



BEHAVIOUR FOR LEARNING POLICY

1 Scope

Teignmouth Community School is an all-through learning community for 2-19 year olds based on two sites. This is a whole school policy with expectations and rewards related to the age and stage of the students. Details of the procedures and processes behind this policy, including full details of the rewards and sanctions system can be obtained from the school website.

2 Ethos

The Behaviour Policy at Teignmouth Community School is a statement of our commitment and dedication to ensuring that every student has the right to learn and thrive in a safe and stimulating environment. At TCS, we believe that good behaviour is key to a good education. The school environment plays a central role in the social and emotional aspects of a young person's development, as well academic learning and development. Students are encouraged to show high levels of engagement, courtesy and cooperation in and out of lessons in order to ensure that a positive and healthy ethos is created throughout the whole school. All members of the school community have the responsibility to model and promote the high standards of behaviour we expect of our children and are expected to help maintain an atmosphere conducive to learning.

3 Our Aims

The behaviour policy aims to provide the foundation for students to flourish, based on our ten core principles and values, which we refer to daily. At Mill Lane, these principles are referred to as 'Green Behaviours'. These are as follows:-

- Honesty
- Respect
- Responsibility
- Consideration
- Resilience
- Teamwork/collaboration
- Communication
- Independence
- Leadership
- Curiosity

These Green Behaviours/ Core Values are displayed in every classroom throughout both sites.

At Mill Lane, EYFS and Key Stage One students are encouraged to associate each behaviour with an animal (see appendix) and a story in order to help children gain a better understanding of how to demonstrate these positive behaviours. These stories are shared during assemblies. Students at Mill Lane follow a programme called 'Stay on Green' – student are expected to follow and demonstrate the core principles and when they do, they are recognised as showing 'Green Behaviours'. The aim is to ensure all members of the school community demonstrate these at all times, including their journey to and from school.

At Exeter Road the school reward and merit system operates around our Ten Core Values. Posters highlighting the ways in which students can gain merits using the Core Values are on display around the school.

At TCS we have a merit points system which adheres to the following:

1. Specificity: our students have a clear guideline which informs them about our daily expectations of good behaviour and how merit points can be attained.
2. Agreed rewards in advance: students are clear about what rewards are available and are involved, wherever possible, in the choice of reward given.
3. Achievable, yet challenging: Whilst the system must provide a goal i.e. an agreed number of merits to collect and be perceived as a challenge, it must be realistic and achievable for all students.
4. Reasonable expectations: all expectations set are made having taken into account the age and maturity of students at TCS. Teachers may expect Year 11 students to act with a higher level of self-discipline and maturity than could be expected of a lower school student. Staff are also expected to recognise that students with special educational needs, including social, emotional and mental health, may require a sensitive and flexible approach to recognition and reward.

5. Make sure we deliver: If a student is promised a reward, then they should receive it as soon as possible.
6. Time limits: Students are rewarded weekly, half-termly, termly and annually. Please refer to appendix for further detail.
7. Always deliver: we recognise that students earn the rewards and, once earned, are not withdrawn as a punishment. We may, however, postpone the reward should their behaviour be poor when the reward is due. When this is the case, the student will have this explained to them with a reminder of the agreed expectation and an agreed time for them to correct their behaviour.

This policy aims to promote positive behaviours consistently and fairly, so all children can thrive in a safe and stimulating school environment. The policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

4 Requirements

Everyone is responsible for implementing the behaviour policy consistently and fairly. In the world around them children experience a variety of behaviours, both good and bad. All adults within the school community have a responsibility to help, support and guide children in order to develop the child's ability to make informed choices about their behaviour independently. By modelling the behaviours we expect of students, we are setting a good example; this is invaluable for children at all ages and something we ask parents/carers and school staff to remember at all times.

Responsibility for Behaviour:

At Exeter Road, the Principal delegates responsibility for behaviour to the Vice Principal for Inclusion who liaises with the Principal regularly. At Mill Lane, the Principal has responsibility for behaviour. Staff at both sites work together, supported by the Board of Directors, to ensure a consistent approach is achieved throughout the primary & secondary

phases of education. The Director responsible for Behaviour and Attendance is Sarah Saberin.

Amendment Record

VERSION #	DATE	AMENDED BY	NATURE OF CHANGE
1	3 July 2012	Miss K Ray	New policy to compliment current behaviour management system.
2	18 April 2013	Miss K Ray	One school policy
3	25 July 2013	Miss K Ray	Update
4	26 November 2013	Miss K Ray / Mr S Deeming	Updated rewards and consequences for Mill Lane
5	24 July 2014	Miss K Ray / Mr S Deeming	Changes to consequences for Mill Lane
6	27 August 2014	Miss K Ray	Changes to reward figures for Exeter Road 2014-2015
7	10 November 2014	Miss K Ray	Amendment to Late Sanctions
8	19 May 2015	Miss K Ray	Amendment to Late Sanctions
9	5 September 2016	Miss K Ray	Update.
10	4 July 2017	Miss K Ray / Mrs K Quinn	Update to include new systems at Mill Lane and Ready to Learn at Exeter Road.
11	4 July 2018	Miss K Ray	Update regarding Core Values linking with Merits at ER
12	January 2019	Miss K Ray	RTL system and merits
13	December 2019	Miss K Ray	Update Rewards and Merits, and inclusion of Charlie Taylor's Behaviour Checklist. Update to BFL process.

APPENDIX

MILL LANE

Rewards at Mill Lane:

Children who consistently demonstrate 'green' behaviours are recognised and rewarded. We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour.

Being awarded merit points is just one way in which we achieve this. When children demonstrate the green behaviours, their awarded merit point shall be recorded on Behaviour Watch, our online reporting system for Rewards and Consequences. The net value of each student is looked at and a school average is taken. At the end of each academic year, a bronze, silver or gold award is awarded which links to our Rewards Day in the Summer Term. A range of activities take place on and off school site during this day.

Additionally, the merit points earned are celebrated within our weekly assemblies with certificates going to the top three merit earners for that week. Within these assemblies children are also awarded certificates for being 'Writer of the Week' as well as being an Outstanding Learner'.

Classes are also rewarded for their attendance and punctuality. Each week the class with the highest attendance receive a certificate and all classes with 100% punctuality receive additional play time as a reward.

Each term students with 100% attendance receive individual certificates and receive an invite to attend an event to celebrate and reward outstanding attendance.

Mill Lane - House Point Tariff

Awarded House Points	Tariff
<p>Attendance Class teacher will award a merit each day to children who are on time and ready to start learning when the register is called.</p>	1
<p>Uniform Class teacher will allocate a merit each day to children who consistently wear the correct uniform without prompting.</p>	1
<p>Home Learning Class teacher will award a house point to children who complete their home learning tasks on time.</p>	1
<p>Outdoor Learning Kit Class teachers will allocate a merit to children who have an outdoor learning kit for each session.</p>	1
<p>PE Kit Class teachers will allocate a merit to children who have the correct PE kit for each PE session.</p>	1
<p>Reading Records Class teachers will award a merit to children who bring their book bag and record book in Key Stage 1 and their Accelerated Reading book in Key Stage 2, without needing reminding.</p>	1
<p>Green Behaviours Class teachers will allocate one merit to children who demonstrate the Green Behaviours listed below: Honesty, Respect, Resilience, Consideration, Team Work, Communication, Independence, Leadership and Curiosity.</p>	1

Stay on Green

We will always be **HONEST** by telling the truth and following the rules of law.



