



# TORQUAY BOYS' GRAMMAR SCHOOL

## Behaviour and Discipline Policy

Reviewed by the Full Governors Committee, October 2023

Torquay Boys' Grammar School is committed to safeguarding and promoting the welfare of students and young people in its care.

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## 1. Introduction

At Torquay Boys’ Grammar School high standards of behaviour, attendance and punctuality are important in ensuring that all students are given the best possible opportunity to reach their true potential.

Certain principles underpin the maintenance of good behaviour and discipline:

- The policy is explicit to all in the school - clear and defensible, firmly and consistently applied, both in school and on any visit or trip organised by the school.
- A positive climate exists in the school where high standards of behaviour are sought at all times.
- An appropriate curriculum is delivered which is varied and interesting.
- There is a range of rewards and privileges, with due emphasis on well-merited praise. Rewards outweigh sanctions.
- Sanctions exist to reinforce sensible rules, to improve student behaviour and to offer teacher support.
- The ethos of the school is grounded in the quality of relationships at all levels - students, teachers, parents, governors and beyond (local community, support agencies, etc.).

## 2. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Outline our system of rewards and sanctions
- Summarise the roles and responsibilities of different staff within the school community with regard to behaviour management.
- Outline how students are expected to behave
- Define what we consider to be unacceptable behaviour, including bullying.

### 3. Legislation & Statutory Requirements

This policy is based on advice and guidance from the Department for Education (DfE) on

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- Keeping Children Safe In Education
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:

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

### 4. Definitions

At TBGS, students are expected to follow the school's twin ideals of respect and responsibility, at all times. School rules and sanctions exist to ensure the smooth running of the school and the safety and well-being of all students and staff.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtime
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious Misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism
- Theft
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

## 5. Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can be:

- **Emotional** - Being unfriendly, excluding, tormenting
- **Physical** - Hitting, kicking, pushing, taking another's belongings, any use of violence

- **Sexual** - Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
- **Verbal** (direct/indirect) - Name-calling, sarcasm, spreading rumours, teasing
- **Cyber-** Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
- **Prejudice-based and discriminatory** – Taunts, gestures, graffiti or physical abuse that is focused on a particular characteristic (e.g. gender, race, sexuality) including:
  - Racial
  - Homophobic, Transphobic, Biphobic
  - Faith Based
  - Gendered (sexist)
  - Disability - based

Full details of our approach to preventing and addressing bullying are set out in our anti-bullying policy <https://www.tbgs.co.uk/wp-content/uploads/2020/03/Anti-Bullying-Policy-and-Procedures.pdf>

## 6. Roles and responsibilities

### 6.1 Governors

Are responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

### 6.2 The Headteacher

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

### 6.3 Staff

All staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents
- The senior leadership team will support staff in responding to behaviour incidents

### 6.4 Parents

Parent are expected to:

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

## 7. Student Code of Conduct

Students are expected to follow the twin ideals of respect and responsibility – show respect for others and school property and always take responsibility for your, actions.

- **Conduct** - Always behave well whether through your actions, appearance, attitude or language.
- **Health and Safety** - Always behave in a safe and responsible manner.
- **Boundaries and Access**  
Only use allocated areas and stay within the school grounds during the school day.
- **Punctuality**  
Always endeavour to be on time
- **Attendance**

Always be present at school where possible - attendance is a legal requirement.

- *Food and Drink*  
Only eat and drink in designated areas.
- *Property*  
Always treat school and individual property with respect.
- *School Work and Learning*  
Always do your best and never hinder the progress or learning of others.

## 8. Rewards

Whilst accepting that a system of rules and sanctions is necessary, most of what goes on inside school hours will be of no cause for concern and, indeed, worthy of praise. Staff at TBGS actively seek to encourage students as much as possible, not only through verbal positive reinforcement, but also through the system of commendations and other awards which are in current use. These formal awards are as follows:

- **Student of the week** - Each week a student is selected to be the student of the week. This may be awarded for an exceptional academic or sporting performance or may be as the result of a particularly worthy charitable activity or a major contribution to an extra-curricular activity either in or out of school.
- **Commendations** - are awarded at any time during the year for a variety of reasons (high quality piece of coursework, a string of top grades, a significant improvement in a subject area etc.). Each subject department has its own policy for the award of such commendations. The criteria need not necessarily be academic. See Addendum 7 for details.

- **Certificate of Merit** - (Subject) presented towards the end of the academic year in any subject where consistently high marks have been scored.
- **Behaviour & Attitudes** – Awarded throughout the year and based on individual's Mid Term Review Grades which recognize a student's good behaviour, commitment and approach to learning.
- **House Awards** - Presented at any time during the year for assuming roles of responsibility and exercising initiative within the House or School, including community service, or for participation in extra-curricular activities where time and energy (rather than excellence in achievement) are the major criteria.
- **Colours** - full and half awarded for participation in extra-curricular activities.
- **Celebration Evening** – An annual awards evening where prizes are presented for both academic and non-academic achievements.
- **Praise** – Phone calls home to parents and special recognition postcards.

