

# **Tring School**

## ***Behaviour Policy***

**Policy Date: October 2015**

**Issue No: 3**

**Review due: October 2017**

**Approved by: Governing Body** (*Students, Learning & Community Committee*)

**Date: October 2015**

**(Minor amendment March 2016)**

**Note: Related policies/documents:**

- School Rules
- Code of Conduct
- Drugs Policy
- Home School Partnership
- Attendance Policy
- Anti-bullying Policy
- Use of Physical Restraint Policy
- Equalities Policy
- Sixth Form Code of Conduct

# Behaviour Policy

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## 1. Overview

Tring is a fully comprehensive, over-subscribed, 11-18 Church of England school that believes everyone has the right to learn. Our Behaviour Policy aims to ensure that all students can reach their full potential in a safe, secure, calm and ordered environment. A school is a microcosm of society in general and students need to appreciate that the policy seeks to demonstrate to students that there are expectations in life that we must learn to adhere to and understand that there are consequences for those who behave outside those expectations.

The policy encompasses our **rules, rewards and sanctions** and the communication and management framework we use to ensure that students know they are being treated fairly and consistently. Rules are kept to a minimum and are in place for good reasons. They are made known to the school community, parents, staff and governors through the student planner, staff handbook, notices in the tutor room and via the school website. Assemblies and Lifeskills sessions are also used to inform students, and to discuss accepted standards of behaviour; positive behaviour is promoted through engaging teaching and learning and the use of rewards.

**ALL** staff accept a collective responsibility for the management of good behaviour. Parents are asked to work in partnership with the school. The behaviour policy is central to our ethos and is designed to meet the needs of all our students.

## 2. Aims

The Behaviour Policy aims to:

- Emphasise the importance of good behaviour and its relationship to learning.
- Provide a framework for the consistent management of all behaviour-related issues.
- Underline the value of partnership between parents, students and the school in the achievement of high standards of behaviour.
- Encourage every member of Tring School to show care, courtesy and consideration to other members of the school and to the wider community of Tring.

### **3. Principles**

Our Mission Statement is 'Live to Learn, Learn to Live'. Our core values are under-pinned by three key words; Respect, Responsibility and Relationships. Our behaviour policy is based on these core values. We have defined a code of conduct to promote positive behaviour as follows:

#### **Code of Conduct**

- Be prepared for all your lessons
- Be polite and respectful towards staff and students
- Be responsible for your own learning and the learning of others
- Wear the correct uniform to school
- Respect the school environment at all times

We believe in recognising, celebrating and rewarding achievement of all kinds. Our rewards system is designed to celebrate successes. We also have clear expectations regarding behaviour and consequences for poor behaviour. Our behaviour system is based on a fair set of rules that will be applied by staff consistently and is based on giving students chances, choice and consequences. We recognise that some difficult behaviour results from special educational needs (SEN), such as emotional and behavioural difficulties. As and if needed we may work together with other relevant services to prepare a planned intervention to help students manage their behaviour more effectively. Similarly, we recognise that other groups identified by Ofsted as 'at risk' in the education system, including; looked-after children, sick children and young carers. May (at some point) need us to take account of their individual needs and circumstances, when applying our behaviour policy. All students will have a copy of our Code of Conduct in their planners. The school follows the procedures as set out by the DFE & HCC.

### **4. Roles and Responsibilities**

The governing body will establish in consultation with the Headteacher, staff and parents, the policy of promotion of good behaviour and keep it under review. They will monitor the behaviour policy through the Students, Learning and Community Committee (SLC), and work with the Assistant Headteacher with responsibility for Student Support Services, to look at data and spot trends.

The Headteacher will be responsible for the implementation and the day-to-day management of the policy.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied.

Parents and carers will take responsibility for the behaviour of their child, both inside and outside the school. They will be encouraged to work in partnership with the school.

