



## **BEHAVIOUR FOR LEARNING (BfL) POLICY v1.4**

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# BEHAVIOUR FOR LEARNING POLICY

## 1. Introduction

As a school, we make it clear within our aims that we have high expectations of behaviour and academic progress. We also value the climate of mutual respect that exists within the school and which supports a positive learning environment for all. Any community requires basic rules in order for it to function effectively and a school community is no different. Our young people need clear, unambiguous rules, which are understood by all and are focused on supporting effective teaching and learning. The vast majority of our young people will follow the rules and behave responsibly, but there will be a minority who choose not to, and some who usually do but, as part of growing up, at times will push the limit. We must always start off from the over-riding premise that: **We expect good behaviour**. As part of our Covid-19 risk reducing measures, this is more important than ever; good behaviour helps us keep staff and students safe. Our first priority must be the safety of everyone at Temple Moor.

The school behaviour system is designed to support our young people in achieving this expectation by providing clarity and consistency in terms of our expectations, sanctions and rewards systems. The good behaviour of young people in our school is not dependent on having draconian sanctions but on developing a culture of success and achievement for all, which also ensures the safety of everyone at Temple Moor. This culture will only be attained if all colleagues work together to provide high quality learning opportunities, a consistent approach to behaviour management and have high expectations for all our students. This policy is led by the Principal of the school and is designed to support and underpin excellence in teaching and learning, which in turn will mean that all students may achieve their aspirations whilst at Temple Moor.

## 2. Clear Rules/Clear Limits

It is important that all children know what is expected of them and what the limits are. Rules that are ambiguous or not universally enforced set children up to fail. We want to be open and fair with children, presenting them with clear rules that are about supporting teaching and learning, rewarding children for their successes, but having clear and consistent sanctions for when things go wrong. The school behaviour system provides this structure. The system is taught explicitly to students on their induction into year 7 and is retaught to all students every term to ensure they are empowered to make positive choices. The policy is also shared with parents via the school app and website.

## 3. Consistency not Confrontation

How well we all implement the system is crucially important to the success of the system and the school. A confrontational approach with children is not necessary to ensure rules are adhered to and standards upheld. A positive approach, a sense of humour and willingness to listen are very important. However, we must be consistent in applying the rules and procedures that will require all staff to challenge unacceptable behaviour wherever it occurs.

## 4. Look for the Positive

The positive part of the policy is the most important and seeks to reward students for their achievements in lessons and around school. We want to let the silent majority know that we appreciate how well they are doing and not focus on the negatives created by a small minority. A consistent approach to the use of rewards is every bit as important as the use of sanctions.

## **5. The Principles of the System**

The system has been introduced after consultation with the colleagues, both teaching and non-teaching in the school and its review is an ongoing process. Individual colleagues may not find every aspect useful, but everyone must stick to the system, and change only occurs on a holistic basis.

The system is simple in design in order to provide transparency and consistency for staff, parents and students. It focuses around 3 common areas of expectation.

### **5.1 Proud Learners:**

- Wear correct uniform
- Present their work neatly with underlined titles
- Keep their planners free from graffiti
- Are proud of how they can work well with different people and in different contexts
- Respect the environment and put litter in the bin

### **5.2 Prepared Learners:**

- Have all the correct equipment everyday
- Complete and return homework on time
- Are punctual to school and lessons
- Bring books to every lesson and PE kit on days it is required
- Have a planner with them at all times.
- Arrive to school and lessons mentally and emotionally ready to learn

### **5.3 Polite Learners:**

- Use polite language at all times and display manners
- Are calm and responsible around school
- Leaving eating areas free from litter for others to use
- Do as asked first time without comment
- Allow everyone in a classroom to excel

## **6. The System in Practice**

### **6.1 All learners are entitled to work with adults who...**

- Are respectful, polite and calm at all times
- Consistently acknowledge and reward success
- Consistently apply the rules fairly

### **6.2 Consequently, teachers are expected to...**

- Award positives through Arbor to every student who demonstrates the school qualities in a lesson – whether this is through working well, completing challenging work, answering questions or sticking with difficult tasks. Positives should also be awarded, using Arbor, for demonstrating good behaviour for learning for example: completing good quality homework, students helping one another during group work, students asking good questions, students giving good answers in their book, excellent pieces of work, students working independently on tasks etc.
- Stop a learner at any time who is not adhering to the expectations; speak to them and issue them a negative using Arbor where appropriate.
- Expect others to do the same and challenge when this is not the case.

### **6.3 Tutors are expected to...**

- Look at Arbor each week to check their tutees' positive and negative totals
- Mentor their tutees who have 5 or more negatives in a week through a conversation between form tutor and student where they will coach/advise the student and discuss the obstacles to the student doing well that day. The form tutor must also record when they are mentoring a student.
- Track students' attendance as well as their number of positive and negatives each week and communicate this to their phase leader.
- Once a fortnight, reward students for 100% attendance and the student who has accumulated the most positives. The form tutor should also reward the student who is most improved in one of these areas at their own discretion. Students are rewarded through choosing a voucher they can spend in the school canteen.
- Ensure Form time is productive and purposeful as well as a celebration of students doing well.
- Check students have the correct equipment; issue a negative if necessary.
- Check students are in the correct uniform everyday
- Make contact with home when there is a concern or when a student needs to be mentored by their Pastoral Officer, either via the planner, phone or email.