*NB: An overview of our rewards system can be found in addendum 7*

## 9. Sanctions

At TBGS we make sure that our disciplinary structure never dominates the system of support & welfare in the school. However, discipline serves the smooth running of the school and for the benefit of the students.

- Much depends on these factors:
  - That teachers lead by example.
  - That positive relationships exist between students and teachers.
  - That staff and student expectations are high.

Implicit in the school rules is the demand for:

- The highest possible standards of work.
- Consideration for others in courtesy and polite behaviour.
- Respect for property and a pride in the environment.
- Good attendance and punctuality.
- The wearing of school uniform and a clean, tidy appearance.

All staff and students are responsible for ensuring good behaviour at TBGS.

The school may use one or more of the following sanctions in response to unacceptable behaviour.

- A verbal reprimand
- Sending the student out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- School based community service – such as preparing/tidying a classroom, or light administrative duties.

- Referral to HOD – the Head of Department will want to be kept informed of any problems related to a student’s academic performance e.g. poor marks, poor motivation, unacceptable behaviour in the classroom.
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a student ‘on report’ (subject specific, or across multiple subjects)
- Isolation

Failure of a student to comply with basic classroom procedures may result in a formal sanction - see separate page ‘Classroom Misbehaviour: Sanctions/The Referral System’ (Addendum 2).

### **9.1 Saturday Detentions (9am-12pm)**

Three detentions, homework defaults, or referral cards, in one term would result in a Saturday morning detention of three hours. However, this sanction may also be used for repeated incidents of poor behaviour, or serious misbehaviour. Students are required to attend in school uniform and will complete academic work during this time.

### **9.2 Off-Site Behaviour**

Our behavior policy extends to circumstances which occur outside the school gates. Students may be disciplined for misbehaviour when the student is:

- Taking part in a school-organised or school related activity.
- Travelling to or from school.
- Wearing school uniform or in some way identifiable as a student at TBGS.

Where necessary, students may also be disciplined for misbehaviour that:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another student, member of staff, or a member of the public.
- Could adversely affect the reputation of the school.

### **9.3 Internal Isolation**

We may use isolation in response to serious or persistent breaches of this policy. Students may be sent to isolation if they are disruptive during lessons, if they have failed to attend a detention, or if they need to be kept apart from their peers. This is not an exhaustive list. Students are expected to complete the same work as they would in class. The isolation room is managed by a member of SMT and the pastoral team.

### **9.4 Suspension & Exclusion**

Fixed term suspensions and exclusions are an extreme sanction and only administered by the Headteacher (or Deputy acting in that role) in circumstances where there has been a serious breach of the School Discipline Policy. Following a fixed term suspension, a



readmission meeting is held to discuss the incident and to try and prevent any repeat behaviour.

## 9.5 Permanent Exclusion

The decision to exclude a student permanently is a serious one and carried out in accordance with guidance and protocols from the Local Authority and the [DfE](#).

In exceptional circumstances reflecting the seriousness of an offence, a permanent exclusion may be given. Such circumstances could include:

- Serious actual or threatened violence to another student or member of staff
- Incidents including alcohol, or drugs.
- Carrying an offensive weapon
- Arson
- Any other offence the Headteacher considers to be of such seriousness that it significantly affects the discipline and well-being of the School.

Permanent exclusion may also be the final step in a concerted process for dealing with disciplinary offences following the unsuccessful use of a wide range of other strategies. It may also be an acknowledgement that all available strategies, both within school and involving external agencies, have been exhausted but the student's behaviour is still causing significant disruption to the learning of others or is otherwise unacceptable to the school.

Such a student will inevitably have previously served fixed term exclusions.

*For more information on our exclusion procedures please refer to addendum 8*

## 9.6 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our safeguarding policy for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

## 10. Additional school rules and expectations

### 10.1 Uniform and Appearance

The school [uniform](#) at TBGS is extremely important to us, as it instils a great sense of pride and identity in our students. The wearing of school uniform is compulsory and we expect all students to adhere to our uniform rules. (see addendum 3 & 4)

### 10.2 Mobile Phones and electronic devices

Students are allowed to bring mobile phones and electronic devices to school, but only if they are switched off, at all times, and 'not seen or heard' during the school day, or between 8.15am – 3.30pm. Devices and earphones may only be used if a teacher specifically requests that students use them for educational purposes in their lesson. Earphones must not be worn when walking around the school site.

Students should use the school reception should they need to contact parents, but only if it is absolutely necessary.

