

## Behaviour & Suspension Policy

<b>Name of School</b>	The Toynbee School
<b>Date of Policy Issue/Review</b>	Issue: Autumn 2023 Review: Autumn 2024
<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, structured and respectful environment in which teachers can teach and pupils can learn. The objective of the Toynbee School Behaviour Policy is to develop a culture of 'Respect', built on shared beliefs, values and strong relationships between all stakeholders. The policy details the routines and expectations that are essential to enable pupils to learn, teachers to teach, and all members of the community to remain safe. Furthermore, the policy outlines how pupils can learn, be successful, develop their character and achieve their personal best.

1.2 Toynbee School believes that positive pupil behaviour is achieved by:

- 1.2.1 Developing in all pupils a sense of self discipline and acceptance of personal responsibility for their own actions
- 1.2.2 Teachers developing positive relationships with pupils through the explicit teaching and encouragement of positive behaviour
- 1.2.3 Teachers recognising and celebrating positive behaviour and addressing behaviour that does not meet the Toynbee Expectations.
- 1.2.4 Using a clear Code of Conduct (The Toynbee Expectations), which is familiar to everyone, with rules that are fair and easily understood, and the consequences of positive and negative behaviour clear and transparent.
- 1.2.5 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.
- 1.2.6 Teaching pupils to become responsible citizens who aspire to be successful.

## 2.0 **Legislation, statutory requirements and statutory guidance**

2.1 This policy is based on the legislation and advice from the Department for Education (DFE) on:

[Behaviour in schools: advice for headteachers and school staff 2022](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education, September 2023](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## 3.0 **Roles and Responsibilities:**

3.1 The Governing Board is responsible for:

- 3.1.1 In conjunction with the Senior Leadership Team, ensure that the Toynbee Behaviour Policy promotes the desired behaviours expected at Toynbee School, as outlined in the Ethos and Policy statement (Section 1.0)
- 3.1.2 Monitoring the effectiveness of the Behaviour Policy (through the Welfare and Guidance Sub-Committee), ensuring the policy is reviewed and approved on an annual basis.
- 3.1.3 Ensuring the Behaviour Policy is communicated to all parents and pupils, is non-discriminatory and is clear in its expectations.
- 3.1.4 Supporting the school in maintaining high standards of behaviour from pupils.
- 3.1.5 Holding the Headteacher to account for the implementation of the Behaviour and Suspensions policy

3.2 The Headteacher and Senior Leadership Team are responsible for:

- 3.2.1 Reviewing and updating the Behaviour policy on an annual basis, in conjunction with the Welfare and Guidance Sub-Committee.

- 3.2.2 The implementation and day-to-day management of the Behaviour Policy.
  - 3.2.3 Ensuring that the policy is implemented consistently by staff with all groups of pupils.
  - 3.2.4 Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
  - 3.2.5 Providing new staff with a clear induction to the school's behavioural culture to ensure they understand its expectations and routines, and how best to support all pupils to participate fully in their education.
  - 3.2.6 Ensuring the Policy works alongside the Child Protection and Safeguarding policies, providing pupils with recognition for their achievements, sanctions for poor behaviour and support when appropriate.
  - 3.2.7 Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
  - 3.2.8 Ensuring this policy works alongside the Child Protection and Safeguarding policy to offer pupils both sanctions and support when necessary.
  - 3.2.9 Ensuring that the data from behaviour logs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.
- 3.3 All Toynbee School staff are responsible for:
- 3.3.1 Ensuring that all elements of the Behaviour Policy and associated processes and procedures are followed, and consistently and fairly applied at all times.
  - 3.3.2 Creating and contributing towards the whole school culture of 'Respect', establishing positive relationships with all stakeholders.
  - 3.3.3 Addressing and reporting all incidents of poor pupil behaviour, and incidents relating to safeguarding via the appropriate channels as soon as is practically possible.
  - 3.3.4 Staff responsible for managing behaviour will follow the **Toynbee Classroom Discipline Chain (Appendix A)**, the **Managing Classroom Behaviour document (Appendix C)** and the **Managing Behaviour outside of lessons document (Appendix D)**.
  - 3.3.5 Teaching and modelling the expected behaviours as outlined in the Behaviour Policy and **Toynbee Expectations Document (Appendix B)**.
- 3.4 All Toynbee Pupils are responsible for:
- 3.4.1 Taking responsibility for their behaviour, aspiring to achieve their 'Personal Best'.
  - 3.4.2 Following the Behaviour Curriculum (Section 4.0) and the **Toynbee Expectations Document (Appendix B)** at all times.
- 3.5 Parents will be expected and encouraged to:
- 3.5.1 Support their child in following the Toynbee Behaviour Policy
  - 3.5.2 Work in partnership with the school to maintain high standards of pupil behaviour
  - 3.5.3 Inform the school of any change in circumstances which may affect their child's behaviour.