We will always be **RESPECTFUL** by listening to whoever is speaking, responding to the stop signal and speaking when it is our turn.

We will always be **RESILIENT** by trying our hardest, never giving up on our learning and showing a positive attitude.



We will always be **CONSIDERATE** by encouraging others to do the right thing, using our manners and waiting for our turn.

We will always show **TEAMWORK** by sharing our ideas, helping one another effectively and taking turns.



We will always be **RESPONSIBLE** by making the correct choice to keep others and ourselves safe and by taking care and pride in our learning and environment.



We will always **COMMUNICATE** by confidently sharing our views and opinions, explaining what we have done and how we can improve.



We will show **INDEPENDENCE** by knowing which learning is better performed on our own and making our own choices that are fair.



We will show **LEADERSHIP** by setting a good example to others, taking ownership of my own learning by setting targets and helping others with their learning and targets.



We will show **CURIOSITY** by engaging in ALL our learning, asking questions to find out more and being willing to make mistakes.

Support at Mill Lane

Reflection Time:

The 'Reflection Time' strategy has been developed in order to help support children take responsibility for their actions, think about their behaviour and manage it effectively so that they can return to their learning.

Once a child returns from 'Reflection Time', they shall remain on orange/red with the teacher looking to move the child towards green as soon as possible, once green behaviours have been displayed.

Thrive Hive:

At Mill Lane, we use Thrive to assess children's social and emotional skills in order to address any gaps that may underlie the behaviours that interrupt a child's learning.

If a child regularly demonstrates red behaviours and does not respond to the measures set out in the consequence chart, then an individual Thrive assessment will be undertaken in order to provide simple, practical and age appropriate strategies to support the child reengage with their learning.

Children may then access the Thrive Hive classroom, which is a specifically tailored environment that provides children who attend with the space needed to support their emotional and social learning.

The Thrive Hive is run all day every day but when your child visits may vary according to their need. When in the Thrive Hive on a full-time basis, children will be collected from their mainstream class at 9:05am and remain in the class until returning to their mainstream class for home time. Others may just be supported in the morning, returning to their mainstream class for afternoon. Others may just be supported once or twice per week. This will be in the afternoon sessions.

CONSEQUENCES

LOW LEVEL BEHAVIOURS – C1

Non Verbal Warning followed by Verbal Warning with a reminder of Green Behaviours for the following:
Calling out, Not responding, Interrupting and Distracting others, Pushing in line, Silly Noises, Not listening.
Led by Class Teacher and Support Staff if appropriate.

YELLOW BEHAVIOURS – C2

Children moved to yellow and to issue a verbal apology for their behaviour as appropriate for the following:
Repeated C1 behaviours, Answering Back, Time Wasting, Name Calling, Ignoring Instructions, and Dangerous Movement.
Led by Class Teacher and Support Staff if appropriate.

ORANGE BEHAVIOURS – C3

Reflection Time in Buddy Class (Maximum 10 minutes) for the following:
Repeated C2 behaviours, Offensive Language, Property Damage.
Incident to be recorded on Behaviour Watch.
Upon return to class, children are welcomed back and Class Teacher looks to move them back up.

RED BEHAVIOURS – C4

Reflection Time with Key Stage Leader for the following:
Repeated C3 behaviours, Harming someone with intent (physically and verbally)
Incident to be recorded on Behaviour Watch.

Repeated **RED BEHAVIOURS**, where all previous strategies have not redirected children to demonstrating **GREEN BEHAVIOURS**, may result in further out-of-class consequences. They should be referred to Miss Sowden or Mr Smith and an individual Thrive Assessment may be undertaken in order to provide strategies to support the child.

INTERNAL ISOLATION – C5

Internal Isolation with Key Stage Leader/Member of the Senior Leadership Team for the following:
Repeated C4 behaviours.

FIXED TERM EXCLUSION – C6

A fixed term exclusion will be issued for the following:
Serious single events or an intentional disregard of school rules where consequences have been issued but no improvement made.

APPENDIX

EXETER ROAD

2019 – 2020

EXETER ROAD (Years 7 – 11)

Merit Tariff – Exeter Road

Merits at Exeter Road are awarded on our Core Values.

TCS Core Values Reward Policy A core value is a central belief clearly understood and shared by every member of the school community			
1	RESPECT		
	<i>A sense of worth</i>	<ul style="list-style-type: none"> • I display good manners and say ‘please’ and ‘thank you’ when appropriate • I can appreciate that my behaviour choices have an impact on those around me • I accept that people are different • I can challenge examples of disrespect in an appropriate way • My shirt is tucked in • I pick up litter when I see it • I look after my books and the school’s equipment 	Tariff 2
2	HONESTY		
	<i>Truthfulness</i>	<ul style="list-style-type: none"> • I tell the truth even when it is hard to do so • When I set myself targets, I don’t make them too easy • I say what I mean and mean what I say • I admit when I have made a mistake 	Tariff 2
3	INDEPENDENCE		
	<i>Thinking or acting for oneself</i>	<ul style="list-style-type: none"> • I complete my homework in line with my best ability • I read at home • I supplement my learning outside of school • I organise myself appropriately • I attend extra-curricular clubs and/or period 7 lessons 	Tariff 2
4	CONSIDERATION		
	<i>Careful thought</i>	<ul style="list-style-type: none"> • I can show comfort to others with verbal and non-verbal actions • I can share and make sure others are not left out • I do nice things for people when I see they need help • I can show empathy and forgive 	Tariff 2
5	LEADERSHIP		
	<i>Guiding or directing</i>	<ul style="list-style-type: none"> • I always set a good example to others • I can support others to persevere • If I am able to, I help others achieve • I take on positions of responsibility around the school 	Tariff 2

6	RESILIENCE		
	<i>Not giving up</i>	<ul style="list-style-type: none"> • I can understand that thinking positive as much as possible will help me enjoy life • I can see how challenges and obstacles can lead to greater enjoyment in the end • I can say why something is hard • I can come up with possible solutions • I understand that failure is important 	Tariff 2
7	COMMUNICATION		
	<i>Exchanging information</i>	<ul style="list-style-type: none"> • I can think before I speak as I realise that my words can have an impact on others • I actively listen to others • I can ask for help • I can speak in a calm and level voice and avoid using rude words 	Tariff 2
8	CURIOSITY		
	<i>Thirst for learning</i>	<ul style="list-style-type: none"> • I ask questions • I am interested in others' differences e.g. likes/dislikes, cultures, background, religions • I challenge stereotypes • I embrace the unexpected • I try not to dwell on the past 	Tariff 2
9	COLLABORATION		
	<i>Working with others</i>	<ul style="list-style-type: none"> • I can positively contribute to group discussions • I can show kindness to those younger or less fortunate than I am • I can offer help to others when they are stuck • I can forgive others when they are sorry • I can be a graceful winner and loser 	Tariff 2
10	RESPONSIBILITY		
	<i>Ownership</i>	<ul style="list-style-type: none"> • I accept the consequences of my actions • I can say sorry for my mistakes and learn from them • I can follow an adult's instruction or politely say why if I am unable to • I can take care of my property • I can use words to express my feelings and emotions • I can remember to wear the correct school uniform every day and bring my equipment and books when needed 	Tariff 2

Rewards at Exeter Road:

"The most effective reward of all for a child is free and easy to handle – praise. Simply noticing children doing the right thing will make them more likely to do it again" (Taylor, 2009: 67).