Sixth form students may continue to use devices, but in the sixth form common room only.

Any student who breaks these rules will have their device confiscated, taken to reception and the following sanctions applied on a termly basis:

**1<sup>st</sup> Offence** – Device is confiscated and returned at the end of the school day.

**2<sup>nd</sup> Offence** – Device is confiscated, then returned at the end of the school day. The student will be placed in an after-school detention.

**3<sup>rd</sup> Offence** – Device is confiscated and returned at the end of the school day. The student is placed in a Saturday Detention

**Multiple offences** – Repeated failure to follow the terms of this policy may result in further school-based sanctions, or disciplinary action.

### 10.3 Punctuality

- If students are late it is vital they report immediately to Reception and then go to their lessons/registration etc.
- Sixth Formers should report to Sixth Form Reception.
- Students must always be on time for lessons.
- The five-minute movement times (between Period 1 & 2 and 4 & 5) are NOT breaks.

## 10.4 Attendance

### Signing Out/In

- A student should always report to Reception before leaving the school site during the day e.g. for a medical appointment.
- A Parental note or evidence of the reason for leaving school must be shown at Reception.
- If returning to school a student must sign in at Reception upon return.

## 10.5 Food and Drink

- Food and drink should only be consumed in the designated areas (The Retreat, Café 6) unless specific permission has been given by a member of staff to eat elsewhere.
- Always put litter in bins provided - take a pride in maintaining tidy surroundings.
- Students are not permitted to sell food and drink in the school

## 10.6 Boundaries and Access

- There are well-defined outdoor areas for different year groups to meet and play games.
- There is no access to workshops, labs, prep rooms and the medical room unless under direct staff supervision.
- Areas of the school that are not actively supervised by staff are out of bounds.
- No one should leave the site during school hours without permission.

## 10.7 Transport

- Students should observe the basic rules of conduct to and from school.
- To bring a car on site sixth formers must obtain a permit from the Head of Sixth Form. Any such vehicle must be insured for at least third-party liability.
- In normal circumstances, parents are asked not to bring their cars on to site.
- Maximum speed on site is 5 mph.

## 10.8 Trading on school premises

Students are not permitted to bring food and drink or any other items for the purpose of trading on the school premises.

## 10.9 Zero-tolerance approach to sexual harassment and sexual violence

TBGS will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

## **11. Behaviour management**

### **11.1 Behaviour for Learning**

At TBGS, teaching staff set high expectations where disruption is not tolerated. Staff are responsible for creating an atmosphere which promotes positive behaviour within the classroom.

Staff will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the TBGS learner profile and make students aware of the schools Behaviour for Learning (BFL) expectations.
- Adopt a graduated response to dealing with disruptive behaviour using our B1-B3 support systems (see appendix
- Develop a positive relationship with students, which may include:
  - Greeting students in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### **11.2 Physical restraint**

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

### **11.3 Confiscation**

Any prohibited items (listed in section 4) found in students' possession will be confiscated. These items will not be returned to students. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's latest guidance on [searching, screening and confiscation](#).

### **11.4 Student Support**

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student. The School's Special Educational Needs Co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners, Virtual School, and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Where appropriate, we will make reasonable adjustments for students, including Cared for Children, or those with special educational needs and/or disabilities, whose specific needs mean that they will find our high expectations difficult to meet. A reasonable adjustment never means that we lower our expectations. It means that some students need additional support to ensure that they meet the high expectations we have for every individual at TBGS.

## **12. Student transition**

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

Students with specific needs can be supported with enhanced transition which could include a 1-1 visit in their Primary school, or Team Around Family (TAF) meetings and action planning.

## **13. Training**

At TBGS, behaviour management will form part of continuing professional development.

## **14. Monitoring arrangements**

This behaviour policy will be reviewed annually.

## **15. Safeguarding**

TBGS recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## **16. Behaviour of Visitors, Parents/Carers and Family Members**

Behaviour expectations extend to all visitors to the school, including parents/carers, family members, visitors and contractors.

Everyone has a duty to behave in an appropriate manner showing respect and control. Staff have the right to work, as students have a right to learn, free from fear of physical or verbal abuse. Such behaviours can be either in person, by telephone, letter, email or other forms of communication and are not confined to incidents occurring within school.

A range of measures can be taken in response to such behaviours. These include verbal warnings, written warnings, barring from visiting or contacting the school and, ultimately, reporting to the police with a view to prosecution.

## 17. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-bullying policy
- Safeguarding policy
- ICT acceptable use policy
- Attendance policy

## 18. Addendum 1 – Classroom Practice: basic guidelines

**Prompt arrival:** Students and staff should endeavour to arrive for registration and lessons on time and students should be properly equipped for all lessons.