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students also have the responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

## **5. Definition of School Jurisdiction**

This policy applies on school premises and during school hours, travelling to and from school, on visits and trips, and school events and other occasions related to the school, and any occasions when the students are the responsibility of the staff. The policy applies when students are off site on study leave or work experience. When students are travelling to and from school in uniform, they are considered to be representing the school and therefore the school rules apply. This includes Sixth Form students, who remain subject to school jurisdiction even if off site. The school reserves the right to take interest in and impose sanctions for any misconduct by any student at any time, beyond the bounds of the school day, week, and term, where such misconduct prejudices the good order and welfare of the school and its students. In addition to this policy, further details are given in school policies on Anti Bullying, Equality and Dealing with Drug and Substance Misuse through Education.

## **6. Staff guidance**

Staff will follow the outlined key points:

- Sanctions will be just, fair, appropriate and clearly explained. They will also be documented and recorded on the School Information Management System (SIMS).
- Staff will take account of the needs and circumstances of individual students with particular identified difficulties, such as a disability, when implementing the policy
- Whole class punishment will be rare, and only after consultation with the Subject Leader/ HOH
- Staff are encouraged to read the Behaviour for Learning poster
- Setting additional work as a sanction for poor behaviour is not appropriate
- Parents will be informed, as appropriate, of sanctions via the student planner using a detention sticker, by letter (in some circumstances), by telephone or by email

- All detentions will be recorded on the central system (SIMS)
- All standards of behaviour expected on school grounds should also be expected of students on trips, whether in or out of uniform
- Students will be given the opportunity to learn from their mistakes and make a fresh start.

## **7. Parents and Carers**

Parents /carers and teachers have joint responsibility, with students, for fostering responsible behaviour. The Home-School Partnership is signed by parents early in Year Seven and the school aims to work with parents should difficulties arise. The school will also inform parents about improvements in behaviour. Early identification of potential difficulties is considered vital in changing behaviour patterns and parents are encouraged to support the school and play a lead role in the implementation of new strategies to assist a student in making the progress of which they are capable. Parents /carers are encouraged to monitor the student planner, sign it every week and engage in dialogue with teachers.

Students' tutors are the first point of contact for parents, and are the foundation of our pastoral system. If students are having particular difficulty meeting school's expectations about behaviour, the school will consider whether parental influence could help bring improvements. If so, provided parents or carers are willing to work with the school or an appropriate agency and want or need support in order to help improve their child's behaviour. The school will draw up an agreement designed to foster a productive relationship with parents and provide individualised support for the student.

## **8. Rewards and Sanctions**

### **Rewards**

Rewards are seen by Tring School as the most positive way in which to encourage good behaviour, motivation and academic progress. Students may be rewarded for a number of reasons, including:

- excellent work of a high academic standard
- academic progress
- excellent effort
- co-operation
- involvement in activities outside the school day

- extra-curricular activities
- changing the pattern of behaviour in a positive way
- improved attendance
- excellent attendance
- community spirit

The type of rewards used by staff to promote good behaviour, might include:

- verbal praise
- achievement points on SIMS
- Praise Postcards home
- a Headteacher's commendation
- an award at one of the Annual Prize Giving events
- notes in the planner from staff
- Hertfordshire Attendance Awards
- attendance prizes
- work on display
- a mention in the school's newsletter
- letters home
- lunch pass (permission to by-pass the queue)
- free lunch
- Head of House celebration assembly – voucher, mention on the powerpoint, chocolates etc.
- tutor group "Pizza Lunch"
- cinema afternoon
- Headteacher's certificate

## **Sanctions**

The principle behind the school's behaviour system is; students are given a fair set of rules and are given the chance to behave. If they choose not to behave they will be given a warning. The student is then given the choice to regulate their own behaviour but if they fail to do so, there will be a consequence. Every student's planner outlines the basic expectations of every child through the Code of Conduct.

Lunchtime and after school detentions will be recorded in the student's planners via a sticker and this will also act as a communication tool with home. Ideally, parents require a minimum of 24 hours' notice regarding an after school detention however, **this is no longer a legal requirement**. The school will keep a record of lunchtime and after school detentions on a central system. If a student needs to spend time in Internal Exclusion, parents will be informed by letter, phone call or email.