How we recognise students' hard work throughout the year:

Weekly

On a weekly basis students who achieve the highest number of merit entries (top two) in each year group are rewarded with a certificate and a small gift by their Head of Year. A letter will be sent home to inform parents and carers of their child's achievement from the Vice Principal for Inclusion.

Half Termly

Every half term the Head of Year will announce the tutor group who have collaboratively achieved the highest number of net points in assembly. The Tutor group will receive a group reward to celebrate; they will select from a small choice, in liaison with Tutor and Head of Year.

Termly

Each year group will end the term with an assembly celebrating the hard work, effort, achievement and attendance of individuals within the year. This is organised by the Head of Year. Each tutor is requested to nominate students who they feel deserve recognition for hard work within their subject and tutors nominate students for the following awards:

- 100% attendance
- Most improved student
- Most creative student
- Most resilient
- Consistently showing good manners and following school rules
- Most consistent student for effort and commitment to their studies

The top 'sixth' students in each year group, based on the new attitude to learning and independent learning level on the student's academic report, will be invited to select a reward from a choice list that they would like to take part in each term. These students must have less than 10 behaviour points, and at least 95% attendance; discretion will be applied to for students with exceptional circumstances.

Attendance

The tutor group with the highest attendance will be praised by the Head of Year and will received a reward to share each term.

All students with 100% attendance will be presented with a certificate, and be entered in to a prize draw each term.

Yearly

At the end of each year the students who have attained Platinum status will be formally invited to attend a Principal's Lunch towards the end of the summer term.

Evening Awards

TCS will host a prestigious event throughout the year celebrating significant effort and achievements of students both in and outside of school. Dates for these evenings are on the school calendar.

Activity Day

Towards the end of the summer term all students will be given the opportunity to take part in an activities programme, designed to further embed our core values.

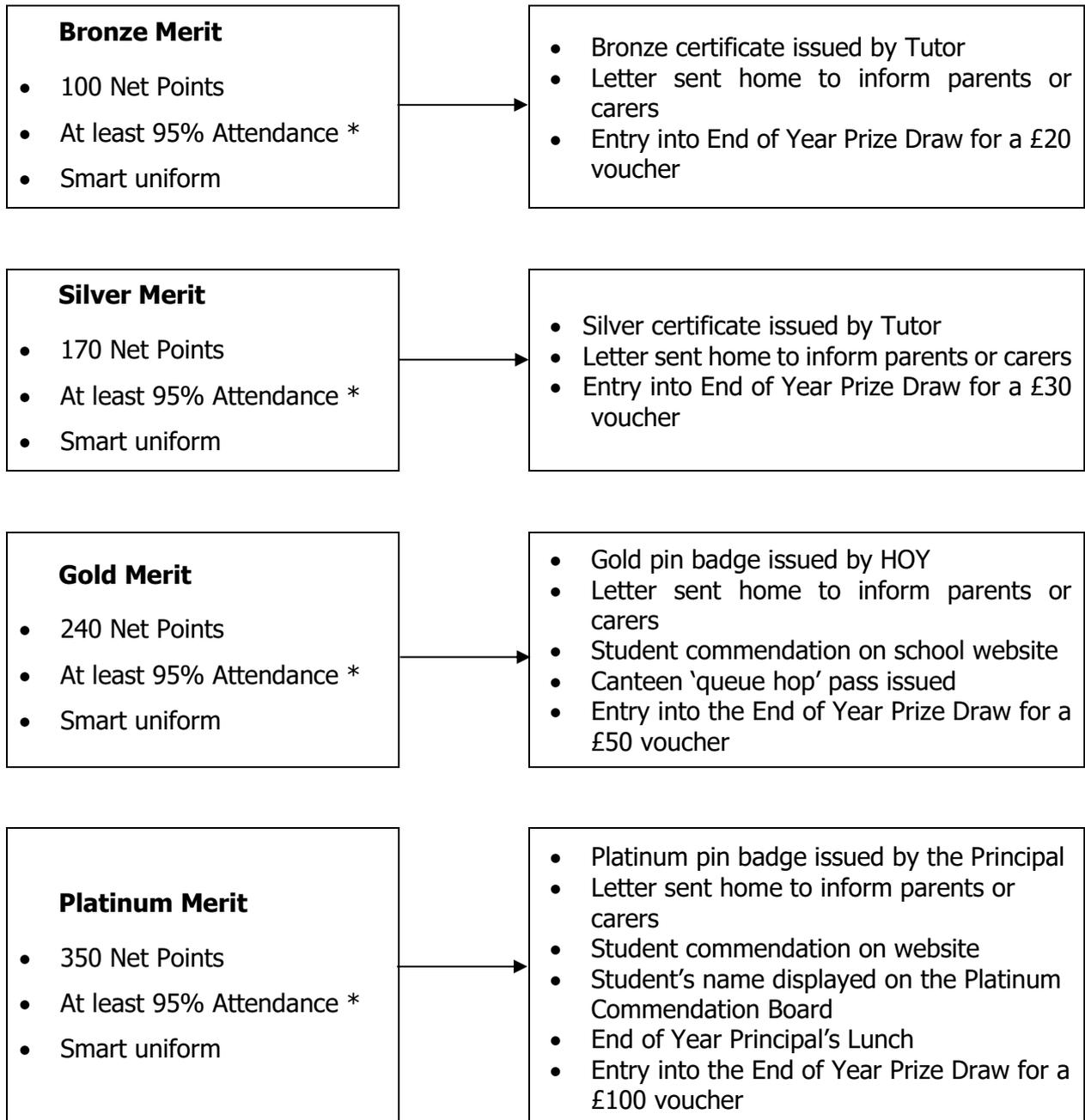
Praise & encouragement

School leaders email praise cards to parents/carers recognising effort of students who *consistently* make the right choices in terms of effort, following school rules and contribution to the school community.