**Inform the office:** If, for any reason, a teacher is delayed in coming to the lesson, a student must take responsibility for informing the office after a ten-minute delay. No class (including sixth form groups) has any right to dismiss itself!

**Queuing:** Queuing is necessary outside rooms where science and practical lessons occur (e.g. Art, IT, Technology, P.E). Indeed, in general students should enter classrooms as soon as possible to avoid congestion in corridors, unless told otherwise by their class teacher.

**Adults:** Students should stand upon entry of an adult into the room, whether staff or visitor.

**Uniform:** Please check students are in correct uniform as they enter the classroom – any problems with uniform should be referred to the student's tutor or Head of House.

**Start of lesson:** The start of a lesson should be orderly – students standing until you invite them to sit down can help facilitate this.

**Absentees:** Registration should be completed using SIMS near the start every lesson.

**Homework:** Sufficient time should be given to the setting of homework and ensuring the requirements are understood. Check that students are recording details of work set in student diaries. Homework must be completed according to the teacher's specifications and in relation to the homework timetable.

**End of lesson:** At the end of the lesson a proper routine should be established whereby the room is left in a tidy state.

**Dismissal:** Ask the students to stand behind chairs and dismiss in an orderly fashion. If there is a group waiting to come in they should queue up sensibly outside and wait for the teaching group to be dismissed.

## Behaviour Management – Guidelines for issuing sanctions

These following list provides examples for staff and is not exhaustive. If the students' behaviour does not feature in any of these columns, staff will use the examples to gauge the appropriate level of seriousness.

Low	Moderate	High	Very High	Serious
<ul style="list-style-type: none"> <li>Minor breach of school rules</li> <li>Occasional inappropriate behaviour or inappropriate language (especially where this is overheard and not directed at staff)</li> <li>Accidental damage to property</li> <li>Infrequent breach of uniform code.</li> </ul>	<ul style="list-style-type: none"> <li>Failure to carry out member of staff's instructions fully</li> <li>Persistent breach of uniform code</li> <li>Persistent lateness to lessons</li> <li>Petulant or rude behaviour in lessons</li> <li>Intentional or carelessly caused minor damage to property</li> <li>Using mobile device on the second occasion (see mobile phone policy)</li> <li>Wearing earphones around school</li> <li>Spitting</li> <li>Out of bounds during break/lunch</li> </ul>	<ul style="list-style-type: none"> <li>Offensive or abusive language, behaviour or gestures</li> <li>Intentional or very careless behaviour causing serious damage to property or school fixtures and fittings</li> <li>Failure to carry out teacher's instructions or defiance of teachers</li> <li>Failure to follow the school's IT Acceptable Use Policy</li> <li>Bringing the school into disrepute - online activity/outside of school</li> <li>Persistent lateness to school</li> <li>Physical behaviour that is dangerous such as pushing or tripping</li> </ul>	<ul style="list-style-type: none"> <li>Assault leading to injury requiring first aid</li> <li>Using school computers to access indecent or offensive material; bypassing school security systems</li> <li>Vandalism</li> <li>Deliberate refusal to cooperate in class</li> <li>Threatening behaviour – placing victim in fear</li> <li>Setting off emergency alarms</li> <li>Using threatening behaviour online or via mobile device.</li> <li>Carrying (but not using) offensive weapon</li> <li>Theft</li> <li>Bullying.</li> </ul>	<ul style="list-style-type: none"> <li>Assault and wounding (requiring medical treatment)</li> <li>Brandishing or displaying or threatening the use of a weapon</li> <li>Assault on a member of staff;</li> <li>Possession/Supply/Under the influence of any amount of a class A drug, class B or C drugs, alcohol or other intoxicants</li> <li>Selling drugs or alcohol</li> <li>Sabotage of safety equipment</li> <li>Sabotage of IT network</li> <li>Deliberate, planned destruction of property</li> <li>Distributing offensive materials</li> <li>Affray or brawling (as part of a group)</li> <li>Accessing school data illicitly</li> <li>Using a mobile phone to send offensive messages</li> <li>Targeted, persistent racist, sexist, homophobic behaviour</li> </ul>

NB: Sexually Harmful behaviour will continue to be assessed in consultation with the safeguarding team and using guidance from the [Brook Traffic Light Tool](#)

## Behaviour Management – Guidelines for action

There are many factors to consider when students are sanctioned for their behaviour. The following list is not exhaustive and used only as a guide. Any action taken may depend on any aggravating and mitigating circumstances, including a history of similar behaviour, or the measures that the school has used to address the child's behaviour.

