are expected to:

Not answer back

At Tanfield, our expectation is that students do the right thing because it is the right thing to do and that they do that first time, every time. If a student fails to meet one of our Learning Habits, it is likely they will receive a warning or a detention. In this situation, it is important the student responds in an appropriate manner.

Uniform

Just as they will when they attend interviews for their top jobs in the future, it is important that our students take pride in themselves and their appearance. This means following the uniform expectations outlined in the Family Handbook, including on their way to and from school. If a student wears the incorrect uniform, this wouldn't be fair on everyone else and, therefore, they would receive a detention or be isolated until the issues is rectified.

Homework

Students are expected to complete homework each evening, including: Look, Cover, Write Check in their homework books and online homework. Online homework can include Tasomi, Sparks Maths, Seneca or work in the Google Classroom. Completing work outside of lessons is important to consolidate and master learning and helps students to develop their organisational skills. Homework deadlines must be met. When a piece of homework is not handed in or not completed to an

acceptable standard a same day detention will be issued. Students are expected to catch up on homework if they are absent from school (if a student is absent 80% or more in a week they will be excused from doing homework)

On Task

On task behaviour means students following instructions first time, every time, both in lessons and around the school. Students are reminded regularly of the purpose of doing this: to ensure they and others around them can concentrate on their learning and make progress. Examples of on task behaviour include: tracking the speaker; remaining in silence (natural state) in classrooms or in the corridors displays 'off task' behaviour, they will be issued with a detention.

Punctuality

At Tanfield School, everyone is expected to be on time to school, to lessons and to line up throughout the day. Each day, all students in Years 7 to 11 must be on time and ready to learn with all of the equipment they need by 8.37am. Lateness to school is disruptive and students will be given a same day detention if they are late to school

Equipment

Tanfield School issues all students with the equipment they need for school at the beginning of the academic year. Equipment is checked by advisors and Year Managers every morning and it is every student's responsibility to carry their equipment with them at all times. Students are responsible for looking after equipment and to ensure it is replaced immediately if lost or broken. Year Managers have a supply of equipment so there is no excuse not to be prepared to lessons. Students who turn up to a lesson without full equipment will receive a same day detention.

5. RECOGNITION

Student appreciations

Every day staff give student appreciations to students who have demonstrated our values in an exceptional way. Appreciations are shared during morning meeting each week and communicated to families.

Verbal appreciations

Around the school, and in lessons, staff members use positive language, specific descriptive feedback and reinforcement to signal to students that they are demonstrating good learning habits. Staff share these every week in Morning Meeting. Advisors and Year Managers ring home regularly; this is an opportunity to provide family with positive information.

Queue Jumper/fast pass

Student can be rewarded with a queue jumper pass for achieving the highest number of positives in the school each week.

6. ROLES & RESPONSIBILITIES - STUDENTS

6.1 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, prejudicial, transphobic, homophobic sexist or derogatory language.
- Actively listen and track others when they are talking
- Carry full and working equipment at all times. In lessons have equipment out ready.
- Replace any broken or missing equipment before lessons.
- 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 eat in lessons. No fizzy or energy drinks are allowed in school.
- Co-operate and help out with classroom tasks (e.g. handing books out)

Classroom staff can use verbal reminders, break and after school detentions sanctions if students do not follow these rules. Staff will explain their signal for attention to their students by asking for 100% STAR students in 3,2,1. Staff will make it clear what each task is as the lessons progress.

If students break the following rules, they will receive an automatic 1 hour detention the same day either at break time or after school. The 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.

6.1.1 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 item to a student at the end of the school day.

If students choose to break this rule a second time then the phone will only be returned to the student's parent/carer. Students should appreciate that they have made a choice to cause their parents the inconvenience of attending school to collect the item. Refusal to cooperate with a confiscation or repeated issues regarding a mobile device will result in internal isolation 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.

6.2 IN THE CORRIDORS

In the corridors, any member of adult/staff has the authority to enforce the rules by giving students an automatic school detention.

These are the rules:

- Wear full uniform correctly including ties, shirts and shoes.
- Walk purposefully on the left without running.
- Walk carrying correct equipment ready for the next lesson.
- Walk in silence when asked.
- 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 inappropriate.