## **Detentions**

The school operates a centralised detention system. All lunchtime and after school detentions are recorded and monitored by the school. Students who receive more than 7 detentions in a half term, may receive an internal exclusion, or in some cases a fixed term exclusion. Generally parents will be given 24 hours' notice (for after school detentions) via the student's planner or by phone, of any after school detention but this may not always be possible. Students who fail to attend detentions will be pursued and further sanctions will be issued. Lunchtime detentions will last for 30 minutes (1.30 – 2.00pm), if a student fails to attend this, they may receive a one hour, after school detention. This will happen at the earliest possible occasion and parents will be notified via a yellow sticker in the planner. If a student fails to attend an after school detention, a Leadership Team Detention may be issued, parents will be notified via a pink sticker in the planner. Leadership Team Detentions are held every Friday after school, the detention lasts for two hours and is supervised by a member of the Leadership Team. If a student fails to attend a Leadership Team Detention, the student will be placed in the Internal Exclusion Room, the next school day. Students can also be placed in Leadership Team detentions for more serious breaches of the school's behaviour policy, this is done at the discretion of the Heads of House or Leadership Team.

The school operates a 'three strike' system. Students are expected to turn up to lessons; on time, appropriately dressed and equipped to learn. If a student fails to meet any of these expectations, they will have a strike recorded against their name on the electronic behaviour management system. Any three strikes in a week will result in a one hour detention.

These detentions generally take place on a Wednesday after school and parents will be informed via a yellow sticker in the planner. The school has extended the 3 strike system to include students' appearance and behaviour outside of the classroom eg: dropping litter.

### **Withdrawal of Students from Lesson**

In certain cases students may be removed from a classroom if a teacher feels it is no longer possible to teach a lesson with a particular individual student in the class. This may be either because of a single, disruptive or confrontational act or for a persistent, sustained disruption of the lesson. A senior member of staff will arrive and speak to both the student and the teacher to ascertain if it is appropriate for the student to be allowed to resume the lesson. If this is not possible the student will be removed from the classroom and the class teacher will then follow-up the incident by recording it on the behaviour management system and speaking again to the student concerned. After the event, any sanctions that have been imposed, will be communicated to the parents and member of staff involved.

### **Internal Exclusion**

Students may be withdrawn from lessons for longer periods, to work under supervision in the Internal Exclusion Room. Work will be provided and students will not be allowed free time at break and lunch times whilst in the Internal Exclusion room. Parents will always be informed of internal exclusions by a member of the Student Support Team and a letter will be sent home in due course. They may be called into school to discuss the incident and possible ways forward.

Examples of behaviour which **may** lead to an internal exclusion are (but not exhaustive):

- indirect/direct rudeness towards a member of staff
- smoking
- refusal to accept the code of conduct
- bullying
- harassment, including racist, sexist or homophobic abuse
- truancy
- incorrect school uniform

The context of the incident leading to internal exclusion will be reflected in the length of time a student spends away from the classroom. A series of internal exclusions may result in a fixed term exclusion. Students and parents will

always be informed when this is the case. A copy of the letter sent home is used to record details of Internal Exclusion incidents in the student's pastoral file.

Students are expected to complete all work to a high standard whilst in internal exclusion. If this is not the case the period of external exclusion may be extended.

### **Exclusion**

Is the most serious sanction that the school can impose, it is a punitive measure and the decision to exclude is not taken lightly. However, the school needs to ensure that students fully understand that where there are very serious breaches of the school's behaviour policy or code of conduct, the school will not tolerate such behaviours and will remove the student in question, from the school, for a set of period of time or possibly permanently. This will allow the student to reflect on their behaviours and hopefully allow the school to plan for their successful reintegration into the school through the use of support plans or the engagement of outside agencies. In the case of permanent exclusions, we will need to plan for their education away from Tring School.

Not all exclusions will be for "one off" events. Where a student has not responded to other sanctions and there has been a pattern of poor behaviour, the school will impose an exclusion.

Where we have concerns regarding student safety or there has been a criminal offence, we will engage with the Police and seek their advice.