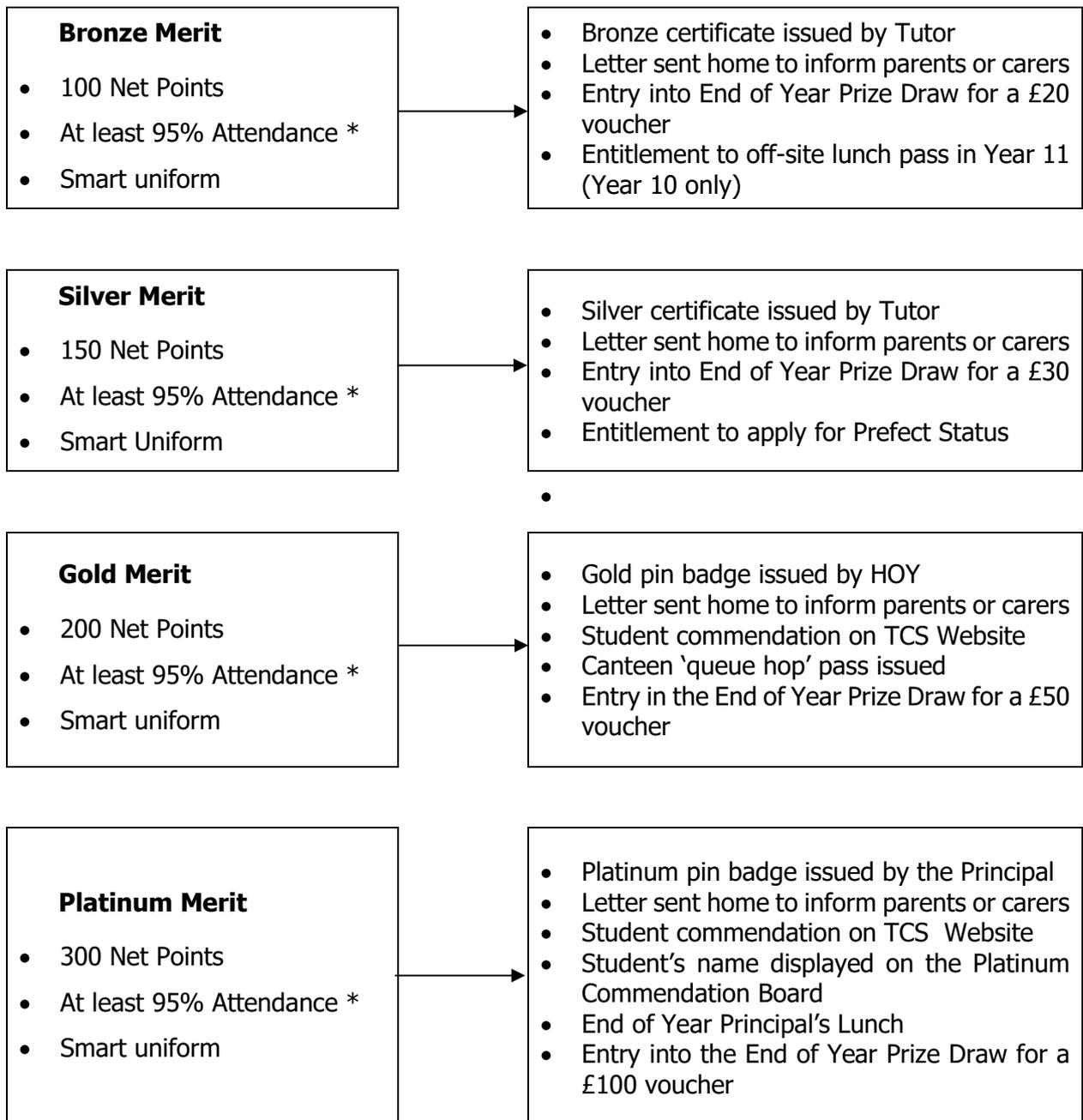
Teachers are encouraged to offer praise, and acknowledge good behaviours regularly and often to motivate and encourage students, both verbally and through the use of Class Charts. Staff use a ratio of 1:5 in terms of positive interaction with students and thus constantly seeking to establish positive relationships.

At TCS we also have a bronze, silver, gold and platinum tiered system which is recognised by student badges. These are attained by achieving varying levels of net points throughout the year. This system is indicated on the following pages along with the entitlement and reward opportunities that each band carries:

Merit Awards - Year 7-8



Merit Awards - Year 9 - 10



Merit Awards - Year 11

<p>Bronze Merit</p> <ul style="list-style-type: none">• 80 Net Points• At least 95% Attendance *• Smart uniform	<ul style="list-style-type: none">• Bronze certificate issued by Tutor• Letter sent home to inform parents or carers• Entry into End of Year Prize Draw for a £20 voucher• Invitation to attend the Leavers' Assembly• Invitation to attend the Year 11 Prom
<p>Silver Merit</p> <ul style="list-style-type: none">• 120 Net Points• At least 95% Attendance *• Smart uniform	<ul style="list-style-type: none">• Silver certificate issued by Tutor• Letter sent home to inform parents or carers• Entry into End of Year Prize Draw for a £30 voucher
<p>Gold Merit</p> <ul style="list-style-type: none">• 200 Net Points• At least 95% Attendance *• Smart uniform	<ul style="list-style-type: none">• Gold pin badge issued• Letter sent home to inform parents or carers• Student commendation on website• Entry in the End of Year Prize Draw for a £50 voucher• Canteen 'queue hop' pass issued
<p>Platinum</p> <ul style="list-style-type: none">• 300 Net Points• At least 95% Attendance *• Smart uniform	<ul style="list-style-type: none">• Platinum pin badge issued by the Principal• Letter sent home to inform parents or carers• Student commendation on TCS Website• Student's name displayed on the Platinum Commendation Board• Free Prom Ticket• Invited to use Café 6 during lunch time

* The TCS Inclusion Panel will consider individual cases in detail and may make allowances for exceptional circumstances.



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Summary

The Behaviour for Learning (BFL) System is a whole school behaviour and learning policy which covers all aspects of school life. All sanctions are given through a central school system and will be carefully monitored.

The aims are:

- To **eliminate disruptive behaviour**, so that there is a culture of achievement, ambition and learning everywhere in the school, and no learning time is wasted
- To provide **clarity for staff and students** about acceptable behaviour and the consequences of misbehaviour
- To encourage students to **take responsibility** for their own actions, reinforced through our Ten Core Values
- To enable teachers to **deliver engaging and creative lessons, experiment and take risks**, without concern for behavioural consequences

The TCS BFL system is a whole school system which relies on all staff using it in a fair and consistent way.

Members of staff may still set personal detentions or use a Faculty based detention system for non-behavioural issues, but whole school sanctions always take priority. Examples of detentions that teachers may set include:

- failure to complete homework,
- failure to complete classwork,
- failure to try their best or fully apply themselves in class activities,
- not having an adequate bag/equipment necessary for school.

However, if a child persistently fails to turn up to a subject Faculty detention, the student will be sent to attend a 1 hour after school BFL detention.

Rules

Rules are broken down into 3 areas:

- Rules in the classroom (BFL)
 - Rules around school (Red Card)
 - Rules relating to serious incidents
-

Exeter Road Rules and Consequences:

Rules in the Classroom

Always in lessons:

- Arrive on time, within 1-3 minutes of the bell (Red Card lunch-time detention if 4-9 minutes late)
- Sit where you are told promptly, without negotiation
- Show you are ready to learn and follow the STRETCH model every lesson
- Always Try your best
- Listen respectfully & silently when others are talking and do not call out
- Keep off-task conversations for social times
- Work in silence when an adult asks you to
- Allow others to learn by not distracting others
- Stay in your seat, unless told otherwise
- Speak to others with respect
- Do not make physical contact with anybody else
- Don't eat or drink (only water is allowed in lessons except for known medical reasons)

If a student chooses to break one of these rules, an adult will remind them of the expected behaviour and issue them with a Verbal Warning (VW) and record their name on the whiteboard. This will visually as well as verbally, give the student time to reflect and adjust their behaviour in line with expectations. If the student chooses to continue to not follow expectations, or breaks another rule, an adult will then take further positive steps to reinforce behaviour expectations, to lessen the likelihood of the undesirable behaviour reoccurring for a third time. The adult will do this by issuing a Formal Warning (FW) following the same process of recording as VW (name will be written on whiteboard & student given appropriate time to reflect).