If an incident occurs outside of a lesson a member of staff can still issue a same day detention. In cases where the behaviour is very serious, then this should be referred to Year Managers or SLT.

6.3 IN THE DINING HALL, ASSEMBLY HALL AND OUTSIDE THE SCHOOL

Again, the consequence for breaking these rules is an 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, vaping or E-cigarettes.
- No use of mobile phones or smart devices in school. 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 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 a one hour after school detention, SLT 2 hour detention until 5pm, internal exclusion, alternative provision or suspension (fixed term exclusion).

6.4 TRAVELLING TO AND FROM SCHOOL, INCLUDING SCHOOL TRANSPORT

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.

6.5 EQUIPMENT

This includes:

- 2 black pens, blue pen, green pen, a pencil, rubber, ruler, glue, scientific calculator, white board, traffic light cards, white board marker and white board rubber
- Homework book, cover, write, check book & Reading book for key stage 3
- PE kit

Repeatedly forgetting equipment will lead to an after-school detention.

Students can bring their own equipment if they wish or get equipment before school, breaks or lunchtime from the Year Managers' Office without a consequence.

6.6 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 STUDENTS	DETAILS	HOW TO WEAR THE SCHOOL UNIFORM
Blazer (compulsory)	Black school blazer with pre-embroidered school badge – purchase from Sehgals (£29.99)	Sleeves must be worn at full length (not pushed back). Only badges authorised by school can be worn on blazers.
Sleeveless Jumper (optional)	Black school jumper purchase from Sehgals (£12.99)	No hooded tops, sweatshirts, cardigans or tracksuit tops. Hooded tops should not be worn under blazers
Shirt (compulsory)	Plain white traditional/formal school shirt with collar	Ensure that the collar button is fastened at all times. No coloured brightly vests or underwear beneath shirts. No fashion shirts/blouses Shirts must be tucked into trousers or skirt

Tie (compulsory)	Clip on school tie – purchase from Sehgals (£5.99) Y11 tie – purchase from Sehgals, in-school or via sQuid (£5.99)	Ties must show at least 15 stripes Ties must show at least 5 badges
Trousers (Compulsory if students chose not to wear a skirt)	Plain black tailored school trousers that cover the ankles.	No jeans, flares, baggy, bootleg, hipsters, leggings, low slung, skinny or tight fitting trousers No accessories such as buckles or laces etc.
Skirt (compulsory if students chose to wear trousers)	Tanfield Tartan skirt purchase from Sehgals (£19.99)	No other skirt can be worn. Skirt should be worn at a modest length (knee length) not rolled or altered in any way.
Tights	Plain black	No pattern
Socks	Plain black ankle or knee socks	Socks or tights MUST be worn. NO trainer socks.
Shoes (compulsory)	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 maximum No trainers or trainer style shoes e.g converse. No flip flops, sandals, plimsolls, backless shoes, 'Uggs' or similar No excessive buckles or studs. Trousers should be worn over boots. Shoes, should be worn with skirts NOT boots.
School bag	Essential, minimum size to hold a folder	
Hair & Makeup	Non-natural hair colours and extreme haircuts/hairstyles (such as patterns, lines, mohawks, multiple colours) are not allowed. Hair accessories should be plain black Years 7 - 9	No nail varnish No false nails No false eyelashes No heavy eyeliner or mascara Hair accessories should be black

	<p>No makeup of any description should be worn in school</p> <p>Years 10 - 11</p> <p>Light makeup only</p>	
<p>Jewellery</p>	<p>A watch is allowed - no smart watches/fitbits</p> <p>No other jewellery is to be worn</p> <p>Plain black hairbands only</p>	<p>No piercings. No earrings or expanders.</p> <p>No other visible piercings (retainers or sticky plasters are not acceptable)</p> <p>Piercings should be done at the beginning of the six week Summer Holiday and removed for school.</p> <p>No rings</p> <p>No bracelets</p> <p>No bandanas or bright hair accessories</p> <p>Belts should be black with no large or extreme buckles</p>

6.7 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 STUDENTS	DETAILS	HOW TO WEAR THE SCHOOL UNIFORM
Tanfield short sleeved polo shirt (compulsory)	Embroidered badge, for indoor and outdoor use – purchase from Sehgal's (£11.99)	Collar must be worn down
Black shorts, leggings or training pants (generic compulsory)	For indoor and outdoor use – any plain black can be worn	No stripes or large logos.
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 (compulsory only if students wish to wear a long sleeved shirt)	Embroidered badge, for outdoor use – purchase from Sehgal's (£21.99)	

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

7. UNIFORM ISSUES

Parents and carers are expected to make sure that their child has the correct uniform and sports kit.