### **6.4 Pastoral Officers are expected to...**

- Ensure the behaviour of their Year Group is in line with expectations
- Mentoring any student who has failed to improve after 3 weeks being mentored by their form tutor and recording this on SIMS.
- Contact home to discuss any student passed up to SLT for mentoring.
- Consistently apply the rules and consequences without exception
- Utilise additional services; resources and skills to support learners who face more challenges to enable them to meet the standard of behaviour expected of them.
- Regularly visit the areas in school where their year group will be being taught, particularly at lesson change over and at the start and end of the day.
- Visit the students they are mentoring at the start of every day to offer advice and encouragement.
- Speak to the parent of any learner secluded in school.
- Run a detention on a Monday each week and ensure the students conduct themselves appropriately whilst in detention.
- Supervise students for the first 20 minutes of one detention each week on a rota and ensure they behave appropriately.

### **6.5 Senior Staff are expected to...**

Follow the agreed policy and procedures as teachers and leaders in school

### **6.6 Training and Development**

All teaching and support staff at Temple Moor will receive behaviour management CPD as part of their induction at Temple Moor. Behaviour management is re-visited at the beginning of each term as well as every week in morning briefing. Behaviour management sessions are included in the school's weekly 'Teach Meet' where staff gather to watch presentations on different aspects of good practice. Behaviour management also features in curriculum training as well as more bespoke training for individuals or curriculum areas when warranted.

## **7. Rewards**

**7.1** If students are seen displaying our values around school, they will be rewarded by teachers on Arbor. The values are the following:

- **Character**  
Traits and learning qualities which are highly regarded amongst individuals by employers and society e.g. honesty, integrity, resilience, compassion.
- **Ambition**  
A desire to achieve goals, seize opportunities and be the best you can be.
- **Respect**  
Conducting yourself in a way which is polite, tolerant and positive toward others, as well as valuing your own self-worth.
- **Endeavour**  
Hard work and dedication in reaching goals.

All teachers will also reward the students' engagement within lessons through using Arbor to record positives. Students will be awarded positives for demonstrating the qualities as well as being given positives for demonstrating good behaviour for learning for example: completing good quality homework, students helping one another during group work, students asking good questions, students giving good answers verbally or in their book, excellent pieces of work, students working independently on tasks etc. The accumulation of these positives will decide which students are rewarded by the school.

Rewards will depend on the number of stamps accumulated each half term. These rewards include certificates, phone calls home, inclusion in a prize draw, a place in the VIP queue for food and drink for the first week each half term and an invitation to watch a film whilst in school. Students who had been secluded or excluded during that half term would not be eligible to go.

## **8. Student Planner**

**8.1** In order that students are able to organise themselves properly and that teachers can identify them easily, it is essential that students have their planner with them at all times;

8.1.1 A 'Planner On-Call' should be made for any students that refuse to show the name on their planner when requested.

8.1.2 If a student claims to have lost their planner, £5 payment is required for a new planner as soon as possible.

## **9. Sanctions**

Misbehaviour in the classroom – this is a 4 stage process and all staff should use normal classroom management strategies to get students on task and learning. If these fail, the behaviour system is there to support. The formal implementation of the behaviour system is to be used consistently by staff and between staff. It is a very clear 4 stage process.

The process begins with the student receiving a 'verbal warning' and unless the student's behaviour and engagement in the lesson improves, will culminate in a third negative being added to Arbor and the student being sent on a Phase 4. The details are as follows:

- 9.1** Verbal warning: this must be said clearly to the student. Whole classes must never be given a verbal warning.
- 9.2** First negative added to Arbor.
- 9.3** Second negative as above. Move student within the room or give them 'cooling off' time if appropriate but do not leave students outside the classroom for more than 2 minutes.
- 9.4** Final negative: Record final negative and also record a Phase 4 onto Arbor and send the student to the designated phase four room, which will usually be a class in their curriculum area. The timetable for rooms should be stuck to the teacher's desk. If possible, send the student with work. Students who receive a phase 4 will automatically be placed in detention for 40 minutes the following evening. The student should be sent back to the teacher in the last 5 minutes to apologise.
- 9.5** Negatives for being late or not having the correct equipment do not contribute towards a Phase 4 – only negatives for poor behaviour or conduct or a lack of work.
- 10. Equipment and Homework**
  - 10.1** No verbal warning for homework.
  - 10.2** Negative issued straight away. 1 negative the following lesson if homework is still not completed. A further negative again the following lesson if homework is still not completed.
  - 10.3** Students are required to have with them: Pen; Pencil; Ruler; Protractor; Compass; Eraser; mini glue stick and calculator for Maths. Equipment is checked every morning by Tutors who will lend missing pieces. A negative is issued for missing equipment.
- 11. Misbehaviour around School**
  - 11.1** Staff should expect to always look to be positive and encourage students to correct behaviour.
  - 11.2** If a student refuses to follow instructions, they are now choosing to make this a much more serious offence and that member of staff will follow it up. If this happens out of lessons and the student does not identify themselves, then refer to the Duty Team Leader with a description, time and place of the incident or check cameras so that the student can hopefully be identified. Students who display inappropriate behaviour at break time which do not meet the expectations of positive behaviour will be issued with a negative on Arbor. This must be communicated to the student at the time. Repeated infractions at break time should warrant a break time detention. Duty staff should call the Duty team leader, who will remove the student to seclusion for the rest of break. Any student failing to show their name on their planner will be immediately 'on called' and removed to seclusion for the rest of the day and parents contacted.
  - 11.3** Smoking on site is prohibited, whether it is cigarettes or vaping, and whether it is inside or outside the school building. Any student found smoking on site or suspected of having smoked on site will be sanctioned through an On Call and will complete a minimum of 6 periods in Seclusion. Students that leave a toilet cubicle where the material expelled from a

vape or cigarette can be seen or smelled will be sanctioned. Students that go into toilet cubicles together will also be sanctioned. The presumption will be that they are smoking or vaping. Students will be searched and expected to hand over the vape or cigarettes, which will be destroyed. Sanctions do not depend on the vape or cigarettes being found. Repeated instances of vaping/smoking may lead to more serious sanctions including suspension. Students who are suspected of vaping on the school site may have to be escorted to the toilet by a member of staff. Where this is applicable, students will have to wait until a member of the same sex is free to escort them.