The final decision to externally exclude can be made by the Headteacher or Deputy (in the case of absence). When deciding to exclude a student the Headteacher will ensure there has been a thorough investigation and that a record is kept of his actions and those of other staff. There are **two types** of exclusion: fixed term and permanent. The length of a fixed-term exclusion will be decided by the Headteacher with reference to:

- **the age of the student**
- **the student's previous disciplinary record** - the school operates an escalating system
- **the nature of the offence** – the more serious the breach of the policy - the greater the number of days of the exclusion
- **the home background** – would excluding the student put them at risk of harm?

- **exam obligations** – the school will try to avoid any clashes with public examinations and will manage the exclusion accordingly

Whenever a student is sent home for a part of a day as a consequence of their actions, for example so that they can calm down and regain their composure we record the incident formally, as a fixed term exclusion, in line with DFE guidance. If a student is sent home for the lunchtime period it is recorded as a half-day exclusion. The following incidents or offences **may** lead to a fixed-term exclusion (this list is not exhaustive):

- persistent refusal to accept the Code of Conduct
- deliberate damage or vandalism – **possible Police involvement**
- theft – **Police involvement**
- swearing directly at a member of staff
- physical violence towards a student – **possible Police involvement**
- persistent bullying or a single case of extreme bullying – **possible Police involvement**
- bringing the school into disrepute
- bringing an offensive weapon onto the school premises – **Police involvement**
- possession of illegal substances on the school site – **Police involvement**
- Acting in a manner which displays sexualised behaviours and causes anxiety/concern/distress to the victim - **possible Police involvement**
- Behaviours that are not conducive to the school expectations.

**Where a student is excluded the school will:**

- notify parents of their responsibility to ensure that their child is not present in a public place during school hours
- undertake to set and mark work for that student for the first five days of the exclusion
- If the exclusion is over 5 days, ensure a 5 Day Exclusion pro-forma is completed

- provide full-time education (off-site or in a shared provision) from the sixth day of any period of fixed period exclusion of six days or longer
- advise any sanctions that may be imposed for non-attendance of the provision for the sixth day onwards
- consider how the time out of school might be used to address the student's problems
- consider what support will best help with the pupil's reintegration into the school at the end of the exclusion
- If the exclusion is over 5 days, contact the parents and offer them an opportunity to attend a meeting to explain the exclusion further.

The parents or carers of a student who is excluded for a single or cumulative period of 6-15 days in any one term can request a meeting with governors to review the exclusion. The governors will meet within 50 days of the exclusion and will decide whether or not to uphold the exclusion. If a student is excluded for more than 15 days in a term the governors will always meet within 15 days to review the exclusion.

After a fixed-term exclusion students must attend a re-admission meeting with their parents and a member of the Leadership Team. The terms of re-admission are discussed and agreed at such meetings and provision for continued support for the student arranged at this time. **Repeat offences could ultimately lead to permanent exclusion.**

Permanent exclusion will usually be considered as a 'last resort' action; applied only when all other methods and strategies have failed. However, permanent exclusion would normally follow after certain single incidents, which are deemed to be extremely serious. These **might** include:

- a) actual or threatened violence against a member of staff
- b) the inability of a student to follow school expectations thus, potentially jeopardising the health and safety of, or causing severe disruption to, themselves and others (eg. but not limited to, setting off the fire alarm)
- c) theft from the school, a student or a member of staff
- d) serious actual violence against another student or member of staff
- e) sexual abuse or assault
- f) supplying or intent to supply an illegal drug

- g) carrying an offensive weapon with intent to cause harm
- h) persistent breaches of the school's behaviour policy

We will not normally exclude for:

- non attendance
- uniform or appearance
- poor academic progress
- behaviour of parents

If a student is permanently excluded the school will:

- notify the parents & the Local Authority (LA) that the exclusion is a permanent one.
- notify parents of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any permanent exclusion
- undertake to set and mark work for that student for the first five days of the exclusion
- advise parents or carers that, during the first week of the exclusion, the Local Authority will arrange to assess the student's needs. Provide information on how to contact the LA to facilitate a meeting with them, in order to discuss their options going forward and what provision will be put in place for their child's education beyond the 6<sup>th</sup> day of exclusion.
- arrange a meeting of governors to review the exclusion and decide whether to uphold it.
- ensure that the Headteacher's Report is completed ready for the governors review meeting

Students who are permanently excluded will remain on the school roll during the period allowed for appeals, or sooner if the Local Authority confirms there will be no appeal.