The DFE states that schools can sanction students for breaching the school's rules on appearance or uniform. This will be carried out in line with the school's behaviour policy.

If a student is not conforming to the uniform policy:

- phone call home will be made to parents alerting them of the problem.
- Students will be required to correct the issue the same day.
- If the problem cannot be rectified immediately the student will continue learning in isolation, including breaks and lunch until a parent/carers can bring in correct uniform items.
- If we cannot contact parents/carers, the student will continue to be isolated until the issue is resolved
- they will be given a date to correct it by
- We always try to work closely with families to resolve issues in partnership. However, if a student persistently breaks uniform code then the school will implement sanctions in line with the School's behaviour policy.

Please note these are not sequential; any may be applied depending on the circumstances. Incidents will be logged using our behaviour management system.

Year Managers should be contacted if parents want to request an amendment to the uniform policy in relation to:

- a protected characteristic
- the cost of the uniform

8. 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 exclusion or a suspension from school

- Any incidents involving prohibited or dangerous items (drugs, cigarettes/vapes, alcohol, pornography or weapons)
- Any sexually inappropriate comments or behaviour. There is no such thing as banter in Tanfield School.
- Any form of harassment, sexual harassment or bullying (including cyber bullying).
- Racist, sexist, transphobic, homophobic or any prejudicial language.
- 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 or threats to any staff member
- 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. Parents will be invoiced for any damage to school property.
- Incidents on school or public transport to and from school. This can result in a bus ban (time to be determined).
- Incidents that occur online or social media that mention others or bring the school name into disrepute.
- 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 deemed serious or a **crime** such as: violence, theft, drugs, smoking/vaping on site, sexual harassment/misconduct, sharing indecent images, hate crimes, arson/fireworks, carrying weapons or dangerous objects, setting off the school fire alarm 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.

9. BANNED ITEMS, SCREENING, SEARCHING AND CONFISCATION

9.1 SCOPE

The school follows Government advice when confiscating items from students which is outlined in their document [Screening, Searching and confiscation, advice for head teacher, staff and governing bodies](#) (A copy of this document is available from the DfE Website).

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

- Knives, blades, firearms/weapons/catapults.
- Illegal drugs
- Legal Highs
- Alcohol
- Fireworks
- Tobacco, e-cigarettes, vapes 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).

Headteachers 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. After a search the incident will be recorded in CPOMS and include the following information:

- the date, time and location of the search;
- which student was searched;
- who conducted the search and any other adults or student present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; a
- what follow-up action was taken as a consequence of the search.

9.2 CONFISCATION

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline. If the item is prohibited or dangerous it will be handed to the police.

Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Students found with tobacco, e-cigarettes, vapes 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 for any item banned under the school rules.

Searching includes the 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

Staff may also examine any data or files on an electronic device they have confiscated as a result of a search.

If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable.

9.3 SCREENING

What the law allows:

- Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.
- Schools' statutory power to make rules on student behaviour and their duty as an employer to manage the safety of staff, students and visitors enables them to impose a requirement that students undergo screening.
- Any member of school staff can screen students.

Also note:

If a student refuses to be screened, the school may refuse to have the student on the premises. Health and safety legislation requires a school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

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, smart watches, 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. Any piercings are strictly not allowed. A stick plaster or plastic retainer is not an option. Students wearing piercings will be asked to remove them immediately. When a piercing cannot be removed a student will be sent home to remove it or isolated.

10. THE CONSEQUENCES

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

10.1 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 students name should be written on the board as a final warning. This should also be recorded formally in Arbor
- 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 member of staff will come remove the student. The student will be placed with another member of staff or in the House. This should be recorded in Arbor.
- 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.

10.2 DETENTION PROTOCOLS

Detentions are carried out on the same day of the incident and will be 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.

10.2.1 WHAT THE LAW ALLOWS

Teachers have authority to issue detention to students, including same-day detentions.

Parental consent is not required for detentions. However, Tanfield school will contact parents to inform them their child has an after school detention.