- 11.4** Impersonating other students on site is a serious offence, whether through giving the wrong name to a teacher or through signing in at reception as someone else. Any student who impersonates another person will be sanctioned at the school's discretion.

## **12. Covid-19 Risk Reducing Measures**

The following guidance must be followed in time of government led restrictions:

Students may be given a reminder, a VW or a negative for breaking the rules of social distancing – if the teacher feels it is appropriate. We will adopt a common-sense approach and will remind and explain the need to behave in an appropriate way in school to stay safe. On Call /Exclusion/Seclusion will be used for persistent and/or deliberate flouting of social distancing/appropriate behaviours as part of Covid-19 risk reducing measures. Stricter sanctions will be applied for students who demonstrate behaviour that is now deemed as unsafe because of Covid-19, such as coughing deliberately in someone's face, spitting at someone, fighting or refusal to stay in bubbles/designated areas. Students who do this will be excluded/secluded for at least 5 periods and may also be secluded/excluded for a longer period, depending on the offence.

In a time of specific government led restrictions or local lockdown, all students will be expected to wear facemasks in corridors and communal areas inside school. Students will also be encouraged to wear a mask in the classroom. Any student who refuses to wear a mask on the corridors or who does not have a mask will be placed in Seclusion until they have one. Students who refuse to wear a mask in the classroom will not face a sanction although they will be encouraged to do so.

## **13. School Detentions**

School Detentions will run from Monday to Friday for up to an extra hour depending on the offence. All detentions will take place in the students' year group's designated teaching area in school. Detentions are issued for incidents as specified below.

Every Tuesday, there will be a negatives detention; this will be 20 minutes for every 5 negatives the students have accumulated up to 1 hour. If a student has accumulated more than 15 negatives, they will be placed in Seclusion as well as doing a 1 hour detention. Any student who chooses not to attend their detention, will receive a 1 hour detention the following night. If a student does not attend this second chance detention, they will complete a day in Seclusion as well as a 1 hour detention the following day. If a student surpasses 1 hour in terms of the amount of negatives they have accumulated, then they will go into Seclusion and do the 1 hour detention at the end of their day in Seclusion. Students who refuse to go to Seclusion will be excluded for the remainder of the day and also given an extra day as a result, serving two days in Seclusion on their return as well as an hour detention.

On Monday and Wednesday to Friday are late detentions and Phase 4 detentions. Failure to attend will mean a second chance detention of an hour and then Seclusion and a 1 hour detention the following night.

Students will receive a 20 minute detention if they are late to school but arrive before 9, and 1 hour the following night if it is missed. NB. Late to school by our definition is where a student is not in their form for registration by the designated time on the school timetable. Ideally, students would arrive to school well before this time. Gates are locked at 8:20.

Students will receive a 40 minute detention if they arrive to school after 9 am.

Any student receiving a phase 4 will receive a 40 minute detention and 1 hour the following night if it is missed.

Any student receiving two phase 4s in a day or a late and a phase 4 will receive a 1 hour detention the following night.

If the student accumulates more than 2 phase 4s in one day, then they will go into Seclusion plus they will do a 1 hour detention on the first night and a further 40 minute detention for every phase 4 on top of the first two.

Students will receive a 20 minute detention if they are late by 5 minutes or more for their lesson without a note of explanation.

If students are late to lesson by 5 minutes or more three times in a week, the third detention will be for 60 minutes.

If students miss their period 6 lesson, they will receive a 40 minute detention.

If your child is in detention the next day you will be notified through the school app. Students are expected to take themselves to detention; check the board and attend.

School detentions for lates and phase 4's will be supervised by all members of the teaching staff on a rotation. School Detentions will be started off by Pastoral Officers for the first 20 minutes. Pastoral Officers will also staff detentions on a Monday for the accumulation of negatives.

**Any students arriving at PE with nail extensions will not be able to participate due to health and safety reasons and will have to observe/do a non-participant role. This will be recorded as a phase 4 (not equipped/prepared to participate) and students would receive a 40 minute detention.**

#### **14. Break time detentions**

These will also run for students who are misbehaving at break. Students who misbehave at break time may at the duty team leader's discretion be placed into break time detention for the duration of that break time. At the end of which, they will return to their lesson.

## **15. Seclusion**

**15.1** Seclusion is used for students who need to be removed during the course of the day. This may be because they have been on called or have been involved in a serious incident. Any student who is secluded for these reasons will complete a minimum of 5 sessions isolated so will be booked into Seclusion for the following day until a full 5 sessions have been completed. Parents will be called by the Pastoral Officer when a student has been placed into Seclusion. Students may also be secluded if they are not in correct uniform and refuse to borrow alternative dress/shoes; or pending an investigation.

### **15.2 General Rules of Seclusion:**

13.2.1 Students must not communicate with one-another in any way;

13.2.2 Students must not engage in unnecessary conversation with supervising staff; other than to request assistance with work;

13.2.3 Students should sit in silence and complete the work set for them;

**15.3** Seclusion is our 'internal exclusion' facility staffed by a designated member of staff. It reduces the impact of disruptive behaviour on teaching and learning whilst, also reducing the need to exclude learners from school, with all the associated risks to them. Students will be put into Seclusion if they amass 20 negatives or more in a week. Seclusions may also be arranged at Pastoral Officer's discretion for those students who have amassed a high number of negatives over a number of weeks but have fallen short of 15 in a single week. Students will also serve time in Seclusion if they are mentored for behaviour by their Pastoral Officer more than once in an academic year. Students may also be placed into Seclusion if they fail to reduce their negatives in a week to less than 5 while on Senior SLT Mentoring Log.