## 4.0 The Toynbee Behaviour Curriculum

4.1 The **Toynbee Expectations (Appendix B)** will form the basis of the Toynbee Behaviour Curriculum, which will be taught to all pupils and all pupils will be expected to learn and adhere to. In addition, all pupils will be taught and expected to follow the **Toynbee Classroom Discipline Chain (Appendix A)**.

4.2 In line with the **Toynbee Classroom Discipline Chain (Appendix A)** and **The Toynbee Expectations (Appendix B)**, the school will teach and expect all pupils to:

- 4.2.1 Always be respectful and aspire to achieve their best - 'be the best you can be'.
- 4.2.2 Follow and adhere to all aspects of the **Toynbee Expectations Document (Appendix B)**.
- 4.2.2 Attend school and be punctual to all lessons, including registration.
- 4.2.3 Arrive to school prepared and fully equipped each day.
- 4.2.4 Wear the correct school uniform and act as ambassadors for themselves and the school.
- 4.2.5 Use respectful language and tell the truth at all times.
- 4.2.6 Follow the requests and instructions of all staff, completing all reasonable tasks assigned to them in relation to their education.
- 4.2.8 Listen to and respect peers, teachers and all members of the school community.
- 4.2.9 Not engage in any form of bullying, including but not limited to: prejudiced based, cyber-related, sexualised or discriminatory bullying. **(See Anti Bullying Policy)**
- 4.2.10 Ensure there are no incidents of excessive or aggressive physical contact or intimidatory behaviour.
- 4.2.11 Ensure there are no incidents of sexual violence, sexual harassment or harmful sexual behaviour, in accordance with [Keeping Children Safe in Education, September 2023, Department for Education](#)
- 4.2.12 Ensure all Mobile Phones and electronic devices are not visible, are switched off and in bags or lockers.
- 4.2.13 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 and Drugs Policy or by [Searching, screening and confiscation: advice for schools, July 2022, Department for Education](#)
- 4.2.14 Act in a safe manner at all times, ensuring the safety of members of the school community is not put at risk.

- 4.2.15 Take a pride in the school site, keeping it free from litter, graffiti and damage.
- 4.2.16 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)

## 5.0 **The Management of Behaviour:**

- 5.1 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 **Department for Education, Behaviour in Schools Document (September 2022)**.

[Equality Act 2010, Section 149](#)

[Behaviour in Schools, September 2022, Department for Education](#)

## 6.0 **Rewarding and Recognising Positive Behaviour:**

- 6.1 Toynbee School understands that recognising and celebrating 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 celebrating 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/postcards home
- 6.1.3 Recognising pupils' achievements and positive attitudes to learning through the awarding of Achievement Points (APs) and Proud Points (PPs)
- 6.1.4 Subject, Guidance Manager, Progress Director and Headteacher recognition certificates
- 6.1.5 'Subject Stars' nominated fortnightly and published in the Newsletter
- 6.1.6 Headteacher's Newsletter
- 6.1.7 Termly celebrations 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 end of year Celebration Trips