- If a student receives an on-call they will be given an instant after school one hour 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.
- Two on calls in one day will result in an instant isolation in the house. Students will remain here until 4pm.
- In line with the Department for Education , the school has no legal obligation to inform parents that their 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. Where possible parents might 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 parents/carers have recently changed their number can they please contact school as soon as possible so we can update our records.
- Students who have been given a same day detention will be collected at the end of their afternoon meeting by a member of staff. They will then be escorted to where they need to carry out their detention. It is a student's responsibility to attend the detention if they are not collected.
- During the detention the member of staff issuing the detention will have a restorative conversation with the student about the poor choices the student made during the lesson. The member of staff might 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 will be logged in Arbor.
- 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.

11. RESPONDING TO THE BEHAVIOUR OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITY (SEND)

Tanfield school will consistently and fairly promote high standards of behaviour for all students and provide additional support where needed to ensure students can achieve and learn as well as possible.

The school does not assume that because a student has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

In such cases the schools will consider whether a student's SEND has contributed to the misbehaviour and if so, whether it is appropriate to sanction the student.

Reasonable Adjustments

When taking any action staff will 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.

12. SUPPORTING STUDENTS FOLLOWING A SANCTION

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 or phone call.

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. During an investigation students might be required to work in isolation so the investigation is not interfered with.*

13. ON-CALL PROTOCOLS

Removal from the classroom is a serious sanction. A member of staff will request a student is removed by the on call system. A student is likely to be removed from a lesson if:

- Their behaviour is disruptive to the learning of others.
- Their behaviour is so extreme it warrants immediate removal.
- 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.

Parents should be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition

- On call should be used 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.
- The on call teacher can be requested by walkie talkie, e-mail or 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 Arbor 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.
- The main office will notify parents by text if their child has been removed from a lesson and has an after-school detention. In serious incidents a member of the pastoral team of SLT will phone the parent/carer.

14. HOMEWORK DETENTIONS

- All students have a homework timetable and will complete a piece of homework every night. Students are expected to complete a “look, cover, write check” task and an online piece of homework.
- **Homework warning:** If it is the first time in a subject a student has not completed or done homework to an acceptable standard, the class teacher can issue a warning. This will be logged in Arbor. The student is then expected to complete the homework and hand it in within 24 hours. It is the student’s responsibility to hand completed homework in to the teacher and not the class teacher’s responsibility to find the student to collect the homework from them.
- **Look, cover, write check** homework will be checked everyday in morning meetings. Where a student has failed to complete this homework to an acceptable standard or meet the deadline they will carry out a detention for an hour after school.
- **Online homework** will be checked by class teachers and Subject Leaders. If it the first time it is not complete or standard is not acceptable, a warning will be issues and logged in Arbor
- **Second time:** If a student has failed to complete homework for a second time or homework is inadequate, then the member of staff is to issue an afterschool detention and log this in Arbor.
- If issuing a one-hour detention for inadequate or incomplete homework staff will log this in Arbor and parents will be notified of the day the detention is to be carried out. A text will be sent to parents to inform them of when the detention will be. This can be the same day or an arranged date.
- Heads of Student Guidance and 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 Heads of Student Guidance or a member of SLT.

- Students will be expected to complete homework even if they have been absent from school. The only exception to this will be if they have been absent for 80% of the week.

15. 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
Suspension	Not allowed to attend school for a set number of days. This is a legal exclusion and will be recorded with the Local Authority
APEX	This is an alternative provision based in school. Student who access this can be either full-time or part-time.
Assisted off site provision	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 be for a number of weeks or terms.
Permanent Exclusion	No longer allowed to attend Tanfield School

16. 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 a suspension from school. 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 suspension is 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, LCA, 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. They will follow their normal curriculum by accessing the lesson via a Google Meet. They can hear the teacher and teacher's presentation. In some cases, a student's curriculum might be suspended for the day it is more appropriate to work on different subjects or reflection.
- Students will remain in the house during break and lunchtime. Students will order their lunch and it will be delivered to 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.

17. SUSPENSION

Suspension is an extreme sanction. Discretion will be used in determining whether suspension is the most appropriate sanction in each case, and will determine the length and nature of the suspension.

