

## Behaviour & Exclusions Policy

<b>Name of Unit/Premises/Centre/School</b>	The Toynbee School
<b>Date of Policy Issue/Review</b>	
<b>Name of Responsible Manager/Headteacher</b>	Deputy Headteacher
<b>Governors' Sub-Committee</b>	Welfare & Guidance

### 1.0 **Ethos and Policy Statement:**

- 1.1 The Government grants schools the powers they need to provide a safe and structured environment in which teachers can teach and pupils can learn. All members of the Toynbee School community share a responsibility and commitment to the ethos that effective teaching and learning takes place where there is mutual respect, support, encouragement, security and independence.

### 2.0 **Principles:**

- 2.1 Toynbee School believes that positive Pupil Behaviour is achieved by:
- 2.1.1 Developing in all pupils a sense of self discipline and acceptance of personal responsibility for their own actions
  - 2.1.2 Using a clear Code of Conduct, which is familiar to everyone, with rules that are fair and easily understood.
  - 2.1.3 Fostering an ethos of mutual respect and providing a safe environment where all pupils relate well to other members of the school community, allowing effective learning to take place.
  - 2.1.4 Teaching pupils to become responsible citizens who aspire to be successful.

### 3.0 **Practice:**

- 3.1 The School will ensure that:
- 3.1.1 Consistency and fairness are apparent at all times.
  - 3.1.2 Teaching and Learning takes place in a secure and safe environment.
  - 3.1.3 Pupils' positive attitude and achievements are rewarded and celebrated.
  - 3.1.4 Clear and simple school rules are established, with expectations regularly shared and discussed with pupils.
  - 3.1.5 The consequences of unacceptable behaviour are clearly explained to all students.
  - 3.1.6 The use of sanctions for poor behaviour will always be reasonable and proportionate.
  - 3.1.7 The **Pupil Code of Conduct (Section 5.1)** encompassing both **The Toynbee Discipline Chain (Appendix A)** and **The Toynbee Expectations (Appendix B)** is clear, consistent and fair to all.
  - 3.1.8 Staff identify pupils whose behaviour does not meet the School's expectations. Appropriate behaviour support strategies will be put in place to help to try and improve their behaviour.
  - 3.1.9 Parents are informed and involved when any serious issues occur.
  - 3.1.10 Where appropriate, external agencies are involved to help support pupils' behaviour.

## 4.0 The Management of Behaviour:

4.1 Staff will maintain fair and consistent discipline strategies and sanctions in accordance with the guidelines set out in this Policy, in **Section 149 of the Equality Act 2010** and the **DfE Behaviour and Discipline in Schools Document (January 2016)**.

[Equality Act 2010, Section 149](#)

[DFE: Behaviour and discipline in schools, January 2016](#)

## 5.0 The Pupil Code of Conduct:

5.1 In line with the **Toynbee Discipline Chain (Appendix A)** and **The Toynbee Expectations (Appendix B)**, the School expects all pupils to:

- 5.1.1 Always aspire to try their best - 'be the best you can be'.
- 5.1.2 Attend school regularly and be punctual to all lessons, including registration.
- 5.1.3 Arrive to school prepared and fully equipped each day.
- 5.1.4 Wear the correct school uniform and act as ambassadors for themselves and the school.
- 5.1.5 Use respectful language and tell the truth at all times.
- 5.1.6 Follow the requests and instructions of all staff.
- 5.1.7 Do not engage in Low Level Disruption as outlined in the Toynbee Expectations Document (Appendix B)
- 5.1.8 Listen to and respect peers, teachers and all members of the school community.
- 5.1.9 Not engage in any form of bullying, verbally abusive, sexualised or discriminatory name-calling. (See [Anti-Bullying Policy](#))
- 5.1.10 Ensure there are no incidents of excessive or aggressive physical contact or intimidatory behaviour.
- 5.1.11 Ensure there are no incidents of sexual violence, sexual harassment or harmful sexual behaviour, in accordance with [Sexual violence and sexual harassment between children in schools and colleges \(publishing.service.gov.uk\)](#) (Department for Education, Sept 2021)
- 5.1.12 Ensure all Mobile Phones and electronic devices are not visible, are switched off and in bags or lockers.
- 5.1.13 Not bring into school, be in possession of, under the influence of, or supply any prohibited items. The prohibited items are defined as:
  - knives or weapons
  - alcohol
  - illegal drugs
  - psychoactive drugs
  - any stolen items
  - tobacco, vapes, lighters, cigarette papers or any smoking paraphernalia
  - any items related to the preparation or consumption of nicotine, drugs or alcohol
  - fireworks
  - pornographic images
  - any items that are likely to be used to: commit an offence, cause personal injury to, or damage to the property of, any person.
  - any other items as defined as such from time to time or as outlined in the Substance Misuse Policy or by the Department for Education [DFE: Searching, screening and confiscation, January 2018](#)
- 5.1.14 Act in a safe manner at all times, ensuring the safety of members of the school community is not put at risk.
- 5.1.15 Take a pride in the school site, keeping it free from litter, graffiti and damage.
- 5.1.16 Maintain the school's good reputation at all times, including not using any social networking site to make negative comments or post any disparaging pictures about other pupils, members of staff or the school in general. (In line with the [ICT Acceptable Use Policy - Pupils](#) and [E-Safety Policy](#))

## 6.0 Rewarding and Recognising Positive Behaviour:

6.1 Toynbee School understands that recognising and rewarding positive attitudes to learning is an effective strategy for motivating pupils and promoting an atmosphere of mutual respect. The School is committed to promoting and rewarding good behaviour through a range of strategies. The strategies below are not an exhaustive list:

- 6.1.1 Verbal and written praise
- 6.1.2 Telephone calls, emails and letters home
- 6.1.3 Recognising pupils' achievements and positive attitudes to learning through the awarding of Achievement Points (APs) and House Points (HPs)
- 6.1.4 Subject, Guidance Manager, Progress Director and Headteacher recognition certificates
- 6.1.5 'Hall of Fame' Year Group Celebration Noticeboards.
- 6.1.6 Headteacher's Newsletter
- 6.1.7 Termly draws for those who continue to display good behaviour, attitude and attendance
- 6.1.8 Termly Celebration Events and Assemblies
- 6.1.9 Model Pupil Awards
- 6.1.10 100% Attendance Awards
- 6.1.11 Annual Awards Evenings and Trips

## 7.0 **The Management of Classroom Behaviour:**

- 7.1 **The Toynbee Discipline Chain (Appendix A)** works on the principle that it is the classroom teacher who must take primary responsibility for his/her classroom management. **The Toynbee Expectations (Appendix B)** will be displayed in all classrooms and certain corridors and noticeboards. The Expectations will be explained to all pupils in lessons and assemblies. Classroom teachers will be advised to adopt a variety of behaviour management strategies to effectively manage their lessons, ensuring effective learning can take place and to avoid escalating potential problems (See Staff Handbook and INSET Training).
- 7.2 The consistent application of the **Toynbee Discipline Chain (Appendix A)** is the primary behaviour management strategy for classroom teachers. The classroom teacher should familiarise themselves with this process and work through the stages in a consistent manner. The classroom teacher should ensure they are aware of any SEN or Pastoral needs by liaising with the SENCO and Guidance Manager. In addition, they should familiarise themselves with the Personal Information Plan (PIP) for pupils in their classes. The classroom teacher should refer a pupil to their Head of Department when they have exhausted the **Toynbee Discipline Chain (Appendix A)**, made contact with parents, set the pupil a sanction (as outlined in **Section 9.2**) and there has been no improvement in behaviour from the pupil.
- 7.3 The Head of Department should then seek to resolve the issue using the appropriate and relevant strategies and sanctions as set out in **Section 9.2** and **Section 14.2** of this Policy. This could include making contact with parents, facilitating restorative meetings, using subject monitoring reports to improve pupil behaviour, reviewing the make-up of classes and sets, reinforcing and setting detentions and implementing a 'Senior Leader Detention' as a sanction. If the matter remains unresolved and there continues to be no improvement in pupil behaviour they should refer the pupil to the Guidance Manager and Progress Director to take further action.
- 7.4 The Guidance Manager and Progress Director should seek to find a resolution (using the appropriate and relevant strategies and sanctions as set out in **Section 9.2** and **Section 14.2**) before involving the Senior Leadership Team if the matter remains unresolved. At all times during the process, Parents should be kept informed, involved and offered the opportunity to come into school for a meeting to seek a resolution.
- 7.5 The Senior Leadership Team will invite the parent and pupil into school for a meeting to seek to resolve the issue. The Senior Leadership Team will make a judgement regarding the strategies and sanctions (as set out in **Section 9.2** and **Section 14.2**) that will be used to bring about a resolution to the matter.
- 7.5 Staff will record all relevant behavioural incidents and meetings on the school's management information system (SIMS). It is the responsibility of the Guidance Manager to oversee this process. The Guidance Manager will monitor SIMS for behavioural trends and patterns to assist with planning pupil intervention strategies.
- 7.6 In the event of extreme or persistent poor classroom behaviour (for example, but not limited to, the verbal abuse of staff/aggressive behaviour/refusal to carry out a reasonable request), the classroom teacher will call for a Guidance Manager or a member of the Senior Leadership Team via the 'On Call' Protocol to assist and de-escalate the situation. The Guidance Manager or a member of the Senior Leadership Team will then investigate the incident, inform parents and if appropriate, a reasonable and proportionate sanction will be applied.