Low	Moderate	High	Very High	Serious
<p>Examples:</p> <ul style="list-style-type: none"> <li>Verbal reprimand</li> <li>Ask student to return to discuss the incident during the start of break/lunch</li> <li>Move student to different seat within class</li> <li>Lunchtime detention (must be recorded on SIMS)</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>After school detentions</li> <li>Loss of privilege (e.g. use of the form room)</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>Internal exclusion for 1 to 2 days</li> <li>Consider phased reintegration to lessons</li> <li>If repeat offence, internal exclusion of 2 to 5 days</li> <li>Internal exclusion for 2 to 5 days.</li> <li>If repeat offence consider internal exclusion 5 to 10 days or external exclusion for 1 to 2 days</li> <li>Team Around Family meeting with behaviour support plan in place</li> <li>Where victim agrees, a restorative justice meeting.</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>Fixed term exclusion 3 to 5 days</li> <li>Consider 1 to 5 days internal exclusion following readmission to enable a focused integration</li> <li>If not already in place, behaviour/support plan, or contract</li> <li>If repeat offence and support interventions have not resulted in improvement consider a managed move or, in exceptional circumstances, permanent exclusion</li> <li>Where victim agrees, a restorative justice conference.</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>External exclusion of 5 days followed by 5 to 10 days of internal exclusion to enable a focused reintegration</li> <li>Consider managed move</li> <li>Consider inviting parent/student to a formal meeting with Head teacher/Deputy Headteacher to explain this is the last chance to modify behaviour and adherence with behaviour contract</li> <li>Permanent exclusion</li> <li>Where a serious criminal offence has been committed, contact the police or advise parents to do.</li> </ul>

NB. The Deputy Headteacher & Heads of House follow recommended [guidance](#) with all incidents that may constitute a criminal offence.



## Behaviour Management – Mitigating and Aggravating circumstances

Mitigating Circumstances – Potentially <u>reduces</u> the seriousness of the behaviour	Aggravating circumstances – Potentially <u>increases</u> seriousness of the behaviour
<b>Behaviour</b> Examples: One-off or spur of the moment <ul style="list-style-type: none"> <li>• No previous behavioural problems</li> <li>• Acting out of character</li> <li>• Although acted as part of a group, played a lesser role</li> <li>• Acted only as a result of peer pressure</li> <li>• Provoked by goading, abuse or sustained provocation</li> </ul>	<b>Behaviour</b> Examples: <ul style="list-style-type: none"> <li>• Previous record of similar behaviour</li> <li>• Targeted or premeditated</li> <li>• Recklessness of behaviour</li> <li>• Deliberate but more prolonged, persistent, repeat or reckless behaviour</li> <li>• Racist or sexist or 'hate' language or gestures</li> <li>• Acting as part of a group</li> <li>• Pressuring others to offend, or covering up for others</li> <li>• Intimidation of victims or witnesses</li> </ul>
<b>Attitude</b> Examples: <ul style="list-style-type: none"> <li>• Sincerely apologises to victim/s</li> <li>• Shows empathy</li> <li>• Willing to make amends for behaviour through engagement in a restorative justice activity</li> </ul>	<b>Attitude</b> Examples: <ul style="list-style-type: none"> <li>• No acknowledgement of wrong doing despite clear evidence</li> <li>• Demonstrates little empathy</li> <li>• Student appears unconcerned with consequences</li> <li>• Boasting about behaviour</li> </ul>
<b>Child</b> Examples: <ul style="list-style-type: none"> <li>• Child is from a vulnerable group</li> <li>• Behaviour arising out of special educational needs, medical condition or disability</li> <li>• Age of the child</li> <li>• No previous support put in place</li> </ul>	<b>Circumstances</b> Examples: <ul style="list-style-type: none"> <li>• Outside of school gates, or whilst on a school trip</li> <li>• Bringing outsiders on to school site to carry out antisocial or illegal behaviour</li> <li>• Incidents happen whilst already excluded</li> <li>• Under the influence of drugs or alcohol</li> <li>• Use of weapons</li> </ul>
<b>Family</b> Examples: <ul style="list-style-type: none"> <li>• Ongoing family pressures or other stressors or major changes</li> <li>• Mental health concerns with parents/Carer</li> <li>• Domestic violence</li> <li>• Discloses child protection concerns</li> </ul>	<b>Victim</b> Examples: <ul style="list-style-type: none"> <li>• Directed towards teaching staff</li> <li>• Victim is from a vulnerable group, e.g. Looked After Child, disabled, SEND</li> <li>• Demonstrates little empathy</li> </ul>

## 19. Addendum 2 – Classroom misbehaviour: sanctions/the referral card

Failure of students to comply with basic classroom procedures may result in a formal sanction. Most especially, it should be noted that the following requirements (essential ingredients of a Classroom Code) are met:

- 1) Students will endeavour to be fully prepared for each lesson and to be dressed in full school uniform.
- 2) Students will be actively engaged in lessons and contribute positively.
- 3) Students will always behave in lessons in such a way that no other student's education is disrupted.
- 4) Students will record homework in the school diary and then complete them to the best of their ability in the allotted time specified.