If the student continues to break school rules, they will be issued with a BFL1 sanction and asked to go to BFL room for the remainder of the lesson, to reflect and re-adjust their attitude towards learning. They will also be expected to attend an after-school detention from 3:15 – 4:15pm the following day. Once the BFL1 is issued, an automatic & personalised text message will be sent to inform parents/carers of this detention which will also allow adequate time for any alternative after school arrangements to be made for the next day.

The class teacher will log this as BFL1 and send an e-mail to the BFL room, with details of the incident & the student's name. This staff member will also lead and record a restorative session with the student at the following day's detention in the BFL after school detention venue. This action is designed for the student to further reflect & evaluate on the previous day's behaviour and to also repair the student – teacher relationship.

If, when the adult directs the student towards BFL1 they refuse or interrupt the learning of others, the adult will record this as a BFL2 and the student will be expected to attend a 6-lesson isolation in the BFL room plus a break, lunch and an on-the-day after school detention from 3.15 – 4.15pm. Once the BFL2 is issued, an automatic & personalised text message will be sent to inform parents/carers of this detention.

Should a student refuse to attend BFL2 or not follow school rules whilst at BFL2, a Fixed Term Exclusion (FTE) or an alternative higher-level sanction may be issued (such as fixed term isolation in our primary setting or at another school setting etc.)

*Any students who accumulate multiple BFL's in any week/ half-term will be dealt with on an individual basis, in close liaison with key staff & parents/carers.

**Students with significant SEN or who are deemed highly vulnerable are expected to follow the same behaviour policy but may be allocated a differentiated sanction appropriate and suitable to their individual needs.

Defiance

If a member of staff asks a student to do something, they are expected to follow the instruction without negotiation. If the student chooses not to do what has been asked, the member of staff will explicitly ask "This is a reasonable request. I have asked you to Are you refusing to do what I asked?" If the student makes the choice not to follow the request, or if they walk away, they will be issued with a straight BFL1 and be required to attend the BFL room for the remainder of that lesson and follow the above BFL1 sanctioning process.

In serious cases, including when inappropriate language is used either directly or indirectly towards a member of staff, students will be issued with a straight BFL2. The incident will be recorded as significant defiance and the student will follow the BFL2 sanctioning process.

High-level Significant Defiance / Serious Incident

In cases involving persistent high-level defiance or incidents whereby the welfare, learning or/and safety of themselves or other members of the school community is at risk, the student will be issued with a Fixed Term Exclusion (FTE), or in extreme cases, a Permanent Exclusion (PEX). In the case of persistent behaviour, the school will follow the Devon Graduated Response, the Behaviour Ladder and DfE guidance in order to ensure students receive as much support as possible to improve their behaviour, to prevent repeat Fixed Term Exclusions and/or a Permanent Exclusion from taking place.

Vulnerable students such as those who are in care (CIC) and those who have an EHCP will also have the support from key adults and professionals via Early Help, statutory Annual Review Meetings such as Interim Review Meetings, PEPs and Individual Behaviour Plan/ Risk Assessments/ Pastoral Support Plans.

Students who are deemed to be significantly vulnerable will be expected to follow the school rules but may have a differentiated approach to sanction, based on their individual needs.

Rules in PE Lessons

As well as following the rules above, always:

- Bring your correct PE kit to every lesson.

If a student chooses to break this rule or does not bring their kit without a note/ explanation from their parents/carer, they will be issued with an internal PE Faculty 10 minute detention. The student will be given a PE kit to wear for the lesson, but if they refuse to wear this kit, this will be treated as defiance and the student will be issued with BFL1 and expected to follow the BFL1 sanction. If a student breaks this rule again in any one half-term, a second 10 minute internal PE Faculty detention will be issued. For a third breach of this rule in any one half-term, a lunch-time Red Card detention will be issued for 20 minutes.

Rules Relating to Serious Incidents

These are incidents which warrant a parental meeting, Isolation, warning of Fixed-Term Exclusion, Fixed Term Exclusion, or Permanent Exclusion. When appropriate, students may be expected to complete a sanction appropriate to the nature of the incident. Students may also face a fine/community service detention. In the first instance, students will be sent to BFL Room to allow time for the incident to be investigated.

<p>1. Defiance (refusal to carry out a reasonable request made by, or walking away from, a member of staff.)</p>	<p>Students should be asked explicitly, “this is a reasonable request. I have asked you to Are you refusing to do as I have asked?”</p> <p>There must be no negotiation. If a student does not comply with the request, he or she should be issued with a straight BFL1 & sent to the BFL room. The Incident will be logged by staff and an email sent to BFL room with details of the incident & the student’s name.</p>
<p>2. Verbal or Physical abuse of staff</p>	<p>This may include:</p> <ul style="list-style-type: none"> • Pushing past staff • Swearing at staff (directly or indirectly) • Rudeness/ name calling/ use of inappropriate language/ name calling • Physical Assault
<p>3. Exam misconduct</p>	<p>Breach of exam regulations</p>
<p>4. Being late/ wandering around for 10 minutes or more during a lesson.</p>	<p>Students may only be out of lessons with a pass from a member of staff. If a student breaks this rule and is out of a lesson for 10 minutes or more, this will immediately result an after-school detention, set for the following day (3:15 – 4:15pm).</p>
<p>5. Truancy – intentionally missing a lesson</p>	<p>Students must attend all timetabled lessons and may only be out of lessons with a pass from a member of staff. If a student breaks this rule it will result in a BFL1 sanction and an after-school detention, set for the following day (3:15 – 4:15pm).</p>
<p>6. Truancy – intentionally missing for more than 1 lesson and/or goes off-site</p>	<p>Students must attend all timetabled lessons and be on-site at all times during school hours. If a student breaks this rule it will result in a BFL2 sanction and an after-school detention, set for the same day (3:15 – 4:15pm).</p>
<p>7. Violent or dangerous behaviour</p>	<p>This may include:</p> <ul style="list-style-type: none"> • Fighting

	<ul style="list-style-type: none"> Threatening/intimidating behaviour (face to face or via other methods e.g. social media/third party)
8. Possession or use of alcohol or drugs	<p>This is against the law and may result in permanent exclusion. Students may not refuse to be searched if an adult has reason to believe that they may be in possession of banned substances. (See Drugs Policy)</p>
9. Possession of or bringing a weapon or dangerous item on to the school site	<p>This is against the law, is extremely dangerous, and will require a thorough investigation before sanction.</p>
10. Malicious setting off of the fire alarm	<p>This is against the law, causes significant disruption to the whole school and will result in a 1 day FTE in the first instance. Repeat instances will incur a higher level sanction.</p>
11. Deliberate damage to or theft of property	<p>This may include:</p> <ul style="list-style-type: none"> Deliberate vandalism of display boards, doors and windows and all other school property. Deliberate vandalism to the school toilets.
12. Smoking	<p>Smoking is not permitted anywhere on the school site. If a student is seen smoking or has the clear intent to smoke on the school site, this will result in BFL2 in first instance. Further instances will result in higher level sanction.</p>
13. Bullying or prejudicial language directed at another person	<p>This may include:</p> <ul style="list-style-type: none"> Physical or verbal abuse of others Offensive text messages or misuse of social networking or other internet sites. <p>*TCS operate a zero-tolerance approach to bullying; incidents will be treated as a 'serious incident'. See Bullying Policy</p>

Notification of Sanctions for Students

At the end of each day a list will be sent to all staff, for Form Tutors to share and remind any of their Tutees who are due to serve a detention the following day. Any students who may have missed their detention the previous day, for any reason (absence, illness etc.) will be requested to pick up detention reminder slip from the BFL room during am registration, for that day's detention.