Students who come to school in incorrect uniform or jewellery will also be placed in Seclusion until their uniform/jewellery issue is rectified. This includes wearing trainers, wearing PE kit on a day when they do not have PE, wearing inappropriate sportswear to PE including the wearing of non- TMHS sports tops or the wearing of ear-rings or any other kind of jewellery. If there are issues that mean that students cannot be correctly attired, the parents or carers of the student must have either discussed this with the Pastoral Officer, who must have agreed to the student not wearing the correct uniform as previously stipulated or they must have a doctor's note, which again should be shown to the Pastoral Officer. It is expected that in most cases, any issues preventing students from wearing uniform will be temporary and will be able to be rectified as quickly as possible.

**15.4** Students put into Seclusion, start school at 8:25am and finish at 2:50pm.

**15.5** Lunch will be brought to students in Seclusion.

**15.6** Students are booked into Seclusion by a Pastoral Officer or a member of the senior leadership team.

- 15.7** Seclusion is a serious sanction and students are expected to adhere to the rules. Failure to do so will result in the student being given a fixed term exclusion and the student repeating the day. Students who refuse to go into Seclusion will be excluded for the remainder of the day and will still have Seclusion to complete on their return. Students who are repeatedly sent home from Seclusion may be sent to another school's Seclusion unit to complete their sanction. Students who are in Seclusion may still be on-called before or after school for poor behaviour and this will lead to escalating further on the school's behaviour system and will be classed as a further Seclusion.
- 15.8** Reflecting the school's legal duties under the Equality Act of 2010, as a reasonable adjustment to the school's behaviour policy, students who have SEN such as foetal alcohol syndrome, autism or ADHD may serve some of their Seclusion time in the hub or with the SEN dept. This will be decided on consultation between the SENCO and the Assistant Principal with responsibility for behaviour and will depend on availability of the space taking into account the need to maintain bubbles of year groups.
- 15.9** Students that fail to attend a second chance detention will be placed into Seclusion until they have completed their detention. Students who then repeatedly refuse to complete this sanction after having been placed in Seclusion may be placed off site at another school's Seclusion unit. Upon their return, they will have to complete a further day in Seclusion and the detention before going back into lessons.
- 15.10** Students are expected to complete Seclusion in full school uniform and adhering to the school's jewellery policy. Any student that arrives at Seclusion without full uniform or with jewellery on and refuses to remove it may have to complete an extra day in Seclusion as a consequence.
- 15.11** Students who repeatedly and purposefully go into Seclusion in order to miss lessons through deliberately wearing the wrong uniform, refusing to wear parts of the school uniform, refusing to remove jewellery, or refusing to go to detentions, will, after serving an initial day in Seclusion, then go off site and spend 3 days in another school's Seclusion unit. Students will not return to lessons until the 3 days have been completed.
- 15.12** Students may be sent off site to another school's Seclusion unit at the school's discretion. This may be because of a specific issue that has caused the student to be secluded or may be while the student is waiting for a managed move to another school. In every case, when a student is sent off site to another school's Seclusion unit, they may not return to Temple Moor until their allotted time has been completed.

## **16. The Hub**

- 16.1** Students identified by Pastoral Officers may spend some or all of their detention time either in a 1:1 with them or with a behaviour support worker/mental health practitioner. Students who are repeatedly in this position should be booked into the hub or their names should be passed to the mental health practitioner to work with.

The hub is designed as an area for staff to work with students with SEMH needs. This should mean students don't become institutionalised by being off site for long periods and means we are working to give students with SEMH needs more specialised care.

Some students may complete some of their Seclusion time in the hub in some cases where they will work with behaviour support workers or the mental health practitioner again this will depend on availability of the space taking into account the need to maintain bubbles of year groups.

## **17 Suspension**

**17.1** The school reserves the right to suspend students if their conduct warrants it. This is an extremely serious sanction and reflects either the scale or severity of the incident the student has been involved with or the persistent misconduct within school of the student.

**17.2** If a student is suspended, the school will attempt to contact parents immediately by phone call. A letter will also be sent home, detailing what has happened and the length of the suspension. The student must stay away from school and any public place for the length of the suspension

**17.3** Upon their return to school, the student and parents will be required to meet a senior member of staff to discuss the incident and the plan for the student moving forwards. The student will then be given access to either a behaviour support worker or a positive learning mentor for a regular meeting to support the student's re-integration back into school and their future conduct. This will continue until both the school and parents are satisfied that sufficient progress has been made in terms of the student's conduct.

**17.4 Suspension is an extremely serious sanction. If a student is suspended five times in the school year, the student will need to serve a week in another school's isolation unit before attending twilight sessions at Temple Moor for a week. Only upon serving the full term of these two sanctions will the student be again permitted to take up their place at Temple Moor. The twilight sessions will be used to re-engage the student into learning as well as offering the opportunity for some pastoral intervention. This would be repeated if the student continued to be suspended after another five suspensions. However, it is also likely that if the student continued to be suspended that the school may seek another provision for the student either through managed move or alternative provision.**

## **18 Mentoring**

Students who have amassed more than 5 negatives in a week will be mentored by their form tutor.

Form Tutors must use mentoring to support students with 5 or more negatives in a week in addressing behaviour concerns and POs will use them to support students who have been unsuccessful in addressing concerns with form tutors and have not reduced their negatives to below 5 in a week while being mentored by their form tutors. Students are given 3 weeks of mentoring by their form tutor before they then escalate to mentoring from their Pastoral Officer. Students will also serve time in Seclusion if they have to be mentored by their Pastoral Officer more than once in an academic year.