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

- 7.1 It is the everyone's responsibility to ensure that classrooms are respectful places where teachers can teach, pupils can learn, and everyone feels safe. Teachers will ensure this by employing behaviour management techniques focused on building positive relationships, maximising pupil learning and minimising disruption. **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 Toynbee Expectations (Appendix B)** will be explained to all pupils in lessons, tutor times and assemblies. Through INSET sessions and staff meetings, 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.
- 7.2 Where pupils' behaviour falls below the standard expected outlined in **The Toynbee Expectations (Appendix B)**, classroom teachers are expected to consistently apply the **Toynbee Discipline Chain (Appendix A)**. The classroom teacher should familiarise themselves with this process and work through the stages in a consistent manner according to pupil behaviour. 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.
- 7.3 While all teachers have a responsibility for managing behaviour in their classroom, there will be occasions when it is proportionate and reasonable for the teacher to refer the matter to another member of staff for support and to ensure that learning of other pupils is not impacted. The classroom teacher should follow 'Steps 1-3' outlined in the document titled **Managing Classroom Behaviour (Appendix C)**, this includes referring 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 (in accordance with the document titled **Managing Classroom Behaviour (Appendix C)**), and there has been no improvement in behaviour from the pupil.
- 7.4 The Head of Department should then seek to resolve the issue using the appropriate and relevant strategies and sanctions as set out in 'Step 4' of the document titled **Managing Classroom Behaviour (Appendix C)**. 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 HOD detentions. If the matter remains unresolved and there continues to be no improvement in pupil behaviour, they should refer the pupil to the Progress Director to take further action.
- 7.5 The Progress Director should seek to find a resolution using the strategies outlined in 'Step 5' of the document titled **Managing Classroom Behaviour (Appendix C)**, 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.
- 7.6 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 using the strategies outlined in 'Step 6' of the document titled **Managing Classroom Behaviour (Appendix C)** to try and bring about a resolution to the matter.

- 7.7 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.
- 7.8 In the event of extreme or persistent poor classroom behaviour (for example, but not limited to, the verbal or physical 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. During the investigation of an incident, it may be appropriate to ask pupils to write their account of what they believed to have happened. This is a neutral act and undertaken to help staff to ascertain what happened.
- 8.0 **Management of School Wide Behaviour:**
- 8.1 In the event of an incident outside of the classroom whereby a pupil fails to adhere to **The Toynbee Expectations (Appendix B)** and **Toynbee Behaviour Curriculum** (as outlined in this Policy under **Section 4.0**), all staff will be expected to report the matter to the Guidance Team via the 'On-call' reporting methods.
- 8.2 Depending on the severity of the incident, 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 and in line with the steps outlined in the document titled **Managing Behaviour outside of the classroom (Appendix D)**.
- 8.3 During the investigation of an incident, it may be appropriate to ask pupils to write their account of what they believed to have happened. This is a neutral act and undertaken to help staff to ascertain what happened.
- 8.4 In all cases of serious misconduct, (including behaviour outside of school premises as outlined in the [Behaviour in schools, September 2022, Department for Education](#), points 92-95) the school will consider whether the Police, Children Services or the Local Authority should be notified of the incident and whether any subsequent appropriate disciplinary action should be taken by the school in line with the Behaviour Policy. 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 **Management of cases of child-on-child abuse, sexual harassment and sexual violence:**

- 9.1 The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be to their Tutor, Guidance Manager, any member of staff or via the [I Need to Talk](#) section of the Toynbee website.
- 9.2 All staff are required to report all matters of child-on-child abuse, sexual harassment and sexual violence to the Toynbee Safeguarding Form or to [safeguardingteam@toynbee.hants.sch.uk](mailto:safeguardingteam@toynbee.hants.sch.uk). The matter will then be followed up by the DSL in line with our safeguarding policies and procedures, outlined in the Safeguarding and Child Protection Policy. The matter may be dealt with internally, referred to Childrens' Services and/or the Police.

## 10.0 The Application of Disciplinary Sanctions:

- 10.1 The School understands that the use of sanctions must be reasonable, proportionate and take into consideration any appropriate contextual information. In line with the [Behaviour in schools, September 2022, Department for Education](#) Point 50, p18.

