



**Behaviour and Student Discipline**  
Policy, incorporating Exclusions  
Policy

**Updated July 2021**

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**By SLT/HO**

**Governors:** Curriculum June 2022

## 1. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [“Sexual violence and sexual harassment between children in schools and colleges”](#).

It is also based on the [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 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

## 2. Introduction and purpose of policy

Effective teaching and learning can only take place in a well-ordered environment. Promoting positive behaviour requires the commitment of all staff and students and consistency of practice is needed across the school to ensure that students know the standards of behaviour expected of them.

A shared commitment from parents, governors and the wider community is an important factor in promoting good behaviour, as is the support of the SENCO, local education authority, social services departments, health services and the police in dealing with the range of challenging behaviours sometimes seen in the school. Tiffin recognises that a multi-agency approach may be needed in dealing with some situations.

## 3. Acceptable Behaviour

The school defines acceptable behaviour as that which promotes respect, courtesy, inclusivity, co-operation and consideration from all students in terms of

- their relationships with other students within and outside the school
- their relationship with teachers and other school staff
- their treatment of the environment

- their treatment of visitors or other persons within and outside the school premises.

The school has identified examples of unacceptable behaviour as that which disrupts learning both within and outside the classroom, and that which includes threatening language or behaviour, (name calling, verbal abuse, intimidation, physical abuse, violence, fighting, bullying and harassment, including sexual harassment, sexual abuse, racist, religious, cultural, sexist, gender identity or sexual orientation-based abuse.)

The school communicates regularly the school ethos and the standards of acceptable and unacceptable student behaviour to students and parents / carers through Insight, the Student Code of Conduct, newsletters, assemblies, tutorials, 21CL program of study, notice boards and letters to parents / carers.

The school communicates the school ethos and the standards of acceptable and unacceptable student behaviour to staff through the staff Code of Conduct, Staff handbook, Teaching Standards and professional development and performance management programmes. In implementing the rules, the school will ensure a shared ethos, consistency of response, early intervention and early involvement of parents.

## **4. Supporting good behaviour**

### **4a. Praise and Encouragement**

The school believes that praise and encouragement are the best motivators and that coupled with good teaching they will enable students to achieve their potential. The school's system of recognition and reward is chiefly through the Merit system, and will include the use of praise and positive feedback, awards, badges, letters to parents/carers and extension of school privileges.

### **4b. Rules**

The school also recognises that in order to create the caring and secure environment needed for learning to flourish and for student wellbeing, some simple and clear rules are required. These rules are based on common sense, respect, courtesy and a commitment to the values and ethos of the school. The rules are designed to promote good behaviour, self- esteem, self-discipline, respect for authority, respect for others, positive relationships, a safe and pleasant environment, and freedom from harassment, abuse, discrimination or bullying. Within the framework of these guidelines students will be expected to take responsibility for their own behaviour having been made fully aware of the school's policies, procedures and expectations. The rules are laid out in the Student Code of Conduct, the Anti-Bullying policy, as well as the principles of APPLE. (Appearance, Politeness, Promptness, Learning and Environment). As would be expected, students are also subject to the Law of the Land on the school premises.

### **4c. Roles and responsibilities (see point 7 below)**

The clear disciplinary procedures start with the roles and responsibilities of the classroom teacher and lead through a clear structure and process to the role of the head teacher. The aim will always be student focussed and seek to find a solution to help the student. Sanctions, including detention, Tutor/Head of Year/Head of Key Stage report, fixed term suspension and, in extreme cases, permanent exclusion will be used if necessary. The systems of behaviour management are shown by the behaviour management flowcharts.

### **4d. Behaviour beyond the school site**

In addition to when they are on School premises, students may also be disciplined and subject to this behaviour policy whenever they are wearing school uniform, or representing the School, or on a School trip, or are otherwise associated with the School, or identifiable as a student of the School. Even if these conditions do not apply, the School may discipline students if their misbehaviour could have repercussions for the orderly running of the School, if it poses a threat to other students or members of the public, or if it could adversely affect the reputation of the School.