If students still fail to reduce their negatives to below 5 in a week, they will be mentored by SLT. After two weeks on that, if they still have failed to reduce their negatives to below 5, they will be mentored by a Senior member of SLT. Any student being mentored by PO or SLT at the end of a half term will remain on it at the beginning of the next half term. All other students

will get a fresh start. Students may also be placed into Seclusion if they fail to reduce their negatives in a week to less than 5 in a two week period while being mentored by Senior SLT. After a further week being mentored by Senior SLT, students who fail to reduce their negatives to less than 5 in a week will be invited in with their parents to discuss their future at the school.

Each time a student begins to be mentored, their parents must be given a phone call home and this must be recorded on SIMS.

## **19 On-Call System**

**19.1** This should be used when:

- 19.1.1** a student is violent or abusive to another student or a member of staff;
- 19.1.2** any circumstances when a colleague feels threatened by the language or behaviour of a student;
- 19.1.3** a student has been, or is going to, cause damage to him or herself or the school;
- 19.1.4** if a student has been sent to another room on Phase 4 but continues to disrupt teaching and learning, a student refuses to go on a Phase 4, or a student refuses to show their name on their planner;
- 19.1.5** students demonstrate behaviour deemed as unsafe as part of the school's Covid-19 risk reducing measures such as coughing deliberately in someone's face, spitting at someone, fighting or refusal to stay in bubbles/designated areas. Students who do this may also be secluded/excluded for a longer period, depending on the offence.
- 19.1.6** there is a need for assistance with a number of students who are disrupting learning
- 19.1.7** following the gross misconduct of a student.
- 19.1.8** If a student is recording or taking pictures using their mobile phone either during a lesson or around the school grounds.
- 19.1.9** Students who leave a classroom without permission or refuse to go to a lesson. It is left to the teacher's professional opinion and discretion whether they allow a student to go to the toilet during a lesson. Students are expected to go during break times. Students are given permission if the teacher decides the request is a genuine one. Students are discouraged from this because of the potential disruption to other lessons and for safeguarding reasons. If students are suspected of abusing the right to go to the toilet, they may be refused permission to go or a Pastoral Officer may be asked to escort them to and from the toilet.
- 19.1.10** Staff experiencing situations as in: 19.1.1, 19.1.2, 19.1.3, 19.1.4 or 19.1.5 should request an 'emergency On-Call' whilst 19.1.6 is a 'non-emergency On-Call', so that On-Call members of staff may prioritise which to attend first, in event of receiving more than one On-Call request at a time.
- 19.1.11** The person responding to On-Call will employ a number of strategies to deal with the incident depending upon its nature. Genuine On Calls will result in students being sent to Seclusion and then serving Seclusion for up to 5 sessions. The Pastoral Officer will call home to let parents know when students are in or due to go into Seclusion.

## **20. Classroom Management Guidelines for teachers, learning managers and teaching assistants.**

**20.1** To support high standards of behaviour and achievement staff should:

- 20.1.1** be on time;

- 20.1.2** ensure an orderly entry to the room;
- 20.1.3** insist on the removal of any outdoor clothing;
- 20.1.4** expect and insist on silence when you are speaking;
- 20.1.5** check students are correctly dressed and have followed the guidelines on general appearance;
- 20.1.6** never allow chewing or eating in class;
- 20.1.7** do not ignore bad language or any other form of unacceptable behaviour as to do so is to accept and condone;
- 20.1.8** always challenge racist or sexist comments or language and record on SIMS;
- 20.1.9** leave the room tidy at the end of the lesson;
- 20.1.10** keep your desk tidy. Encourage tidiness and insist on a clean room;
- 20.1.11** keep displays fresh and attractive;
- 20.1.12** always ensure homework is recorded in planners;
- 20.1.13** always follow the behaviour system;
- 20.1.14** report graffiti/damage immediately;
- 20.1.15** expect to be treated with respect and treat the students with respect; and
- 20.1.16** praise good work and behaviour.
- 20.1.17** model social distancing;
- 20.1.18** challenge students who don't demonstrate appropriate behaviour designed to reduce risk of Covid-19 in school, and sanction when appropriate.

## **21. Mobile Phones and Apple Watches/iWatches**

Mobile phones are banned in school. If a mobile phone is heard during the day, the student will be asked to hand it over to their teacher and they will be given a negative. This will then be passed to their Pastoral Officer who will hand it back at the end of the school day. This same rule applies to Apple watches or iwatches. This is to stop students being distracted by sending or receiving text messages.

If a student is found to have taken pictures or filmed whilst in school, it is likely that a longer or more serious sanction may be issued. If this happens in lesson, they will be On Called and will serve a minimum of 6 periods in Seclusion. Their phone will be returned to them after a conversation with their parents.

If a student is seen with a mobile phone out at the end of the school day whilst on the school premises, they can be issued with an immediate 40 minute detention to be sat the following night if they refuse to put the mobile phone away immediately. Failure to attend this will lead to a 1 hour detention the night after and then Seclusion and a 1 hour detention if the student still fails to attend.

Any student found to be repeatedly using a mobile phone in school, particularly if that use is to incite or create material that could constitute 'malicious communication', will have their belongings searched each morning for a mobile device. This device will then be retained by the pastoral team and locked away for the day, for safe keeping, before which being handed back at the end of the school day. This may include handing it back to a parent if that needs to be arranged. This action will also apply to the inappropriate use of smart watches.

## **22. Malicious Accusations**

Following a period of investigation, any pupils who are found to have made malicious accusations against school staff will face a sanction commensurate with the allegation made. These may vary from time spent in the school's internal Seclusion unit to a period of exclusion.

### **23. Social Media**

Any students who use social media to slander or discuss school staff in a derogatory fashion will be sanctioned accordingly by the school. This includes any comments which may cause harm or offence to Temple Moor staff, which includes the use of any images or recordings of any type which may or may not include images of staff. Any mis-use of the school name or logo or images of the school building to deliberately cause harm or offence will similarly be sanctioned by the school. Any images or recordings made in school which may or may not show the school's grounds or buildings or Temple Moor students, will again lead to sanctions from the school. Sanctions may include detentions, referrals to the school's seclusion unit or exclusion.