Suspensions, whether fixed term or permanent, may be used for any of the following, all of which constitute examples of unacceptable conduct:

- Verbal abuse of staff and/or others
- Verbal abuse of students
- Physical abuse of /attack on staff
- Physical abuse of /attack on students
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Vaping or smoking on school site
- Theft
- Malicious accusations against school staff
- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Supplying vape pens to other students
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson
- Any other illegal activity
- Unacceptable behaviour which has previously been identified and reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.
- Unacceptable behaviour outside of school, whilst wearing the school uniform or representing the school at an event.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that suspension is an appropriate sanction.

Each case will be judged individually – and therefore a simple tariff system will not be adopted for particular offences. The standard of proof to be applied is the balance of probabilities, i.e. if it is more probable than not that the student did what they are alleged to have done, the Head teacher may suspend the student.

Before making a decision to suspend:

- A thorough investigation will be carried out
- The student will be allowed to give their version of events
- All the evidence available will be considered, taking account of other relevant policies including equal opportunities

- A written record of the actions taken will be kept including details of any interview with the student and any witness statements
- The school will ensure that it is meeting its duty of care towards the student in particular with due regard to any Child Protection issues

17.1 SUSPENSION PROCEDURES – FIXED TERM

The Department for Education regulations permit the Headteacher to suspend a student for one or more fixed periods not exceeding 45 school days in any one school year

Most suspensions are of a fixed term nature and are of short duration (usually between one and three days), however, longer fixed term suspensions may be imposed at the discretion of the Head Teacher.

Once a decision has been made to suspend, parents will be contacted immediately by telephone where possible. Written notification of the suspension will be sent home by post.

The notification letter will contain the following information:

- The reason for the suspension
- The nature and duration of the suspension
- The date and time that the suspension ends
- The readmission procedures
- Readmission timing will be set at 8.30am – failure to attend the time set for a readmission meeting will result in the student being isolated until the arranged meeting can take place.
- A statement detailing the parental right to make representations to the Governors and/or the LA including the contact detail
- A statement outlining the parental responsibility for the daytime supervision of their son / daughter for the duration of the suspension
- Notice that the parent may be prosecuted or given a fixed penalty notice, if their son / daughter is unsupervised during school hours and is present in a public place without justification
- Notification that the student is not allowed on the school site for the duration of the suspension, unless the Head of School has given prior consent

Where the pupil is suspended at the end of the afternoon session and the suspension takes effect the next school day, notice must be given before the start of the afternoon session.

Where the pupil is suspended in the morning session and the suspension takes effect that afternoon, the notice must be given by the end of the afternoon session.

A readmission meeting will be held following the expiry of the fixed term suspension, involving the student, the parents, the Deputy Head Teacher, Year Manager or other staff where appropriate. At this meeting the following should be discussed:

- The reason for the suspension
- The continued partnership between the school and parents in terms of taking responsibility for behaviour issues
- An agreement on how the student's education should continue and measures that will be put in place
- Any wider issues or circumstances that may affect the student's behaviour

The school will endeavour to set the time and date for the meeting at a time convenient to the parent. This will usually be on the day that the student returns to school, and will be between the first and fifteenth school day following the return to school. The school will keep a record of all times and dates of the meetings set. At least one parent should attend the meeting, and usually the student will be present for at least part of the meeting.

Please note: A parent's failure to attend a meeting will be one factor taken into account by a magistrates' court when deciding whether to impose a parenting order if at any future point a parenting order has been applied for by the school or local authority.

If the fixed term suspension is greater than five days or an accumulation of suspensions exceed five days, a Pastoral Support Plan will be drawn up which will be agreed with the school, student and parents.

Any fixed term suspension that would lead to a student being suspended for over 15 days in a school term or missing a public examination will be reviewed promptly by the Governors.

The Governors will review fixed term suspensions which would lead to a student being suspended for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

17.2 PERMANENT EXCLUSION

There are two main types of situation in which permanent exclusion may be considered.

- 1) The first is a final, formal step in an extended process for dealing with misbehaviour following the use of a wide range of other strategies and external agency support where appropriate, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.
- 2) The second is where there are exceptional circumstances and it is inappropriate to implement other strategies. In these circumstances it may be appropriate to permanently suspend a student for a first or 'one off' offence. These might include:
 - Serious actual or threatened violence against another student or a member of staff
 - Sexual abuse or assault
 - Supplying an illegal drug
 - Carrying an offensive weapon
 - Where criminal behaviour outside of school would seriously harm the education or welfare of the student or others in the school if they were to remain in school.