## 8.0 Management of School Wide Behaviour:

- 8.1 In the event of an incident whereby a pupil fails to adhere to **The Toynbee Expectations (Appendix B)** and the **Pupil Code of Conduct** (as outlined in this Policy under **Section 5.1**) the Guidance Manager, Progress Director or a member of the Senior Leadership Team will investigate the incident, inform parents as soon as is reasonably practical and where appropriate, apply a reasonable and proportionate sanction taking into consideration any appropriate contextual information.
- 8.2 In all cases of serious misconduct, (including those outside of school hours) the School will consider whether the Police, Children Services or the Local Authority should be notified of the incident and the subsequent appropriate disciplinary action the School has taken. The Police and Parents/Carers will always be informed where a pupil's behaviour is criminal or poses a serious threat to peers, staff or members of the public.

## 9.0 The Application of Disciplinary Sanctions:

- 9.1 The School understands that the use of sanctions must be reasonable, proportionate and take into consideration any appropriate contextual information. In line with the **DfE Behaviour and Discipline in Schools Document (January 2016) Point 13, p7**

*Teachers can discipline pupils whose conduct falls below the standard, which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.*

### [DFE: Behaviour and discipline in schools, January 2016](#)

- 9.2 Staff and pupils are made aware of sanctions used by the School through this Policy (available on the Toynbee School website via <https://www.toynbee.hants.sch.uk/policies>), via the **Toynbee Discipline Chain (Appendix A)** on display in classrooms and through assemblies and other relevant channels. The School has the following range of disciplinary sanctions that may be implemented by staff. (It should be noted that the sanctions below are not necessarily incremental, for example a first offence could lead to any one of the sanctions listed below)
- 9.2.1 Reminders and Warnings
  - 9.2.2 Requesting that the pupil moves to another seat in the class
  - 9.2.3 Temporary move to another class or office (Working in a 'Buddy Room')
  - 9.2.4 Temporary/Permanent change of class, tutor group or subject
  - 9.2.5 Break, Lunchtime or After School Detention
  - 9.2.6 Head of Department After School Detention
  - 9.2.7 Guidance Manager After School Detention
  - 9.2.8 Progress Director After School Detention
  - 9.2.9 Senior Leader Detention (3pm-4.15pm)
  - 9.2.10 Individual Behaviour Management Plan, superseding the Classroom Discipline Chain (e.g 1 Warning)
  - 9.2.11 Contact or meeting with Parents
  - 9.2.12 Confiscation of banned items, including Mobile Phones and prohibited items.
  - 9.2.13 Removal from School Events or off-site visits
  - 9.2.14 Internal Inclusion
  - 9.2.15 Twilight Detention
  - 9.2.16 Fixed Term Exclusion
  - 9.2.17 Governors Disciplinary Panel
  - 9.2.18 Referral to Alternative Provision (off-site)
  - 9.2.19 Permanent Exclusion
- 9.3 Parents/Carers will be given 24 hours notice of all detentions outside of school hours (unless parental approval can be gained by telephone earlier (e.g. on the same day). Parents/Carers will be informed of all serious sanctions as soon as is reasonably practical. A reintegration or readmission meeting with pupils, parents and staff will always be sought following a serious sanction.