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

### [Behaviour in schools, September 2022, Department for Education](#)

- 10.2 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)

- 10.2.1 Reminders and Warnings
- 10.2.2 Requesting that the pupil moves to another seat in the class
- 10.2.3 Temporary move to another class or office (Working in a 'Buddy Room')
- 10.2.4 Temporary/Permanent change of class, tutor group or subject
- 10.2.5 Break, Lunchtime or After School Detention
- 10.2.6 Head of Department After School Detention
- 10.2.7 Guidance Manager After School Detention
- 10.2.8 Progress Director After School Detention
- 10.2.9 Senior Leader Detention (3pm-4pm)
- 10.2.10 Individual Behaviour Management Plan, superseding the Classroom Discipline Chain (e.g. 1 Warning)
- 10.2.11 Contact or meeting with Parents
- 10.2.12 Confiscation of banned items, including Mobile Phones and prohibited items.
- 10.2.13 Removal from School Events or off-site visits
- 10.2.14 Internal Inclusion
- 10.2.15 Twilight Detention

- 10.2.16 Direction off site for education, to help improve behaviour
- 10.2.17 Suspension
- 10.2.18 Referral to Alternative Provision (off-site)
- 10.2.19 Governors Disciplinary Panel
- 10.2.20 Permanent Exclusion

- 10.3 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.
- 10.4 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.

#### **11.0 Suspension and Permanent Exclusion:**

- 11.1 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 Suspensions as detailed below:

[Suspension and Permanent Exclusion from maintained schools, September 2023, Department for Education](#)

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

- 11.1 This policy should be read in conjunction with the Toynbee Substance Misuse and Drugs Education Policy.
- 11.2 The School follows DFE guidance as detailed below:

[Searching, Screening and Confiscation, July 2022, Department for Education](#)

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 17-20) and under section 4.2.13 of this policy.

- 11.3 Staff will follow the procedures for Searching Pupils as outlined in Appendix E – Staff Protocol for conducting a search of Pupils and Appendix F – 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:

- 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.
- 13.2 Where a pupil makes an allegation of any nature, including sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.
- 13.3 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 (LADO), where relevant) will consider whether the pupil 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.
- 13.4 The school will also consider the pastoral needs of staff and pupils accused of misconduct.

## 14.0 Responding to misbehaviour from pupils with Special Educational Needs or Disability (SEND)

- 14.1 The school recognises that pupils' behaviour may be impacted by a Special Educational Need or Disability (SEND). When incidents of misbehaviour arise, the school will consider them in relation to a pupil's SEND, although the school recognises that not every incident of misbehaviour will be connected to their SEND.
- 14.2 Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis and always in accordance with [Behaviour in schools, September 2022, Department for Education](#). Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices as outlined in the [Equality Act 2010](#).
- 14.3 When applying a sanction to a pupil with SEND following a breach of the Behaviour Policy, the school will assess if a sanction is reasonable, and if so, whether any reasonable adjustments need to be made to the sanction.

## 15.0 Pupil Transition

- 15.1 The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the Behaviour Policy and the wider school culture. Pupil information is shared with staff by the Guidance Team and the SENCO to help facilitate this transition.

## 16.0 Strategies to Support Pupils who Demonstrate Continued Poor Behaviour:

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

## 16.2 Strategies include (but not limited to):

- 16.2.1 Tailored sessions focused on developing pupils' understanding and practice of appropriate social behaviour.
- 16.2.2 Tutor, Head of Department, Guidance Manager, Progress Director and Senior Leadership Team Monitoring Report
- 16.2.3 Staff Mentoring and Pastoral support sessions
- 16.2.4 Referrals to in-house 'Tier 3' Referrals: ELSA, FIEPS, Nurture, Anger Management and Anxiety support sessions
- 16.2.5 Facilitating 'Restorative' meetings between staff and pupils, specifically following a suspension.
- 16.2.6 Implementation of Individual Behaviour Management Plans.
- 16.2.7 Engaging with and referring to External Agencies to access further curriculum, social and emotional support.
- 16.2.8 Co-ordinating Education Planning Meetings.
- 16.2.9 Preparing Pupil Documentation for presentation to relevant authorities and agencies.
- 16.2.10 Ensuring records of pupils' positive and negative behaviour are maintained and monitored regularly to identify trends and patterns.
- 16.2.11 Brokering Managed Moves to other Schools.
- 16.2.12 Arranging Alternative Provision Placements.
- 16.2.13 The delivery of Pupil Case Conference Meetings.
- 16.2.14 The delivery of Curriculum, Assemblies and PSHCE 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: Managing Classroom Behaviour
- Appendix D: Managing Behaviour outside of the classroom
- Appendix E: Staff Protocol for the Searching of Pupils
- Appendix F: 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 and Drugs Policy