## **9. Support and Prevention**

The behaviour policy encourages students to take responsibility for their own behaviour and helps them to recognise the consequences of inappropriate behaviour. The following elements may be used to help students who have difficulty meeting expectations.

### **Pastoral system**

Every student has a nominated tutor – a teacher whose subject is the student and who works to ensure that their tutees make the best possible use of the time they spend in school. Tutors work hard to secure a safe and successful environment in which the students in their care can flourish. They are responsible for overseeing the pastoral care, academic progress and development of the students in their tutor group.

Tutors want each student to fulfil their potential and will take opportunities to support and reinforce good behaviour and discuss problem behaviour as part of the work they do with their tutor groups. They carry out developmental work during tutor time and encourage students to take increased and increasing responsibility for themselves. Tutors work closely with their Head of House and ensure that any issues that need to be communicated to staff are fed into the staff briefing system and on to the school's SIMS system.

The rewards and consequences system, notifies tutors about the behaviour of students in their tutor group and they use this information as part of their work in guiding, supporting and encouraging their students, and communicating with parents as and when needed.

### **Encouraging good behaviour**

Staff should always try to build relationships with students and encourage students to choose the right behaviour. Teachers use a number of classroom management strategies.

Classroom management strategies include:

- moving a student to a different part of the classroom, or to an isolated desk
- giving the student reflection time outside the door of the classroom
- suspension of privileges eg loss of breaks/lunchtimes, outings
- referral to a Subject Leader/Director of Learning/HOH

Staff collaborate closely, and involve senior staff as needed for advice and help on appropriate ways of implementing a strategy.

### **Reports**

When a student has difficulty managing his/her behaviour a report will be used to help him/her improve. A student may choose to use a report

voluntarily, as a way of getting feedback, or it may be compulsory, where staff want to use it to help a student identify problem behaviour and a focus for improvement. Staff record achievement against the targets at the end of each session throughout the day. Reports are used to monitor progress, spot patterns and improve behaviour, attendance, punctuality or homework.

- the reason or focus will always be stated on the report
- they can be issued by the Form Tutor, HOH or a member of the Leadership Team
- students will always be involved in the target setting dialogue
- parents will always be informed via a phone call or meeting
- staff will always be informed via the bulletin
- they will not be used long-term unless requested by parents

In certain extreme cases the report may be distributed to staff via reception, ensuring comments are recorded by staff and the report is returned to the House Office for monitoring.

### **Contracts, Pastoral Support Plans, support from other agencies**

An Individual Behaviour Plan (IBP) and Pastoral Support Plan (PSP) are school-based interventions to help individual students manage their behaviour. It is particularly useful for those whose behaviour is deteriorating rapidly, and who are in danger of permanent exclusion. Students who are considered 'vulnerable' will be identified at the earliest opportunity. IBPs and PSPs identify precise and realistic targets for the student to work towards. A nominated member of staff will oversee the IBP or PSP. As part of target-setting we normally outline a support programme where necessary. We may also consider groupings, classroom organisation and specialist support. The following will always apply:

- students will be encouraged to participate in setting their own targets
- IBPs and PSPs will break down the programme into fortnightly tasks and identify rewards and sanctions
- IBPs and PSPs are reviewed half-way through their set time – often at about 16 weeks
- parents will be involved, and may be asked to sign a contract
- if the contract is broken, parents and staff will be fully informed of the consequences of such an action

IBPs will be managed within school with school based support. They will be short, practical and agreed with parents or carers. PSP's require outside agency support and the local education authority (LA) may be informed.

