



Behaviour Policy Including Suspension and Exclusion Protocol



1. Purpose/Background

This policy describes Titus Salt School's approach to promoting positive behaviour. It has been written in accordance with the guidelines set out in the Department for Education's [Behaviour in Schools Guidance September 2022](#).

The policy is reviewed annually. The effectiveness of the policy is monitored by those members of the Senior Leadership Team who take responsibility for coordinating its implementation.

It supports the realisation of our core purpose:

- to provide a caring, safe and stable environment which will help all pupils develop as people and reach their full potential
- to provide an environment where all pupils develop tolerance, understanding and respect for others
- to offer all pupils a broad range of subjects and experiences that will allow the fullest possible development of all their abilities
- to promote high standards for all with:
 - good teaching
 - good behaviour and discipline
 - good attendance and punctuality
- to ensure targets set for pupils are measurable and attainable
- to reward and celebrate the achievements of our pupils
- to give all pupils the opportunity to share responsibility for their learning
- to prepare all pupils fully for the world they will meet when they leave school
- to provide a school which both serves and enriches our local community

Positive behaviour and full punctual attendance are essential components of an effective teaching and learning environment. Titus Salt School is committed to the promotion of positive behaviour and full attendance for all pupils and to supporting pupils in developing their social, emotional and behavioural skills. This policy provides the framework within which all governors, staff, pupils, parents and carers can contribute to the development and maintenance of an environment where learning will flourish.

The school has five key values that underpin this commitment:

- Meeting the needs of all pupils
- Including all pupils, regardless of their ability or background
- Providing pupils with a secure and ordered environment which allows for their spiritual, intellectual, emotional and physical growth
- Positively encouraging and rewarding good behaviour and personal discipline, fostered by both school and classroom practice, and by promoting a sense of community and pride in belonging to the school
- The belief that all parents/carers have responsibility for the good behaviour of their child in school.

1.1 Policy Objectives

- To encourage positive behaviour and full punctual attendance, with all pupils and adults working to agreed standards
- To set expectations that all pupils will be encouraged to learn the social, emotional and behavioural skills required for citizenship
- To maintain a school environment where pupils are encouraged to attend regularly and behave appropriately because they feel they are valued members of the school



community, and that they are safe, secure and at ease.

1.2 Learning and Teaching

Promoting positive behaviour and full attendance enables high standards of teaching and learning to be achieved. A well-designed and relevant curriculum helps develop and maintain positive behaviour and full attendance. Pupils learn more effectively when the curriculum is personalised, differentiated and teaching styles and approaches accommodate individual learning styles and preferences.

1.3 Principles

- Staff should use the most appropriate method of teaching, which draws on pupils' experiences, personalises their learning and values their contributions
- Pupils should be received into a classroom where routines are established and high standards expected
- Explicit and regular praise should be used for all types of achievement.
- The impact of the curriculum on behaviour and attendance will be monitored continuously.

The Personal, Social, Health and Education (PSHE) curriculum and pastoral programme will be used to teach and promote the social, emotional and behavioural skills necessary for adulthood. All subject areas will provide opportunities to develop and teach these skills so that, through positive behaviour and full attendance, all pupils can learn and make progress.

When designing the teaching programme, account will be taken of pupils' prior learning of social, emotional and behavioural skills at primary school.

2. Leadership and Management

The promotion of positive behaviour and full attendance is the responsibility of all members of the school community, including parents and carers. Not all members of the school will play the same part in this process, but each section of the community will have a specific role.

The governing body will work with other members of the school community to review, and if necessary, revise the principles underpinning this policy. For example, members will ensure that the policy and its implementation are consistent with the school's Equality of Opportunity Policy. Specific responsibilities of the governing body include:

- approving policies, including this Behaviour Policy
- monitoring the effectiveness of this policy and its related policies
- monitoring suspensions and permanent exclusions
- monitoring whole school attendance and punctuality
- monitoring racist and homophobic incidents
- monitoring safeguarding including radicalisation
- ensuring the needs of pupils at risk of permanent exclusion are met.

The Governing Body, with the assistance of the Headteacher and other members of the Senior Leadership Team, are responsible for the form and content of the policy. The implementation in ways that maintain a school ethos that encourages positive behaviour and full attendance is also a key aspect of that responsibility.

All staff have a responsibility to ensure the policy informs their day-to-day actions and that they apply the policy fairly and consistently. All staff have a role to play in keeping the policy alive throughout the school, including through providing mutual support to colleagues, and modelling the social, emotional and behaviour skills and high standards of behaviour and punctuality expected from pupils.



