



TWYCROSS HOUSE SCHOOL

Behaviour, Relationships and Support Policy (Including Discipline, Rewards, Sanctions & Exclusion)

This policy should be read in conjunction with the school's anti-bullying policy.

INTRODUCTION

We place strong emphasis on promoting and recognising good behaviour:

- Effective teaching and learning can take place only within a harmonious, safe and purposeful environment.
- Consideration and accepted standards of common decency are expected from all members of the school community, so that everyone may feel valued and safe and give of their best.
- Respect, honesty, courtesy, sensitivity and inter-personal skills are invaluable qualities. Only by developing these qualities will our pupils be able to form and maintain the warm and supportive relationships which will be essential for success in all areas of their adult lives.
- We strive to ensure that every teacher will be good at managing and improving children's behaviour and receive the support necessary to achieve this.
- Reinforcing positive behaviours and creating meaningful relationships is vital for our school community.
- The school operates a zero tolerance approach to harmful sexual behaviour in any form.
- Our school community operates a high challenge/high support ideal to ensure our values and expectations are maintained within the school.
- The mental health of our students is always considered at every stage of the pastoral system.

Promoting Good behaviour, positive relationships and supporting the School Community.

High standards of behaviour are reinforced in every aspect of the school's daily life. The adults who work in the school set an excellent example and are uncompromising in expecting the same of their pupils. Older pupils are mindful of the example they must set to younger children and all pupils are encouraged to promote high standards within their peer groups.

Good behaviour is recognised and rewarded by staff through praise and positive comments. Where appropriate, pupils are praised in front of their peers. Pupils of junior age may earn honour marks for good conduct as well as good academic work, and progress in this area will earn praise in assembly. Senior pupils may be commended through 'merit points' and the green 'achievement' slips (worth 5 merit points) in recognition of everyday hard work, service to the school, good and helpful

conduct, considerate behaviour and other personal or academic achievement. The reward scheme for both age-groups is linked to the house system, as honour marks and merit points earn house points throughout the year which contribute to a cup awarded at the annual Sports Presentation. The top earner of achievement slips and merits in each year receives special mention; the junior with the most honour marks is awarded the keenly contested Honour Mark Cup.

Responding to poor behaviour and the need for Support

To ensure a well-ordered and happy community, all teaching and supervisory staff are expected to challenge and, if necessary, report unacceptable and poor behaviour whenever it is encountered. Concerns about, for example, persistent distracting behaviour in class or failure to produce homework may be brought to the form tutors' notice by means of the yellow 'cause for concern' slips. These may be used also to report formally a particular instance of unacceptable conduct. Form Tutors will also use the Online Reporting system to record any low level behavioural issues to ensure a log of poor behaviour is maintained.

In many cases poor behaviour will be the result of thoughtlessness or lack of self-control. Wherever possible staff will aim first to discuss the problems privately with the pupils concerned in order to enable them to gain insight into the consequences of their actions and take responsibility for them. Where appropriate, pupils will be encouraged to identify ways of making amends and to put these into practice; this frequently involves writing a letter of apology.

Where informal steps do not achieve a change in behaviour, or where more serious misbehaviour is involved, sanctions may be necessary.

Harmful Sexual Behaviour

As a school we operate a zero tolerance approach to sexual harassment, online sexual abuse and sexual violence. We work upon the idea that these incidents might be happening in our community, and potentially in the school, even when there are no specific reports.

Our sanctions, support and education within this policy compliments the outlined guidance in the Child Protection Policy and Safeguarding Policy. Any reported cases of harmful sexual behaviour will be reported immediately to a DSL who will act upon it following safeguarding best practice. Referrals will be made to the relevant authorities as part of a multi agency response.

A plan will be created with guidance from all agencies to support and educate all individuals involved. The school will enforce a 'live' risk assessment to support victims and perpetrators. Depending on the nature of the offence the Headmaster will take essential steps to protect the whole school community.

ROUTINE SANCTIONS

Sanctions which have proved effective include a verbal reprimand, extra work or repeating unsatisfactory work until it reaches the required standard, loss of privileges, lunchtime detentions, imposition of a school-based task like picking up litter, and daily report.

The form teacher may place a pupil on daily report for persistent failure to complete homework or for persistent silly and distracting behaviour in lessons. Teachers comment lesson by lesson on the child's conduct and progress is reviewed at the end of the week. If the pupil's response is poor, he/she will be put on report by a member of the senior management team until an improvement has taken place.

The report forms include a request to parents to see and sign the report each evening. However, parents need not always be involved if the pupil can achieve an improvement without this. The completed report forms are kept in the pupil's personal file for future reference.

In cases where a child is failing to respond to sanctions, his/her parents are asked to attend a meeting with a member of the senior management team to discuss the issue.

Pupil Transition

The school identifies that after a sanction has been enforced that support and reintegration is essential. For formal exclusions all students complete a welcome back meeting with a member of SLT. This is to reinforce the expectations of the school and in addition reassure the student that progress can be made and they are a valued member of the school community.

GENERAL PRINCIPLES REGARDING SANCTIONS

It is understood that any sanctions imposed should be proportionate, reasonable given the circumstances and consistently applied. They should take account of the pupil's age and must not breach any terms of the Equality Act 2010.

Any pupil who makes an unfounded malicious accusation against a member of the school staff may expect to be dealt with very severely.

The school will respond to any misbehaviour or bullying which occurs off the school premises. This includes occasions when a pupil is on a school activity, travelling to or from school, wearing school uniform or being in some other way identifiable as a pupil at the school. It includes incidents which could have repercussions for the orderly running of the school, pose a threat to another pupil or a member of the public, or could adversely affect the reputation of the school.

TEMPORARY EXCLUSION

It may be necessary in the case of a particularly serious offence to exclude a pupil temporarily from the school. In these circumstances the pupil's parents will be asked to attend an urgent meeting to discuss the matter. The purpose of temporary exclusion is to underline the gravity of the offence and to allow the pupil time for reflection before restoring him/her to the school community. It may also be necessary to exclude a pupil while the facts of an offence are being investigated.

This sanction will only be used in exceptional circumstances. The decision to suspend a pupil from school is taken by the head-teachers in consultation with senior colleagues.

On the pupil's return to school after the period of suspension, a further interview is held with the parents and pupil to satisfy the school that lessons have been learnt and to discuss the way forward.

Suspension usually follows a particularly serious incident, but sometimes it is the sanction used when parents have already been warned in person that their child's misbehaviour has been such that any repetition of such behaviour could lead to more serious punishment.

Serious incidents are always recorded, whether or not they lead to suspension.

PERMANENT EXCLUSION

Fortunately a decision to enforce this sanction is very rare and only ever taken when the welfare of the school community is threatened. The decision to exclude a pupil permanently will be taken by the headmaster after lengthy consultation with the management team. Parents will be interviewed and kept fully informed of the facts and the reasons for the decision.

Parents have the right to appeal this decision but the exclusion would have been put in place following a number of meetings with parents and intervention with the child, exclusion is not something as a school we take lightly and would be completed following a series of steps we would have taken prior to this decision.

If they still wish to go forward with a formal complaint then please see our formal complaints procedure.