We may seek expert input from other agencies, including:

- Education Support Centre – Judith Coulson at Dacorum Education Support Centre
- Life coach – Lincoln Beckford
- School Nurse – Sue McCabe
- Attendance Improvement Officer – Lynne Marks
- Connexions/AIG – Andrew Dobberson
- School Counsellor – Barbara Belmont
- Educational Psychologist – Jonathan Moore
- The Police – Community Police Officer
- CAMHS (Child, Adolescent, Mental Health Services)
- TYST (Targeted Youth Support Team)
- ADASH (Adolescent, Drugs & Alcohol Service for Hertfordshire)

Working with parents and carers we may also seek input or advice from:

- Family doctor
- Child and Family Clinic
- Social services

PSPs will be individual. For particularly challenging students the following will be considered and implemented where necessary:

- A different curriculum. This may involve a reduced timetable, extended work placements, being educated off site or a combination of the three.
- Individual mentoring by a member of staff, where the teacher and student would meet on a regular basis.

## **10. Special Educational Needs**

Other than in the most exceptional circumstances, the school will try to avoid permanently excluding students with statements/EHC plans. Instead, every effort will be made to ensure that support mechanisms are in place to support these students.

In addition, the school will endeavour to avoid excluding students who are being supported at SEN Support under the Special Educational Needs Code of Practice, including those at SEN Support who are being assessed for a statement. Where students have severe and complex SEN, we may ask the LA to consider whether an EHC plan may be necessary. However, if a student's behaviour warrants an exclusion, the school will impose the necessary sanction.

We will try every practicable means to maintain students with SEN (including those with statements and EHC plans) in school. Specialist advice and intervention may be sought from the Educational Psychologist, the Behaviour and Attendance Team, the ESC or a teacher with a special expertise in the pupil's area of SEN/disability. An interim or part time placement at the ESC may be appropriate. For a student with a statement, the school may liaise with the local SEN Team about initiating an interim review of the student's statement/EHC plan.

If a student with a statement of special educational needs/EHC plan is at serious risk of disaffection or exclusion, an interim or early review will be called". It will then be possible to consider whether the student's needs have changed and whether amendments to the statement/EHC plan are required, as an alternative to the student being excluded

## **11. The Police**

It will be for a member of the Leadership Team to decide whether the Police should be involved in any given incident. The Police have the right to enter the school and intervene in cases where they believe an individual may be carrying a weapon. Parents will be informed immediately if a decision is taken to contact the Police.

The possession of illegal substances on the school premises will always lead to the involvement of the Police. The school will follow the guidance of Home Office Circular 98178 on 'Interrogation and Taking Statements'. Thus it will be normal practice for Police interviews to take place at school only in the presence of parents or guardians. If parents cannot be contacted, the interview will take place with an appropriate member of staff and should not obstruct the Police in the course of their duty.

The Police have the right to enter the site without permission of the Headteacher, but should only exercise this right in exceptional circumstances.

### **When to call the Police**

- Once a case has been established, school led interviews and investigations should stop and the Police should be called
- Accurate records of interviews and admissions should be kept as a member of staff could be called as a witness.
- Once a criminal investigation is under way school investigations and/or interviews MUST stop.
- Offences where the police **may** be called include: theft, harassment (bullying), assault, damage, drugs and offensive weapons.

### **12. Related Documents**

- School Rules
- Code of Conduct
- Drugs Policy
- Home School Partnership
- Attendance Policy
- Anti-bullying Policy
- Use of Physical Restraint Policy
- Equal Opportunities Policy
- Sixth Form Code of Conduct

### **13. Uniform & Appearance**

Uniform must be worn at all times on the way to and from school and when representing the school off site. When non-uniform items are worn they may be confiscated and parents/carers may be asked to collect them from school.

Students wearing inappropriate clothing or footwear will be referred to their HOH and may be sent home to change or kept in Internal Exclusion.

Hair must be appropriate for a smart, professional environment and must not be extreme in style or length. It should not be cut shorter than a number 2 and must not be shaved-patterned. This also applies to shaved eyebrows, again students may be sent home. Hair must be a natural colour, any form of

unnatural colours (including two-tone) is not permitted. Only plain, functional and safe hair accessories are allowed.

Jewellery which is not permitted in our guidelines will be confiscated, put in a named envelope, and passed on to the relevant HOH. It will be returned at a mutually agreed time unless there are exceptional circumstances. Facial piercings are not permitted. Students should have only one piercing in their ears and a simple stud should be worn.