- 9.4 Where behavioural issues give cause to suggest that a pupil is suffering or is likely to suffer significant harm, the School's Safeguarding and Child Protection procedures will be followed.

## **10.0 Exclusions:**

- 10.1 The School operates within the principles of fairness and natural justice. Where appropriate, the School will liaise with the Local Authority Inclusions Officer to ensure that due process has been followed. The School will follow DfE and Local Authority guidance on Exclusions as detailed below:

[DFE: Exclusion from maintained schools, September 2017](#)

## **11.0 Searching, Screening and Confiscation:**

- 11.1 This policy should be read in conjunction with the Toynbee Substance Misuse and Drugs Education Policy: 7.0 Managing Drugs related incidents.

- 11.2 The School follows DFE guidance as detailed below:

[DFE: Searching, screening and confiscation, January 2018](#)

This guidance authorises staff to search pupils, without consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are defined in the DFE Guidance (Page 4) and under section 5.1.12 of this policy.

- 11.3 Staff will follow the procedures for Searching Pupils as outlined in Appendix C – Staff Protocol for conducting a search of Pupils and Appendix D – Pupil Search Consent Form

## **12.0 The Use of Restraint and Reasonable Force:**

- 12.1 The School follows DFE guidance as detailed below:

[DFE: Use of reasonable force, July 2013](#)

## **13.0 Malicious Allegations Against Staff:**

- 13.1 Where a pupil is found to have made an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the School will consider the appropriate disciplinary action to be taken in accordance with this Policy. Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.

## **14.0 Strategies to Support Pupils who Demonstrate Continued Poor Behaviour:**

- 14.1 The School recognises the need for all staff to educate and support pupils whose behaviour does not improve. The Assistant Headteacher (Behaviour and Inclusion) will have overall responsibility for the oversight of supporting such pupils.

- 14.2 Strategies include (but not limited to):

- 14.2.1 Tailored sessions focused on developing pupils' understanding and practice of appropriate social behaviour.  
14.2.2 Tutor, Head of Department, Guidance Manager, Progress Director and Senior Leadership Team Monitoring Report

- 14.2.3 Staff Mentoring and Pastoral support sessions
- 14.2.4 Referrals to in-house ELSA, FIEPS, Nurture, Anger Management and Anxiety support sessions
- 14.2.5 Facilitating 'Restorative' meetings between staff and pupils.
- 14.2.6 Implementation of Individual Behaviour Management Plans.
- 14.2.7 Engaging with and referring to External Agencies to access further curriculum, social and emotional support.
- 14.2.8 Co-ordinating Education Planning Meetings.
- 14.2.9 Preparing Pupil Documentation for presentation to relevant authorities and agencies.
- 14.2.10 Ensuring records of pupils' positive and negative behaviour are maintained and monitored regularly to identify trends and patterns.
- 14.2.11 Brokering Managed Moves to other Schools.
- 14.2.12 Arranging Alternative Provision Placements.
- 14.2.13 The delivery of Pupil Case Conference Meetings.
- 14.2.14 The delivery of Curriculum, Assemblies and PSHE Sessions reinforcing the School's expectations around pupil conduct.

**Appendices to this document are:**

- Appendix A: The Toynbee Discipline Chain
- Appendix B: The Toynbee Expectations
- Appendix C: Staff Protocol for the Searching of Pupils
- Appendix D: Pupil Search Consent Form

**Linked Policies are:**

- [Anti- Bullying Policy](#)
- [Child Protection Policy](#)
- [E-Safety Policy](#)
- [ICT Acceptable User Policy - Pupils](#)
- [Safeguarding Policy](#)
- Substance Misuse Policy