### **24. The Fire Alarm**

Any student found to have set the fire alarm off deliberately may be asked to leave Temple Moor. Setting off the fire alarm not only disrupts the work of hundreds of teachers and students but also potentially puts lives at risk and could mean that the fire service are not able to save lives elsewhere.

### **25. Remote Learning Live Lessons**

Our expectations of conduct during live lessons conducted remotely are the same as in lessons. We expect students to be organised and prepared to learn, to try their best, to be polite and courteous when communicating and to not disrupt the learning. We expect students to be actively engaged with live lessons, meaning that their full attention is given over to their lesson. Students should ideally have a quiet space in which to work with other distractions such as television, music, phones and computer games turned off.

If students do disrupt the lesson or they are rude to the member of staff or other students then the teacher will issue them with a verbal warning, where they will explain what they have done wrong. If the student then continues to disrupt the lesson, either through being argumentative or through another misdemeanour, they will be excluded from the rest of the lesson. The student's Pastoral Officer from school will then contact the parent the following day to discuss.

Any further removals from lessons will lead to a phone call from a senior leader in school and the access to live lessons may then be removed. Remote learning will still continue, but this will be through the school's other platforms such as Class Charts and Microsoft Forms.

Incidents that may lead to a verbal warning are listed below. This list is not exhaustive and there may be other misdemeanours that may lead to a verbal warning:

- Shouting out
- Students using the mic to make inappropriate comments

- Students unmuting themselves to make noises to disrupt
- Students making faces or holding up inappropriate material to the camera
- Students making inappropriate comments using the comments facility
- Students disrupting the lesson through arguing
- In some cases, the student may be removed immediately depending on what has been said or done. This will be at the discretion of the teacher. This may be for swearing or showing explicit material to the camera for instance.

Warnings and removals from lessons will be recorded using Class Charts. These will be classed as verbal warning during a live lesson, removal from a live lesson or instant removal from a live lesson.

## **26. Remote Learning Rewards**

Teachers will also reward students for their contributions during live lessons, using Arbor. These rewards may be for a variety of reasons such as good questions asked or good answers given for instance. Parents with the Arbor app will be able to see these on the student's profile.

As a means to encourage engagement with remote learning whilst we are in lockdown, we will also offer the following rewards:

### **Weekly Attendance Reward**

For 100% weekly submission of online learning - all students with 100% submission of work go into a raffle and two names per year group are rewarded with a £10 Amazon voucher each.

### **Fortnightly Curriculum Award**

The best piece of work submitted to each curriculum area each fortnight will be rewarded with a £10 Amazon voucher. This is to be decided by Curriculum Leaders. There will be 8 awards per fortnight and 1 per curriculum area.

### **Messages on the App**

Teachers will also send positive message on the app each week to the student who has put the most effort into their online learning.

### **Phone Calls home**

Teachers will also phone the parents of students who have done an excellent piece of work that week to pass on a 'Well done.'

## **27. Sexual Harassment**

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of child on child sexual harassment.

Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
- Sexual “jokes” or taunting; • physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes.
- Displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment. It may include: consensual and non-consensual sharing of nude and semi-nude images and/or videos; sharing of unwanted explicit content; upskirting (which is a criminal offence); sexualised online bullying; unwanted sexual comments and messages, including, on social media; sexual exploitation; coercion and threats.

Our response will be:

- Decided on a case-by-case basis
- Underpinned by the principle of a zero tolerance approach to sexual violence and sexual harassment, meaning it’s never acceptable and it won’t be tolerated

Our response will range from a conversation with the students involved and an explanation of why a student’s behaviour is unacceptable, to the issuing of negatives and/or detentions to secluding or excluding students involved. In most cases, we will also contact the parents of the students involved.

Where there's been a report of **sexual violence**, the DSL (or a deputy) will make an immediate risk and needs assessment, considering:

- The victim, especially their protection and support
- Whether there may have been other victims
- The alleged perpetrator(s)
- All other children at the school (and adult students and staff, if appropriate), especially any actions that are appropriate to protect them

Where there's been a report of sexual **harassment**, the need for a risk assessment will be considered on a case-by-case basis.

We will respond appropriately, to all reports and concerns about sexual violence and/or harassment both online and offline, including those that have happened outside of school.

How we manage a report of sexual harassment will depend on a number of important considerations, including:

- The wishes of the victim and how they want to proceed – these will be balanced against our responsibility to protect other children
- The nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour
- The ages of the children involved
- Any power imbalance between the children. For example, whether the alleged perpetrator(s) are significantly older, more mature or more confident or whether the victim has a disability or learning difficulty
- Whether the alleged incident is a one-off or part of a sustained pattern of abuse
- That sexual violence and sexual harassment can take place within intimate personal relationships between peers

- Whether there are ongoing risks to the victim (or anyone else)
- Any related issues and wider context, including links to child sexual exploitation and child criminal exploitation

Our response to reports of sexual harassment will be one of the following:

1. **Managed internally**, including use of the school behaviour system where early help or statutory interventions aren't required.
2. **Early help**, where statutory interventions aren't required.
3. **Referrals to children's social care\***, where a child has been harmed, is at risk of harm, or is in immediate danger
4. **Report to the police\*\*** (usually in parallel with a referral to children's social care), where a report of rape, assault by penetration or sexual assault is made. Police will consider what action to take to manage the assessed risk of harm, which could include the use of police or court bail

### **The victim**

Victims of this kind of abuse will likely find the experience distressing, which can affect their progress in school. We are aware that this can be made worse if the alleged perpetrator(s) also attends Temple Moor.