Incidents on the way to school or on the way home from school

Incidents which occur on the way to school, out of school at lunchtime or on the way home from school, will be taken seriously and acted upon by the school. Whilst we acknowledge that these incidents take place off site, the school will still take appropriate action should the emotional or physical wellbeing of a student be impacted. The school will also take relevant

action if a student's behaviour misrepresents the school's Ten Core Values and has a negative impact on the reputation of the school within the community.

Vulnerable Students

At TCS we have consistently high expectations of all students relating to their effort and behaviour at school. However, we recognise that our most vulnerable pupils and/or those students with significant special educational needs/disabilities may require a differentiated and personalised approach when dealing with inappropriate behaviour.

Rules around School

At TCS, we everyone to behave with respect at all times. That means walking around the school calmly and quietly, respecting each other's space and looking out for each other. The Red Card posters around school are visible reminders of these expectations.

Red Card Incidents

There are no warnings for these misbehaviours. You will receive a red card for any of the following:

- Running indoors
- Shouting indoors
- Pushing/shoving
- Inappropriate language (swearing/use of derogatory language)
- Dropping/throwing litter
- Eating and drinking in banned areas
- Chewing gum at anytime
- Not clearing away your tray in the canteen
- Being out of bounds
- Disregarding school property
- Wearing uniform incorrectly, such as shirts untucked, not wearing blazers etc.
- Incorrect uniform with no pass (unless exceptional circumstances). See uniform policy
- Arriving between 4-9 minutes late for a lesson with no note/pass from staff
- Arriving late to school at the start of the day and after lunch-time.
- Repeated lack of equipment for learning.

If a student breaks one of these rules, an adult will issue them with a Red Card with the date and time written on it, for the 20 minute next day lunchtime detention incurred.

If a student fails to serve this detention, they will be expected to attend a full after school (3:15 – 4:00pm) detention the day following the missed Red Card detention. Failure to attend this will be considered as defiance and a higher level sanction will be implemented with parents/carers being contacted.

The Consequence Chart

Red Card	<ul style="list-style-type: none"> • 20 minute Lunch-time detention in the BFL room • Multiple Red Cards in one week will result in a higher level sanction
BFL 1	<ul style="list-style-type: none"> • Attendance at BFL Room for the remainder of lesson • After school detention the following day 3.15 – 4.15pm in W44 • Multiple BFL1's in one week will result in a higher level sanction
BFL2	<ul style="list-style-type: none"> • 6 periods in BFL Room, plus break, lunch-time supervision and after school detention the same day, 3.15-4.15pm in W44. • Persistent disruption and/or multiple BFL2's in one week will result in a higher level sanction
BFL3	<p>A personalised approach may include the following:</p> <ul style="list-style-type: none"> • Internal Isolation with Leadership Team 1 – 5 days • 2 – 5 days in BFL Room, with break, lunch and after school detentions • Attendance at the Primary Site for between 1 – 5 days • Attendance at another school setting for 1 – 5 days • Attendance at an alternative provider setting (up to 14 days) • Combination of above <p>Supportive strategies the school may use to improve behaviour may include:</p> <ul style="list-style-type: none"> • Personalised, individual timetable • THRIVE provision (small group or 1:1) • SEN support (small group or 1:1) • Specialist Mentor support • Inclusion Room alternative timetable • STARS on site alternative provision – full time/part time • Supported small tutor group • Early Help/Rights for Children / Team Around Family (TAF) meeting organised to include appropriate professionals • Managed Move to a local secondary setting (12 week programme) • Managed Transfer (Children in Care) • Education Psychologist support (as required) • Specialist SEN support from outside agencies • Attendance at off -site alternative provision (if funding provided) • Support at meetings by Inclusion Officer • Good to Talk
Fixed Term Exclusion	<ul style="list-style-type: none"> • School takes the decision to fixed term exclude from 1-5 days from the educational setting
Permanent Exclusion	<ul style="list-style-type: none"> • School recommend to the Board of Directors a Permanent Exclusion from the educational setting