### Managing Disruptive Behaviour – The Referral Card and B1-B3 procedures

- A student will be given a referral card and removed from the classroom for persistent disruption to a lesson (e.g. talking out of turn, calling out, turning around, fidgeting, etc)
- If a student receives a referral card they will have received two previous warnings with regard to their behaviour.

- At the end of the lesson the student hands the card back to their teacher – the teacher gives the card to the Head of House (Pastoral) who ensures a letter home is produced.
- The student's Head of House or tutor will re-issue the card at the morning registration following the lesson in which the problem occurred
- The student is likely be given an appropriate punishment by the class teacher for his behaviour as well as receiving the referral card
- The student must ask their tutor to sign the card every morning, even when they have an assembly
- At the start of every lesson the student must give the card to their teacher, even if the lesson is taken by a cover teacher
- If the student's behaviour is acceptable the teacher will sign his card. Otherwise, they will put a cross through that lesson and explain on the reverse of the card why the behaviour was unacceptable
- The student must show the card to his Head of House every day
- The student must ask a parent/carer to sign their card every day
- When the card is complete the student must hand it to his Head of House.
- If a student is given a referral card for the third time in a term they will receive a Saturday detention.

### Referral Card

#### 'One – Move – Remove'

Use for **persistent disruption** to lessons, **despite the following warnings** having been given:

1. **'One'** – student is warned about disruptive behaviour

*(code B1 can be issued on SIMS to flag persistent offenders)*

2. **'Move'** – the second warning for disruption results in the student being moved to a different seat.

*(B2 must be issued on SIMS – lunchtime detention issued)*

3. **'Remove'** – The 3<sup>rd</sup> and final disruptive incident results in the student being removed

*(B3 'Referral card issued for disruptive behaviour' must be recorded on SIMS)*

Send student out of lesson, with the referral card, to work with HoD.

Retrieve the card from the student at the end of the lesson and **pass it on to the HoH**  
Issue an appropriate sanction for the behaviour.

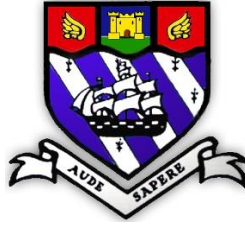
A SIMS message regarding the sanction will be sent to the member of staff/tutor/HoH. Parents will receive notification via email. **Tutors please discuss this with your tutee.**

HoH or tutor re-issues the card to the student the following morning.

**Tutors:** please **sign the card every morning** registration & remind students they must present the card to staff at the start of every lesson, and they **must see their HoH every day** for the duration of the card.

3 referral cards in a term result in a Saturday DT

## 20 . Addendum 3 – School uniform Years 7 -11



Navy Blazer, Main School House Badge and Tie,  
Plain Black 'V' necked pullover - *used during winter months*  
(Pullovers should only be worn under blazers and not instead of blazers)  
Black or Charcoal Grey Trousers,  
Charcoal Grey tailored shorts  
(traditional style, can only be worn between Easter & October half term)  
White School Shirt – **NOT** fashion shirt or sports shirt.  
Black shoes – non-canvas/suede, and unbranded, Dark Socks.

**NO** rings, earrings or other forms of jewellery.

Belts, if worn, should be plain black with no fashion buckle.

**NO** earphones to be visible around school.

Extreme haircuts (e.g. a Mohican and a grade 0 or 1 all over the head) are not acceptable

Hair should be one natural colour.

Long hair is required to be tied back when it is deemed to be impeding their vision, covering their face, or posing a potential health and safety risk

Students should be clean shaven

Extremes of fashion and hair are to be avoided.

NB – **Outdoor coats** must be taken off when inside the  
School Building (including the Lunch Hall).

**Simple Rule: WHEN IN - COATS OFF**

**Blazers are to be worn around the School – that is the norm**

## 21. Addendum 4 – School uniform Years 12 -13



### Boys

Black Blazer, Main School House Badge and Tie,  
Plain Black 'V' necked pullover - *used during winter months*  
(Pullovers should only be worn under blazers and not instead of blazers)  
Black or Charcoal Grey Trousers,  
White School Shirt – **NOT** fashion shirt or sports shirt.  
Black shoes – non-canvas/suede, and unbranded, Dark Socks.

### Girls

Black Blazer/Jacket and house pin badge  
White shirt/Blouse  
Plain black trousers/skirt or black work dress.  
Black work appropriate shoes.  
Girls can wear a tie if they choose.  
All students should be business-like and presentable  
**NO** earphones to be visible around school.  
Extremes of fashion are to be avoided.