Students in Years 7-11 wearing make-up will be asked to remove it or directed to the relevant House office where stocks of make-up remover & nail varnish remover are held.

**Confiscated items** – The school will not take responsibility for confiscated items (apart from mobile phones held in the school safe). These items should not have been brought into school and it is the responsibility of the student or parent to collect the item(s) at the designated time.

#### **14. Mobile Phones**

Phones with cameras and internet access can easily be misused in a school setting. As a school we try to educate students on the responsible use of these devices and have a clear policy on the use of mobile phones, further information can be found in a separate policy.

To summarise, students should not use a mobile phone unless:

- a student is waiting for a bus in the dining area at the end of the school day.

At all other times, mobile phones are not permitted and will be confiscated immediately.

Headphones are also not allowed out during lessons unless there is clear permission from the teacher to use them for specific educational purposes eg: MFL, Music & Media lessons. If students are seen using headphones they will be confiscated.

Confiscated items will usually be returned at the end of the day unless a student has had a previous confiscation. The school operates an escalation system for previously confiscated items. Confiscated items – the school will not take responsibility for confiscated items (apart from mobile phones held in the school safe). These items should not have been brought into school and it is the responsibility of the student or parent to collect the item(s) at the designated time.

### **15. Inappropriate Language**

Any student heard swearing will be reprimanded by the teacher. Verbal abuse towards other people is not acceptable and should be reported immediately to the relevant HOH. If a student swears directly at a member of staff, the student will receive a fixed term exclusion.

### **16. Damage to Property**

The teacher at the scene should assess if the act was accidental or deliberate and produce a report for the appropriate HOH. Reckless or deliberate damage will be punished. Damage should be reported immediately to the Site & Service team via reception. Students will be billed for any subsequent costs incurred for replacement or repair. Any student caught vandalising property within the school will be billed for any subsequent cost of repair and be dealt with and may face a fixed term exclusion. The Police may also be involved if deemed necessary.

### **17. Out of Bounds**

Students are expected to be in designated areas in break times and before and after school. The following are out of bounds:

1. All form rooms before 8.30am, breaks and lunchtimes (unless in the case of bad weather – to be decided by member of Leadership Team on duty). Some Art, Technology and all of the Science rooms are out of bounds until a member of staff is present.
2. All laboratories and specialist areas (unless supervised by a member of staff)
3. The cycle shed, except for leaving & collection of cycles
4. The vicinity of motor vehicles
5. The kitchens & staff offices
6. All roof spaces, windows and fire escapes
7. Any area where building work is taking place
8. The School field during certain parts of the year. Leadership Team will advise via the bulletin when the field is open/closed
9. Sports Hall

### **18. Truancy**

Parents are requested to contact the school via the absence line/text service on the morning of each day of any absence. Students caught avoiding lessons, truanting, or repeatedly refusing to give reasons for absences will be

placed in the Internal Exclusion room and will be expected to make up the time they have missed.

### **19. Misuse of Computer Equipment**

The school has a clear policy on misuse of computer equipment. Misconduct in this area such as (hacking) or improper use of the internet can result in loss of privileges and will be dealt with via our consequences system according to the severity of the incident.

### **20. Offensive Conduct to Other Students**

This includes bullying (physical or verbal), including racial, cultural, gender, disability or relating to sexual orientation or via electronic media. Any bullying or harassment will not be tolerated and is always serious. Unacceptable behaviours are detailed in the school's anti bullying policy. If a student feels they are being bullied within the school they should bring this to the attention of a member of staff so the appropriate action can be taken. Using retaliation to deal with the matter may lead to a consequence to both parties involved.

**Police involvement may be necessary.**

### **21. Offensive Conduct to a Member of Staff**

Abusive language/rudeness or defiance towards a member of staff is very unusual and very serious. Students, who use foul language directly at a member of staff, will receive a fixed term exclusion from school. Threatening or aggressive conduct or damaging conduct, or repeated misconduct of this sort would be aggravating factors. Violent conduct towards staff, harassment of a member of staff or their property or family of any sorts, including beyond the bounds of the school day or term would be a very serious offence and would result in an appropriate consequence. Offensive conduct to staff will be dealt with by a member of the Leadership Team in line with our consequence system which covers for permanent exclusion for certain single incidents.