In considering whether permanent suspension is the most appropriate sanction, the Headteacher will consider;

- the nature and gravity of the incident, or series of incidents
- the effect that the student remaining in the School would have on the education and welfare of other students and / or staff

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Discipline Committee, when it meets to consider the Executive Headteacher's decision to suspend. This Committee will require the Headteacher to explain the reasons for the decision and will look at appropriate evidence, such as the student's

behaviour record, witness statements and the strategies and interventions already used by the school to support the student prior to suspension.

18. ROLES & RESPONSIBILITIES - STAFF

What the law allows

Teachers can sanction students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that student.

Staff can issue sanctions any time students are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a student's misbehaviour occurs outside of school

All staff will:

Staff have an important role in developing a calm and safe environment for students and establishing clear boundaries of acceptable student behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that students can see examples of good habits and are confident to ask for help when needed. Staff should also challenge students to meet the school expectations and maintain the boundaries of acceptable conduct

- 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 pre-emption, 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. This can be done by giving the student time out of

the room for 2 minutes or requesting on call. Where the safety of staff or students is at risk the On-Call teacher should be called upon immediately.

- 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 Arbor as soon as possible.
- Proactively supervise students during line ups; checking students behaviour, uniform and ensuring they enter the building in a calm and orderly manner.
- 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 Arbor. 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 Arbor

Teaching staff & Advisors will:

- Lead by example and model the behaviour we expect from students.
- Amongst other duties, use the morning and afternoon meeting to check the standard of student uniform and equipment. Advisors will keep a record of this and a one hour after school detentions will be given to students who are deliberately 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 Arbor 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 Arbor initiatives on the Student's home page.
- Log any meetings with parents under Arbor initiatives on the Student's home page.
- Store any letters home using Arbor or refer to Year Managers.
- Join an online lesson via a Google Meet for those students working in the House

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 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 staff are joining online lessons, providing work and the Google classroom is updated for each year group to support those students who are working in the House.
- 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,. This includes 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 position statement 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, Head of APEX & 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 **Arbor**
- 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 **Arbor**
- 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 **Arbor**.

- Ensure Arbor 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 the data manager 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 Arbor. 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, sexual harassment 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 Arbor in communication section or initiatives in the student's profile page.
- Year Managers to extract reports (from Arbor) 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, 2.45pm 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 The House and ensure students on internal exclusion have sufficient and appropriate 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 Arbor behaviour records and individual review sheets for each student on receipt of weekly exclusion database from.
- Carry out on calls to support behavior in subject areas.

- Collect any students requested to carry out after school detentions in the afternoon meeting.
- 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.

19. TEACHING & LEARNING

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.
- Have recaps ready.
- 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 every lesson and log this in Arbor. Assess students' work regularly.
- Staff should award one student “Star” student each lesson for those students who have demonstrated our values of hard work, trust and fairness.
- 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 expectations 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.

Radar - be seen looking

- 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 minimise drama by using the subtlest and least invasive tactic to correct off-task students.

- Non-verbal 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.

20. 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.

20.1 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.

21. WHOLE SCHOOL PROACTIVE STRATEGIES - ADDITIONAL SUPPORT

21.1 PROACTIVE 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.
- Referral to the Behaviour Panel

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 Alternative Provision in school 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.

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

21.2 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 Arbor entries being issued for a student.

22. EVALUATING SUCCESS

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

- Students are reintegrated into mainstream school and their performance improves.
- A noticeable reduction in negative Arbor entries for students who have been referred.
- Reports back from individual subject teachers confirming improvement in behaviour.
- A reduction in suspensions.
- 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.

23. 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 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.

24. ALTERNATIVE PROVISION IN ANOTHER SCHOOL

- This is a very serious consequence, which is the penultimate stage before a suspension
- 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 a suspension 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 student 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

25. DISCLAIMER

The school reserves the right at any point to bypass steps should a student's behaviour warrant such action. This could mean recommending alternative provision, a suspension, assisted offsite provision or a permanent exclusion in response to a single, serious breach of the school rules.