We will always reassure the students that we will take them seriously and that they'll be supported and kept safe.

We will keep them a reasonable distance apart from the alleged perpetrator(s) on school premises, including at before and after-school activities.

We are aware that:

- Victims may not disclose the whole picture immediately, so dialogue will be kept open and encouraged
- Girls are more likely to be victims and boys are more likely to be perpetrators
- There may be more than one perpetrator

### **Unsubstantiated, unfounded, false or malicious reports**

We will consider whether the pupil and/or the person who made the allegation is in need of help or may have been abused by someone else and whether this is a cry for help. If this is the case, we may make a referral to children's social care.

If we find that the report is **deliberately invented or malicious**, Following a period of investigation, any pupils who are found to have made malicious accusations against school staff will face a sanction commensurate with the allegation made. These may vary from time spent in the school's internal Seclusion unit to a period of exclusion.

## **28. Child on Child Abuse**

We are committed to keeping all children safe in school and will work with students and parents to ensure that all children are safe at Temple Moor.

**Child on child abuse may include bullying. This may be physical, verbal or may take the form of cyber bullying. Bullying may have its roots in racism, sexism, disablism, biphobia and/or transphobia. All forms of discrimination and bullying are unacceptable. The school works with students to eradicate bullying through our ongoing Stop the Bully campaign, publicised through form time, assemblies, our website and regular ongoing events in school such as Anti-Bullying Week. The school also has designated Stop the Bully mentors who work with students affected by bullying.**

The school records all bullying incidents and every incident is followed up by Pastoral Officers. Where bullying has occurred, parents will always be informed and students will be sanctioned, when appropriate, within the school's behaviour system. Pastoral Officers will also use restorative practice whenever possible to deal with the after effects of bullying. Students who are the perpetrators or victims of bullying may also be mentored by the school behaviour support worker or their pastoral officer following the incident. If bullying persists after students have been mentored, sanctioned or taken part in restorative practice, students will be placed on 6 weeks' notice to improve. Any further incidents in this time frame will then lead to a meeting with a senior leader to discuss the student's future at Temple Moor.

## **29. Serious Incidents**

This policy is intended to cover most incidents that may happen in school. Unfortunately, there may be occasions when a student's conduct warrants a greater sanction than outlined here. Serious incidents which may include bringing weapons or drugs into school or serious assault against staff or students may lead to further sanctions; these may include permanent exclusion, a managed move to another school or alternative provision. This will be decided at the Principal's discretion.

## **30. Vandalism of School Property**

Any student found to have purposefully vandalised school property may, at the school's discretion, be asked to leave Temple Moor. This may entail permanent exclusion, a managed move to another school or alternative provision. This will be decided at the Principal's discretion.

# ELECT BEHAVIOUR FOR LEARNING POLICY

## 1. Introduction

At ELECT, we make it clear within our aims that we have high expectations of behaviour and academic progress. We also value the climate of mutual respect that exists within the school and which supports a positive learning environment for all. Any community requires basic rules in order for it to function effectively and a school community is no different. Our young people need clear, unambiguous rules, which are understood by all and are focused on supporting effective teaching and learning. The majority of our young people will follow the rules and behave responsibly, but there will be some students who choose not to, and some who usually do but, as part of growing up, at times will push the limit. We must always start off from the over-riding premise that: **we expect good behaviour.**

The ELECT Behaviour Policy is designed to support our young people in achieving this expectation by providing clarity and consistency in terms of our expectations, sanctions and rewards systems. The good behaviour of young people at ELECT is not dependent on having draconian sanctions but on developing mutual respect and a culture of success and achievement for all. This culture will only be attained if all colleagues work together to provide high quality learning opportunities, a consistent approach to behaviour management and have high expectations for all our students. This policy is led by the Principal of Temple Moor High School and is designed to support and underpin excellence in teaching and learning, which in turn will mean that all students may achieve their aspirations whilst at ELECT.

## 2. Clear Rules/Clear Limits

It is important that all children know what is expected of them and what the limits are. Rules that are ambiguous or not universally enforced set children up to fail. We want to be open and fair with children, presenting them with clear rules that are about supporting teaching and learning, rewarding children for their successes, but having clear and consistent sanctions for when things go wrong. ELECT's behaviour policy provides this structure. The code of conduct is taught explicitly to students on their induction and is referred to regularly when discussing behaviour and conduct. The policy is also shared with parents via the school app and website.

## 3. Consistency not Confrontation

How well we all implement the system is crucially important to the success of the system and the school. A confrontational approach with children is not necessary to ensure rules are adhered to and standards upheld. A positive approach, a sense of humour and willingness to listen are very important. However, we must be consistent in applying the rules and procedures that will require all staff to challenge unacceptable behaviour wherever it occurs.

## 4. Look for the Positive

The positive part of the policy is the most important and seeks to reward students for their achievements in lessons and around school. We want to let the students know that we appreciate how well they are doing and not focus unduly on any negatives. When these arise,

we deal with issues efficiently and clearly and move on. A consistent approach to the use of praise is every bit as important as the use of sanctions.

## **5. Our Code of Conduct**

Students attending ELECT must:

- Arrive on time according to their individual timetable.
- Remain inside the ELECT building and on the main site until the end of the session.
- Phones – be aware there are different rules depending on which site you are on.
- ELECT – phones must be handed in at the start of lesson, but are allowed to be used at break.
- Main site – phones must not be seen or used under any circumstances; if this happens phones will be confiscated until the student leaves the site.
- Ensure that they maintain a respectful attitude towards other students and staff. This relates to swearing and conversations deemed inappropriate by staff. Students need to be aware that staff are expected to report conversations of an illegal nature and will do so.
- Not smoke in, around, or near ELECT or main site. Cigarettes & Tobacco are banned and will be confiscated. E-Cigarettes/‘vapes’ are banned and will be confiscated and returned only to parents.
- Not eat food or sweets during lessons.
- Not walk out of the building for any reason without permission. Students who do leave the building will not be allowed back until a ‘return to school meeting’ is held with parents, and if appropriate, a member of school staff if the student is not on roll at Temple Moor.
- Not bring energy drinks to either ELECT or main site, or consume them on the premises. Only water is allowed in lessons.
- Adhere to the ELECT dress code.
- Follow break time rules whilst at main site and ELECT.
- Not, under any circumstances, take videos or photos of staff or students whilst at ELECT.