**Police involvement may be necessary.**

### **22. Deliberate Classroom Disruption**

Classroom disruption is unacceptable as it disrupts the learning of others. This will initially be dealt with by the classroom teacher and escalated if the behaviour persists, in line with the departmental behaviour system.

### **23. Theft**

All cases involving theft including taking property without permission will be investigated by a Head of House or a senior member of staff. Exclusion is the normal sanction for theft although each case will be taken on its merits. The Police may be informed. To avoid difficulties no article may be bought or sold nor should any collection of money take place in school without permission of a senior member of staff.

## **24. Smoking**

Smoking is not allowed on the school site or in school uniform off site. Students who are caught smoking, or part of a group in which people are smoking will face a range of sanctions depending on if it is their first offence.

**Sixth Form students cannot smoke anywhere on site or within 600 metres of the school boundaries, during school hours.**

**E cigarettes or Vaporisers are not permitted on school site** and students will be sanctioned in line with the arrangements for those students who are found with cigarettes on their person.

## **25. Alcohol- & Drug-Related Offences**

All instances suspected to involve alcohol, drugs or substance abuse will be dealt with as described in the Drugs Policy. When a substance is not illegal but thought to be a danger to the individual or others, confiscation will be followed by some form of sanction. In cases where illegal substances are involved the Police will be informed. Consuming an illegal substance while under school jurisdiction, or purchasing such a substance, or being under the influence of such a substance are all serious offences. Any involvement in supply of illegal substances is extremely serious and is likely to lead to permanent exclusion. This would not necessarily be restricted to the sale of drugs to others. Sharing an illegal substance or making an arrangement to sell a substance off the school premises, or intent to supply are also both illegal and of utmost seriousness and may lead to permanent exclusion.

**Police involvement may be necessary.**

## **26. Possession or Use of an Offensive Weapon**

An offensive weapon is anything used as a weapon or to intimidate others. This includes replica items. Items within the category of weapons would include knives and blades of any length, catapults, any items capable of firing a projectile, fireworks and any noxious substances as such are inappropriate within the school confines. The weapon will be confiscated and parents will be invited to collect it or the weapon will be disposed of. The student will be given some form of sanction. This will depend on the degree to which the item was used to cause alarm or harm to others; the degree to which the student carrying such a weapon intended to use it to cause harm or alarm to others; and the potential for the item to cause harm and alarm to others. Bringing dangerous weapons onto school premises, such as knives and blades, is likely to lead to permanent exclusion. Laser light pens are potentially highly dangerous, even if students have no intent to use them in an offensive way. Possession by students or use on school premises is very serious and will lead to a sanction. **Police involvement may be necessary.**

## **27. Possession of other Offensive Items**

Possession of pornography, racist or inflammatory literature or ephemera, is forbidden and the consequence will depend on the degree to which the

misconduct would cause real or potential harm. Exclusion will apply in aggravated cases where the conduct was repeated. **Police involvement may be necessary.**

### **28. Obstruction of Justice**

If serious misconduct has occurred, students are expected to be helpful to staff investigating. Students who wilfully conceal important information will face a consequence. The level of co-operation offered by a student facing an investigation will be taken into account in determining the severity of sanctions imposed.

### **29. Improper Conduct**

Sexual activity between students is not appropriate in an educational environment. Where such activity involves coercion, harassment, assault, or duress it will be treated as an issue of utmost seriousness; this may involve Police action, and sanctions up to and including exclusion from school. However, even where contact between students is consenting, sanctions may be set where behaviour goes beyond what the school views as normal affectionate behaviour for that age. We would also include **sexting** as improper conduct. **Police involvement may be necessary.**

### **30. Monitoring**

The governing body will monitor the behaviour policy through The SLC committee, working with the Assistant Headteacher with responsibility for Student Support Team, to look at data, spot trends and identify any issues

The policy will be reviewed on a bi-annual basis by the SLC Committee of the Governing Body.

Tring School  
Governing Body  
Approved January 2015  
Reviewed October 2015