Behaviour Tariff – Exeter Road

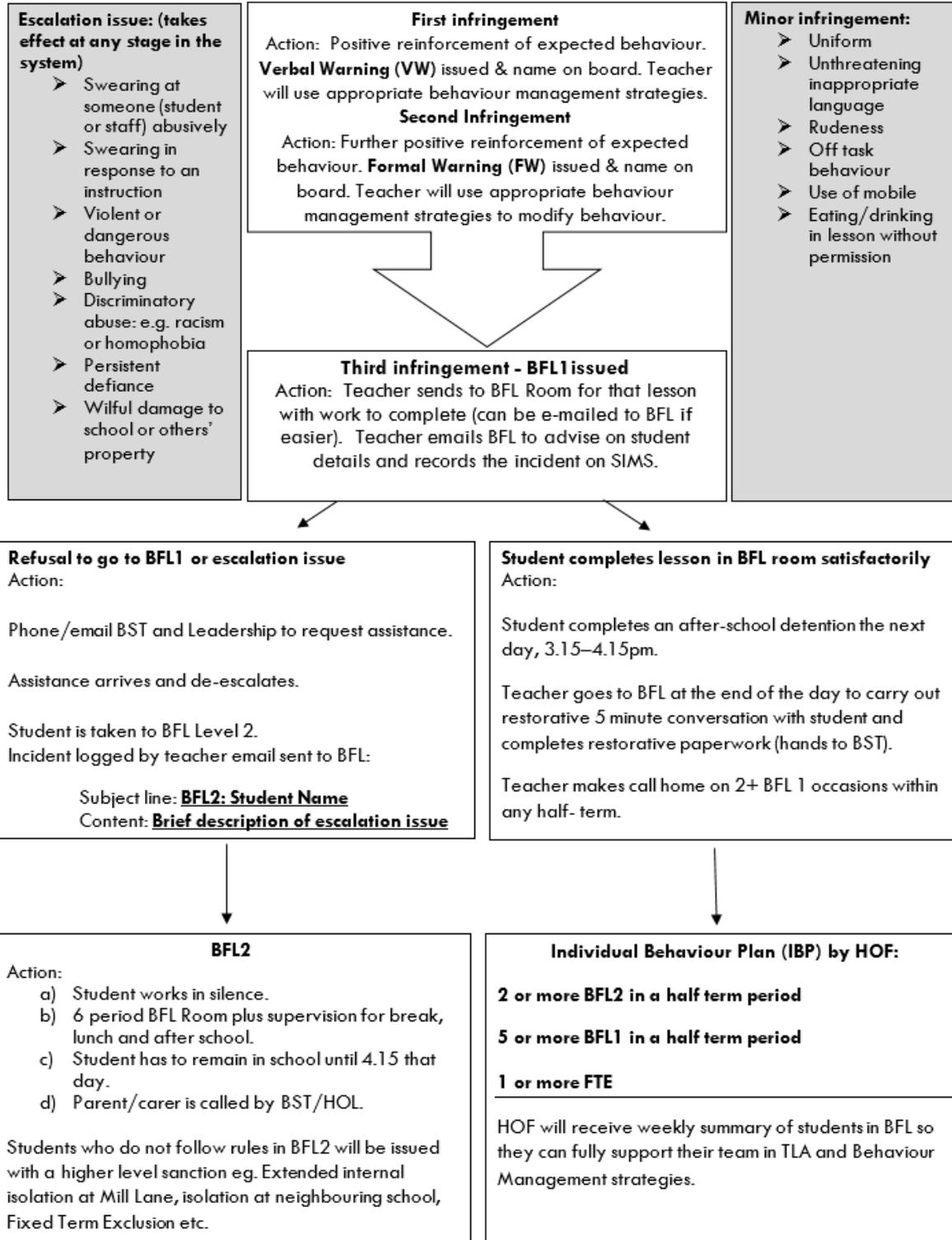
Type of Incident	Examples of Core Value Breaches	Tariff
Lack of equipment (Tutor weekly check)	Responsibility / Independence	1
Incorrect uniform (unauthorised)	Responsibility / Independence	1
Behaviour for Learning (BFL) Formal Warning	Respect / Responsibility	1
Behaviour for Learning (BFL) Level 1 (one hour after school detention)	Respect / Collaboration / Responsibility	2
Behaviour for Learning (BFL) Level 2 (6 periods BFL room)	Honesty / Respect / Responsibility	3
Behaviour for Learning (BFL) Level 3 (FTE or alternative sanction) Significant defiance or/and serious incident	Responsibility / Respect / Consideration	4
Incomplete classwork or homework due to lack of effort	Curiosity / Resilience / Independence	1
Red Card incident; running indoors, shouting indoors, pushing/shoving, inappropriate language/attitude, dropping litter/throwing food, eating or/and drinking in banned areas, chewing gum, not clearing away your tray in canteen, being out of bounds, disregard for school property, incorrect uniform with no uniform pass, wearing uniform incorrectly, being late to school in the morning and after lunch, being 4-9 minutes late to a lesson, repeated lack of equipment for learning. (20 minute lunch-time detention in BFL room)	Respect / Consideration / Leadership / Responsibility	2
Inappropriate use of IT resulting in IT account block (BFL 1)	Responsibility / Leadership	3
Mobile phone/electronic device incident in lesson (BFL 1) Using or intending to use Mobile phone/ electronic device without permission (phone confiscation, straight 1 hour, on the day, after school detention. Phone is returned on completion of detention)	Responsibility	3
Being late/ wandering around for 10 minutes or more during a lesson (Straight 1 hour after school detention for the next day)	Honesty / Responsibility	2
Truancy - student chooses not to attend a scheduled lesson (BFL 1 with next day, 1 hour after-school detention)	Responsibility / Honesty	3
Truancy - plus the student goes off site or/and misses more than one lesson (BFL 2 – 6 periods isolation, supervised break & lunch, 1 hour after school detention)	Responsibility / Honesty	4
Behaviour incident between students (BFL1)	Collaboration / Respect	2

Bullying incident not considered a hate crime (BFL3 or a permanent exclusion – investigation dependant).	Respect / Consideration / Communication / Collaboration	4
Smoking on site, or off-site during school hours / smoking while wearing school uniform (BFL 2)	Responsibility	3
Hate crime incident (harassment on account of race, religion and belief, gender identity, children with SEN and disabilities, homophobia, sexism and sexual bullying) resulting in Police referral (BFL3 or a permanent exclusion – investigation dependant). Incident recorded & reported to H&S Lead.	Consideration / Respect / Leadership / Collaboration / Communication	4



TCS BEHAVIOUR FOR LEARNING SYSTEM

November 2019



Behaviour for Learning

RESPECT FOR OTHERS

- 1 Arrive on time for lessons
- 2 Follow the routine established for the start of the lesson, including where you should sit
- 3 Listen carefully when others are talking
- 4 Follow all instructions

RESPECT FOR YOUR OWN LEARNING

- 5 Come fully prepared with the right equipment for each lesson
- 6 Take an active part in your learning
- 7 Be positive and try your best at all times
- 8 Focus on your own work, do not disrupt the learning of others

RESPECT FOR YOUR ENVIRONMENT

- 9 Pack up when instructed to and leave the room or area tidy
- 10 Follow the routine established for the end of lesson

BFL RED CARD BEHAVIOURS

- Running indoors
 - Shouting indoors
 - Pushing/shoving
 - Inappropriate language (swearing/use of derogatory language)
 - Dropping/throwing litter
 - Eating and drinking in banned areas
 - Chewing gum at anytime
 - Not clearing away your tray in the canteen
 - Being out of bounds
 - Disregarding school property
 - Wearing uniform incorrectly, such as shirts untucked, not wearing blazers, etc.
 - Incorrect uniform with no pass (unless exceptional circumstances). See uniform policy
 - Arriving between 4-9 minutes late for a lesson with no note/pass from staff
 - Arriving late to school at the start of the day and/or after lunch-time.
 - Repeated lack of equipment for learning.
-
- All Red Cards given result in a next day 20 minute lunch-time detention in the BFL Room

BFL EXPECTATIONS – EVERY LESSON

LESSON START

- Meet and greet at the door – with a warm smile and eye contact.
- Students enter the room take off coats, get out equipment, put on desk and take a seat according to the Class Charts seating plan.
- Teacher welcomes the class and carries out a quick uniform & equipment check and explains/ refers the students to the differentiated Starter/ Start learning task as per the **STRETCH** TLA strategy (see next page).
- Students complete the Starter task in **silence** whilst the teacher takes the register during the first 5 minutes of the lesson.