## **5. Procedures**

When considering behaviour, sanctions, and rewards, attention should also be given to the principles of behaviour, and rules, laid down in the Learning & Teaching Policy, APPLE, & the Student Code of Conduct, and Staff Guidance on Behaviour.

Sanctions will be given for poor conduct when moving around the school. A teacher will make a strike in the student's planner and three strikes will result in a demerit and Head of Key Stage detention. The tutor will identify the student with 3 to the HoKS, who will organise the sanction and demerit. The poor conduct might include:

- Breaking the dress code e.g. shirt untucked, top button not fastened.
- Corridor misbehaviour
- Excessive noise
- Being out of bounds e.g. the school field, staff car park, etc.
- Swearing
- Queue jumping

## **6. Sanctions: Detentions & demerits, suspensions and exclusions**

### **6a. Demerits**

Demerits are the record of a sanction given to a student for infringing the expectations we have of his behaviour. This infringement may be serious enough to be disruptive to learning, (for others or themselves), or could include mildly threatening behaviour or language, but is not so serious to be deserving of a Senior Leadership Team (SLT) detention or any form of exclusion. At least one day's notice will be given for detentions after school, and parents will be informed by email or phone. (Teachers may detain a student for up to 10 minutes after school, without notice). Students will not be excused from detention without the permission of the member of staff setting the detention.

Suitable sanctions might include:

- Detaining after the lesson (Period 2, 4 or 6), or at break, lunch or after school, for up to 10 minutes
- Reprimand
- A written punishment
- Departmental or Head of Year detention

Demerits must be recorded on SIMS. Students must be informed, and parents will be able to see these demerits and note of the specific poor behaviour on Insight.

Detentions and demerits could be given for the following (not a restrictive list):

- Talking out of turn
- Non-co-operation
- Minor infringements of network contract
- Minor disruptive behaviour
- Interfering with another student's learning
- Verbally abusing another student
- Unsafe behaviour in a lab
- Talking back to teacher/ lack of respect
- Lack of PE kit
- Lack of proper uniform (refer to HoY)
- Persistent lack of equipment/books
- Failure to produce homework without good reason, following first warning
- Minor damage to property/disrespect for environment
- Disruptive/unsafe/rowdy behaviour
- Misbehaviour outside of the classroom, including Dining Hall, LRC, Assembly & School Trips

Demerits will be cumulative:

- 10 demerits will lead to formal School SLT Detention
- After 2 SLT Detentions, the next SLT Detention will be an internal suspension
- After 2 further SLT Detentions, the next SLT Detention will be a formal fixed term suspension from School
- SLT Detentions accumulate through one Key Stage and reset to 0 at the start of the next key stage.

Persistent problems of either lack of homework, or behaviour in a particular subject, will be dealt with by Departmental Detentions. Head of Year Detentions will be used for persistent lateness. Departmental and Head of Year Detentions will count as 2 demerits, and must be recorded on SIMS. Form Tutors and Heads of Year will monitor demerits, and will intervene in order to address behaviour when a student accumulates demerits, with the aim of preventing that student's behaviour deteriorating further.

- At 5 demerits a student will be set targets on a tutor report.
- At 15 demerits a student will be set targets on a Head of Year report.
- At 25 demerits a student will be given targets on a Head of Key Stage report.

## **6b. SLT Detentions and exclusions**

SLT Detentions, internal suspensions, and formal fixed term suspensions will be used for individual acts of serious misbehaviour, including an accumulation of demerits. SLT Detentions will be issued by the Head of Year and recorded on Sims by the Head of Key Stage, or by the Main Office.

The nature and severity of the sanction imposed will be influenced by a number of factors which will include the severity and/or frequency of the misbehaviour, and whether a failure to sanction appropriately would have a negative impact on discipline in the School community.