***NB: For students who feel the current uniform options do not match with their gender identity the Head of Sixth form will meet to discuss reasonable adjustments***

### All students

Extreme haircuts (e.g. a Mohican and a grade 0 or 1 all over the head) are not acceptable  
Hair should be one natural colour.  
Long hair is required to be tied back when it is deemed to be impeding their vision, covering their face, or posing a potential health and safety risk  
NB – **Outdoor coats** must be taken off when inside the  
School Building (including the Lunch Hall).  
**Simple Rule: WHEN IN - COATS OFF**

**Blazers are to be worn around the School – that is the norm.**

## 22. Addendum 5 – Anti-Bullying Code (ABC)

In consultation with the Student Council we have created our Anti-Bullying Code (ABC) and review this annually.

Full details of our strategy for managing incidents of bullying and the support available for students can be found in our Anti-Bullying policy contained on the school [website](#).

### ANTI-BULLYING CODE

**Everyone has the right to feel safe and enjoy their time at TBGS free from intimidation.**

**Our school community will not tolerate any *unkind* acts whether they are**

- **Physical** (hitting, kicking, pushing, taking another's belongings, any use of violence)
  - **Cyber** (Bullying that takes place online, such as through social networking sites)
  - **Verbal** (name-calling, sarcasm, spreading rumours, teasing)
  - **Emotional** (being unfriendly, excluding, tormenting)
  - **Racial** (Racial taunts, graffiti, gestures)
  - **Sexual** (explicit sexual remarks, display of sexual material, unwanted physical attention)
  - **Homophobic** (Biphobic or Transphobic (HBT))
- Bullying is too important not to report it – we, as a community, will support each other by reporting all incidents of bullying - you can talk to anyone.
- TBGS has a zero-tolerance attitude to bullying
- TBGS will take firm and decisive action to deal with any incident of bullying which is witnessed by, or reported to, any member of staff.

#### **Anti- Bullying**

#### **Support & Help**

**Your tutor and Head of House can support you with any bullying concerns, they are here to help you.**

**If you wish to remain anonymous, you could use the confidential school email address [BeSafe@tbgs.torbay.sch.uk](mailto:BeSafe@tbgs.torbay.sch.uk), or the confidential BeSafe text messaging service 01803 501300 (school hours only)**

**If you do not feel comfortable speaking to someone you know, contact an advisor on [Kooth.com](http://Kooth.com), or phone Childline on 08001111**

**SEE IT – REPORT IT – STOP IT**

## 23. Addendum 6 – Homework – expectations

### *Rationale*

Homework is an essential part of the curriculum. Not only does it consolidate and extend work done in the classroom but it also helps a student to develop the ability to work on his own.

TBGS is committed to encouraging each one of its students to reach his/her full academic potential. Homework forms an integral part of his education and generates a variety of worthwhile learning exercises additional to those provided in school so he/she can discipline his/her mind, research, revise, manage time and prepare. With this in mind it is incumbent upon the teaching staff to ensure that such work is completed (to a high standard) and is handed in on time.

### *Purposes*

- To complement, reinforce and extend work done in the classroom and laboratory.
- To provide the opportunity to acquire skills of independent learning.
- To encourage responsibility for organising studies and self-dependence.
- To provide the opportunity to pursue work to a greater depth at the student's own pace.
- To provide an opportunity for an important link between home and school.
- To plan and prepare for future lessons in school.

### **Homework Defaults**

A homework default will be given as a result of the following:

- failure to hand in a piece of work after two requests
- two late submissions of work per half term
- second piece of poor quality homework in a half term where minimal effort has been expended

The teacher should record the default on SIMS. The student's parent, tutor, Head of House and the relevant member of staff will receive a SIMS message to inform them of the default.

The teacher will issue a suitable sanction e.g. lunchtime DT, ASDT – following department procedure

Every 3 defaults in a term will result in a Saturday detention.

## 24. Addendum 7 – Reward system

- Commendations -KS3

Certificates awarded for reaching certain milestones:

**X10 commendations** - Bronze award

**X25 commendations** – Silver award

**X50 commendations** - Gold

**X100 commendations** - Centurion Award

- **KS4**

**X10 commendations** – A free school meal voucher – Valid for Chip Friday

**X25 commendations** – Movie Time – Centenary Hall/Popcorn/ afternoon viewing.

**X50 commendations** – A half day from school – visit to the beach and free time

**X100 commendations** – Head teachers Award

**Commendation Kings** – Electronic leader board – displayed on all computer screens and in reception for one week (every 4 weeks when reports are available). The top 3 students in each House recognised across the year groups

**Overall winners board** – Bespoke achievements board recognising Centurions and the top three commendation Kings in each Year group

- **Departmental Rewards**

**Praise calls** – Teachers may phone parents to personally congratulate their son/daughter's achievements.

**Special Recognition Postcards** – Handwritten postcards sent directly to parents. Students are unaware and receive this as a surprise. Postcards are unique & designed by departments – themes relevant to the work they produce.