Be aware that there will be zero tolerance on any of the following:

- Physical violence.
- Bullying of any form.
- Alcohol or substance misuse.

## **6. The System in Practice**

6.1 All learners are entitled to work with adults who...

- Are respectful, polite and calm at all times
- Consistently acknowledge success and use praise
- Consistently apply the rules fairly

## **6.2 Consequently, teachers are expected to...**

- Praise every student who demonstrates positive qualities in a lesson – whether this is through working well, completing challenging work, answering questions or sticking with difficult tasks. Praise should also be given for demonstrating good behaviour for learning for example: students helping one another during group work, students asking good questions, students giving good answers in their book, excellent pieces of work, students working independently on tasks etc.
- Stop a learner at any time who is not adhering to the expectations; speak to them, challenge poor behaviour.
- Expect others to do the same and challenge when this is not the case.
- Use the behaviour support worker to speak to students/remove students where appropriate.

## **6.3 Classroom management Strategies and Graduated Response**

- Always challenge students who are demonstrating poor behaviour for learning or poor conduct. This may include repeatedly talking over the teacher or other students, discussing inappropriate subject matter, being rude to staff or students or refusing to work. Please consider your tone and manner in doing this. Use humour where appropriate, and as much as possible.
- Teachers should keep challenging passive behaviour as well as poor conduct by constant encouragement to get the student back on track. Be clear and efficient when doing this. The priority is to get back on track with teaching and learning.
- If students persist in their behaviour after being spoken to repeatedly and there is no real improvement, please ask the behaviour support worker to speak to the student. This may be done whilst they work at the side of the student or on occasion may entail the student being taken outside to talk.
- Once the behaviour support worker is satisfied the student is in a position to return to lessons, they will re-join the class.
- If students then continue to repeatedly break the code of conduct/vocally disrupt learning or demonstrate rudeness or defiance to staff, the student will be removed by the behaviour support worker for the remainder of the lesson. Every lesson is a fresh start and the student will resume learning at the start of the next session. Restorative conversations between students and staff are essential in terms of achieving this fresh start.
- During lessons at ELECT, students' phones are turned off and placed at the side of the classroom by the teacher. These are returned at the end of the session.
- On the main school site, phones should not be seen or heard at all. If they go off, the phone will be confiscated and handed back to the student when they leave the main school site.
- If students use their phone in lesson or have their phone out around the main school site, their phone will be confiscated and given to the behaviour support worker who will return it to them at the end of the day.
- If students refuse to hand over their phone, they will be taken out by the behaviour support worker and asked by them to hand it over. If they refused, they wouldn't be allowed back into the lesson and would stay with the behaviour support worker for

the duration of the lesson. If they continued to refuse to follow the rules on phones in Elect or on the main site, they would be excluded for the rest of that day.

- If a student is to swear directly at a member of staff, the student will be removed from learning with that teacher until a restorative conversation has been had with that member of staff. This should happen at the first available opportunity and will be facilitated by Elect leaders.
- If students swear at, or verbally abuse one another and won't stop, the behaviour support worker would remove both students for a restorative conversation. Both students will return when they are calm.
- If students fight or are involved in a physical altercation, they will both be removed from lessons and excluded until a restorative conversation has been had. In some cases, at the Principal's discretion, they may be removed from ELECT permanently or excluded. They may be given an official warning as to their future conduct by Mrs Waldron.
- If students bring drugs or weapons into school or ELECT, their place at ELECT will be withdrawn.

## **7 Break Time**

- Students are expected to abide by the rules of Temple Moor school when on breaks on the main school site. They are expected to stay in the right areas of school, to treat the building with respect, to not leave litter and to speak to all staff and students with politeness and respect.
- If students misbehave on the main school site, they will be spoken to by staff as would any other student.
- If students are rude or defiant or persistently break rules during break time on the main school site, they will go on a break time detention for the rest of that break.
- If students refuse to go on a break time detention or misbehave during their detention, they will be excluded for the rest of the day. They may then, at the school's discretion, lose their break times for a period of time to be decided by the school.
- If students are caught vaping on the main school site, the vape will need to be handed over to staff and returned to parents or to the student with parent's permission at the end of the school day. The student may then be excluded for the rest of that school day.
- If students fight or are involved in a physical altercation on the main site during break time, they will be excluded for the remainder of the day.
- Repeated poor behaviour at break time on the main site may lead to break times being removed for a period of time at the school's discretion. Instead, the student may have to be supervised in a consequence room.
- If a student is caught on their phone at break time on the main site or in between lessons, they will have to hand their phone in to the behaviour support worker until they have left the main site.

## **8 Exclusions**

Exclusions from ELECT are very much a last resort. Where at all possible, we will attempt to defuse situations and de-escalate confrontations so that students make the right choices. It is vital that students are given the opportunity to do this away from their peers and that they have been given the chance to calm down and make the right choice. Time with a behaviour support worker is vital in achieving this. However, in some cases, such as bringing in drugs or weapons, vaping on main site or fighting, the school have no option but to exclude given the seriousness of the offence. All exclusions must be referred to either Mr Lawrence, Mrs Waldron, Mr Rushton or Mr Beecroft.