Serious cases of disruptive behaviour may result in fixed term suspension. Suspension may be given for the following though this is not an exhaustive list:

- physical aggression towards or assault of another student
- Child on child abuse (including abuse that is on-line) such as bullying, sexual harassment, sexual violence, gender based, racist, physical, sexual or emotional.
- rudeness to or disobedience of staff
- theft
- breaches of the Network Contract or Code of Conduct
- possession of prohibited items (including knives or weapons, illegal drugs, alcohol cigarettes/tobacco/cigarette papers, vapes, stolen items, fireworks, pornographic images, any article a staff member reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### **6c. Permanent exclusion**

Permanent exclusions will be used if necessary in cases of an extreme/serious breach of the Code of Conduct and the Behaviour Policy (including, but not restricted to bullying, physical or sexual assault on students or staff, possession of an offensive weapon, posing a risk of harm to other students or staff, possessing/dealing/trafficking/supplying/repeated use of drugs, alcohol or banned substances, vandalism, theft, fighting)

OR persistent breaches of the School's Code of Conduct and/or The Behaviour Policy,

All exclusions from School will follow the guidelines and procedures laid down by the DfE for Academies in September 2012, and updated in September 2017, or any amendments since then. The school will also follow DfE guidance published in December 2017 and updated July 2021 on "[Sexual violence and sexual harassment between children in schools and colleges](#)". The school will also follow guidance from [Keeping Children Safe in Education](#). The school will also take account of "The School related weapons or potential weapons incidents protocol" from AfC and the The Safer Kingston Partnership.

### **6d. Merits**

In line with the Learning and Teaching Policy, student achievement should be rewarded and recognised. This should be done through the merit system. Like demerits, Tiffin aims to be as consistent as possible. Students and parents must be informed via SIMS through Insight. Merits do not need to only cover lessons, but can include wider opportunities.

Actions worthy of a merit may include, but are not restricted to, the following:

- Production of an especially good piece of work
- Particularly good effort for a piece of work
- Particularly good contributions to a lesson/activity
- Consistently good effort over a period of time
- Consistently good contributions over a period of time
- Consistently good attitude over a period of time
- An especially helpful act
- Positive role model conduct

Students will be awarded a certificate for the accumulation of Merits. This will normally be done in Assemblies, by the Head of Year, who will inform parents and record the certificate in SIMS.

- 10 = Bronze
- 25 = Silver
- 40 = Gold
- 60 = Platinum certificate, including a lapel badge
- 80 = Head's Certificate, including a Headteacher Award lapel badge

## **7. Roles and responsibilities**

### **7.1 The Governing board**

The Governing board is responsible for reviewing and approving the behaviour policy in conjunction with the headteacher and will monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **7.2 The Headteacher**

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

### **7.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on sims and when appropriate, CPOMS.

The senior leadership team will support staff in responding to behaviour incidents.

## 7.4 Parents

Parents are expected to:

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

**8. Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is deliberately hurtful, repeated, often over a period of time and difficult to defend against.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy

## 9. Malicious allegations

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

## 10. Physical restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

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

## 11. Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. See "The Confiscation of Inappropriate Items Policy".

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

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

## **12. Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, reasonable adjustments in support will be considered and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **13. Safeguarding**

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

The school's behaviour policy works in conjunction with the Safeguarding policy. The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Reporting serious behaviour concerns and all wellbeing and safeguarding concerns on CPOMS
- Responding to a report i.e. DSLs and HoYs
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - i. Manage the incident internally
  - ii. Refer to early help
  - iii. Refer to children's social care
  - iv. Report to the police

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

## **14. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher on new students' day and induction days. In addition, key staff members hold transition meetings e.g. SENCo. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **15. Staff Training**

Our staff are provided with training on managing behaviour as part of their induction process and at the start of each academic year. Behaviour management will also form part of continuing professional development.

## **16. Student Handbook and Code of conduct during remote teaching**

If teaching moves to remote learning, there is an addendum to the student code of conduct.