**Certificates of Merit** – Awarded by teaching staff for subject excellence. Certificates are awarded at the end of the school year.

- **Pastoral Prizes**

**Consistent Across House Groups, but recognised in different ways.**

1. **Mid Term Review Grades** – Each House rewards students from the following criteria:
  - Most improved Mid Term Review Grades
  - Top performers from each year group

Rewards include – praise calls/postcards/letters home/House pens

## 2. **Attainment**

Outstanding achievement/progress across a number of subjects to be rewarded with praise calls/postcards/letters home/House pens/trophies

## 3. **Commendations**

Certificates awarded publicly in tutor rooms and House assemblies

- **Whole School Rewards**

**Student of The Week**

**Accelerated Reader Prizes** – Coordinated by English department

**Celebration Evening**

**TBGS Newsletter** – Special recognition through regular newsletter entries

- **Personal Development**

**Extra-Curricular/Clubs & Societies** – Full & Half colours for regular attendance and achievement

**Duke of Edinburgh Award** – Bronze/Silver/Gold

## **25. Addendum 8 – Exclusion policy**

Exclusion is an extreme sanction and is only administered by the Headteacher (or Deputy Headteacher acting in that role) in circumstances where there has been a serious breach of the School Discipline Policy.

Fixed Term suspensions should be used only after the appropriateness of other alternative sanctions have been fully considered.

Permanent exclusion will be a last resort and in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school unacceptable behaviour options such as a 'managed' move within Torbay LA protocols may be considered.

Whilst exclusion may serve as a deterrent to others the process will be managed with due consideration of the offender's needs

After Fixed Term suspension, a period of support and monitoring will serve to reduce the likelihood of further problems

- Verbal abuse of Staff (teaching or non-teaching)
- Verbal abuse of students
- Physical abuse of/attack on Staff (teaching or non-teaching)
- Physical abuse of/attack on students
- Indecent behaviour
- Sexual abuse or assault/sexual violence or harassment
- Damage to property
- Misuse of drugs or other unauthorised substances, including the possession, use, or supplying of an illegal or unauthorised substance
- Sharing, selling or otherwise exchanging an illegal or unauthorised substance
- Bringing drugs, or unauthorised substances onto school premises, or onto school trips
- Carrying an offensive weapon – 'a weapon is defined as any item made or adapted for causing injury'
- Theft
- Arson
- Serious breach of the School Computer Policy
- Behaviour which results in persistent disruption to the learning of others
- Unacceptable behaviour which has previously been reported and for which School sanctions have not been successful in modifying the student's behaviour – in particular, a one-day exclusion may be given to a student reaching their third Saturday detention of the academic year



At TBGS we operate a 'zero tolerance' approach to the carrying of offensive weapons and the carrying and supplying of illegal or unauthorised substances. This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that exclusion is an appropriate sanction.

### **Procedures Following A Suspension**

Most suspensions are for a fixed duration of three days or less

Where a suspension exceeds five days the school may consult with members of the local authority (LA) to arrange education at another school.

Where possible parents/guardians will be contacted as quickly as possible. A letter will be sent explaining:

- the dates of the exclusion
- the reasons for the decision
- arrangements to support the student's study during absence
- any reintegration proposals
- the right to make representation to the Discipline Committee

Following a Fixed Term suspension, a re-integration meeting will be held involving the student, parents/guardians, and a senior member of the Pastoral Staff or Leadership Team, where appropriate.

The following measures may be implemented when a student returns from a Fixed Term suspension:

- Agreeing a behaviour contract
- Putting a student 'on report'
- Internal isolation

The LA will be informed of the suspension

### **Permanent Exclusion**

The decision to exclude permanently is a serious one and will usually be in response to one of two situations:

1. Permanent Exclusion may be the final step in a concerted process for dealing with disciplinary offences following the unsuccessful use of other strategies, both within school, and where appropriate, with external agencies. It is an acknowledgement that all potentially productive strategies have been exhausted and that the student is either disrupting the learning of others or significantly eroding the ethos of the school

2. In exceptional circumstances, reflecting the seriousness of the offence, a Permanent exclusion may be given. Such circumstances could include serious actual or threatened violence to another member of the school community, supplying an illegal drug, possessing an offensive weapon, arson, serious malicious damage or any other offence that the

Headteacher considers to be of such seriousness that it significantly affects the discipline and well-being of the school.

3. The school is aware that off-rolling is unlawful. Ofsted defines off-rolling as, "the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the student." We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

**TBGS's commitment to equality and diversity means that this policy has been screened in relation to the use of gender-neutral language, jargon-free plain English, recognition of the needs of people with a disability, promotion of the positive duty in relation to race and disability and avoidance of stereotypes.**

**This document is available in alternative formats on request.**