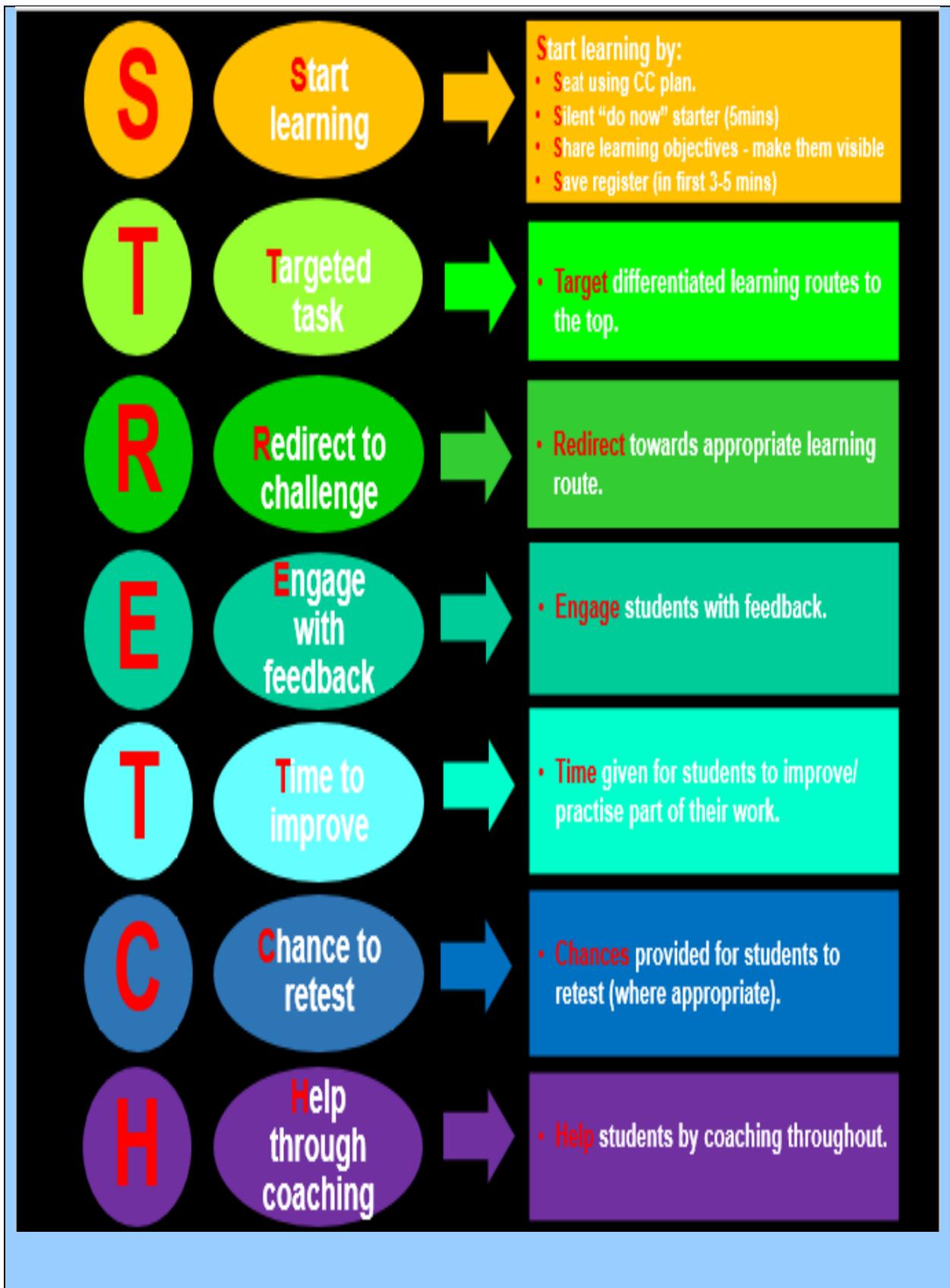
LESSON CONTENT – STRETCH TLA STRATEGY IMPLEMENTATION

Students are provided with work that:

- They can access to ensure maximum engagement.
- Will stretch & challenge to maintain motivation levels, stay on task, generate enthusiasm and see as worthwhile.
- Enables them to learn at their own pace and select their own personalised 'route to the top'.
- Is fully differentiated to cater appropriately for all learning needs and to maintain focus.
- Is creative in content and style which keeps students interested & enthused.
- Is topic appropriate to maximise student engagement and considers all needs eg. CIC, SEND, DS etc.
- The School behaviour system (BFL) is used to ensure all learners can access high quality TLA.
- All adults should factor in 'opportunities' to establish positive working relationships with all students adopting a 'strict but warm' approach. Remembering that effective differentiation can be by 'approach', not just by task.

LESSON END

- Students stand behind their desk in silence & tuck in chairs. Teacher checks that all uniform is correct & the room is clean and tidy.
- On the bell, which is synched with the time on all teacher PC's, the teacher manages a calm and organised exit from the classroom eg. row by row etc.



TCS Expectations for Senior Leaders and Teachers: (supported by evidence based research by The Education Endowment), based on Charlie Taylor's Behaviour Checklist:

For Senior Leadership Team:	
Policy	<p>Ensure clarity about standards of pupils' behaviour expected.</p> <p>Ensure behaviour policy is clearly understood by staff, parents and pupils.</p> <p>Display school rules in classrooms and around the building.</p> <p>Display the tariff of sanctions and rewards in classrooms.</p> <p>Have a system in place to ensure children do not miss out on sanctions or rewards.</p>
Leadership (all levels of school leadership)	<p>Model the behaviour you want to see from your staff.</p>
Building	<p>Visit the canteen and outside play areas and be around at the beginning and end of the day.</p> <p>Ensure other members of Senior Leadership are visible around the school.</p> <p>Check the pupils move around the school in an orderly manner.</p> <p>Check up on behaviour outside the school.</p> <p>Check the building is clean and well maintained.</p>
Staff	<p>Know the names of staff.</p> <p>Praise the good performance of staff.</p> <p>Take action to deal with poor teaching or who fail to follow the behaviour policy.</p>
Children	<p>Praise good behaviour</p> <p>Celebrate successes</p>
Teaching	<p>Monitor the amount of praise, rewards and sanctions given by individual staff.</p> <p>Ensure that staff praise good behaviour and work.</p>

	Ensure that staff understand the special needs of the pupils.
Individual Pupils	<p>Have clear plans for pupils likely to misbehave and ensure staff are aware of them (Individual Behaviour Plan - IBP).</p> <p>Put in place suitable support for pupils with behavioural difficulties.</p> <p>Build positive relationships, particularly with parents of pupils with behaviour difficulties.</p>
For teachers and support staff:	
Classroom	<p>Know the names and roles of any adults in the classroom.</p> <p>Meet and greet pupils when they come in to the classroom.</p> <p>Display the rules and ensure pupils and staff know what they are.</p> <p>Have a system in place to follow through with rewards and sanctions.</p> <p>Display the tariff of rewards and sanctions in the class</p> <p>Follow the school behaviour policy.</p>
Pupils	<p>Know the names of children.</p> <p>Have a plan for children who are likely to misbehave.</p> <p>Ensure to share the plan with other adults who need to know.</p> <p>Understand pupils' special educational needs – (refer to Student Profile on Class Charts).</p>
Teaching	<p>Ensure that all resources are prepared in advance.</p> <p>Praise the behaviour you want to see more off (ratio of 5:1 praise: behaviour).</p> <p>Praise children who are doing the right thing more than sanctioning those who are doing the wrong thing (parallel praise).</p>

	<p>Differentiate.</p> <p>Stay calm.</p> <p>Have clear routines for transitions and for stopping the class.</p> <p>Teach pupils' the class routines (enter in silence, exit in an orderly manner).</p>
Parents / Carers	<p>Give feedback to parents about the child's behaviour – let them know the good days as well as the bad days when possible.</p>