Pupils have a role in shaping and promoting the school's behaviour and attendance policies. They will contribute to the detail of the policy through their involvement in defining expectations and rules, and developing rewards, motivational strategies, sanctions and consequences. This will be achieved through the School Council, class meetings, tutor time and PSHE (Personal Development) lessons. Pupils have a responsibility to report incidents of bullying or intimidation, and a role in offering support to their peers through activities such as peer mentoring and peer counselling.

A termly report to governors examines all areas of the school's organisation that relate to behaviour and attendance. This monitors the effectiveness of the school's organisation as it relates to:

- leadership and management
- everyday procedures; rewards, sanctions and the promotion of positive behaviour
- dealing with consistently poor behaviour
- bullying
- pupil support systems
- classroom behaviour
- out-of-classroom behaviour
- behaviour within the local community
- curriculum
- attendance
- links with partners and other agencies.

The report identifies areas of success and improvement so that these can be publicised and recognised by everyone. Analysis of the report leads to actions that address areas for further development and feeds into the School Development Plan.

3. School Systems and social norms

We are proud to be part of a community where everyone:

- Enjoys learning
- Is helpful and polite
- Works hard to achieve the best they can
- Treats others and the environment with respect
- Takes responsibility for themselves and their actions.

We believe that:

- We have a duty to set high expectations so that pupils will be encouraged to work hard and behave well, to allow them to achieve their full potential
- Pupils have the ability to decide how well to behave and how hard to work
- We should encourage and reward good behaviour and effort at all times
- We should sanction poor behaviour and effort at all times
- Continued poor behaviour should be sanctioned more severely.

Our aims and the Positive Behaviour Strategy are published in the Pupil Planner, Parent Planner and on the school website. Pupils will be asked to explain the strategy to their parents/carers. They are displayed in classrooms and other parts of school as a reminder of the school's expectations.

3.1 Our expectations

Our expectations are that all members of our community are Ready, Respectful and Safe.

This covers all aspects of school life from punctuality to movement around the school and to how we treat each other and the environment.



As staff speak to pupils, they should make regular use of these key words, for example "Thank you for being respectful by listening to the views of others"

3.2 We have high expectations of everyone who is part of our community

| Pupils will | Parents/carers will | The school will |
|--|--|--|
| Work hard and be ready to learn in every lesson and additional activity. Complete all homework to a high standard and on time. | Support their child by taking an interest in their studies and encouraging them to complete all homework set. | Provide the best possible education by having a broad and balanced curriculum and by knowing individual pupils |
| Ensure that they are equipped to learn. This means two black pens, a green pen, a pencil, a ruler and a calculator. They should also bring any additional items required for lessons such as Food Technology | Provide their child with the equipment they need to learn and support them to become responsible for bringing it school every day. | Be clear about the equipment that is required by all pupils. Form tutors will complete daily checks to ensure all pupils are equipped to learn. Essential items will be on sale at low prices at pupil services |
| Wear Titus Salt School full school uniform as detailed in the policy and published on a website and current school planner. They will also meet our appearance expectations regarding hairstyles and the wearing of jewellery and make-up. | Ensure that their child wears the correct uniform every day and that they meet the appearance expectations | Set uniform requirements that are practical, affordable and appropriate for a formal school environment. Any reasonable in-year amendments will be communicated clearly to parents. Have a supply of items available for pupils to borrow if they arrive in unsuitable items although a "warning" will be given to pupils for this. |
| Recognise that excellent attendance at school is necessary for success and strive to exceed the school's attendance target of 96% | Ensure that their child exceed the attendance target by supporting them to come in every possible day. Wherever possible medical appointments will be made outside school hours and holidays will not be taken during term time. | Communicate pupils' current attendance with them and parents /carers through Class charts as well as rewarding pupils who exceed the 96% target. Pupils whose attendance falls below this target will be supported to improve if necessary, with the help of outside agencies. |
| Be calm and courteous at all times during the school day and on journeys to and from school showing respect to all. Follow instructions given by staff first time, every time. | Be good role models for their children and other members of the community. Ensure their child shows respect for every member of the school and wider community. | Ensure staff model calm and courteous behaviour and work to develop positive relationships with all pupils. Expectations will be clearly explained to pupils when they start at Titus Salt School and regularly revisited. |



| | | |
|--|---|--|
| <p>To follow the school rules and practices at all times without question. If this hasn't been done a pupil should take responsibility and accept the resulting sanction</p> | <p>To know the school's rules and practices so that their children can be supported in following them. To support the school's policy of rewards and sanctions and regularly monitor these through Class Charts</p> | <p>Communicate clearly what the school rules and practices are and acknowledge those pupils who meet them. Challenge and sanction fairly and consistently those pupils who don't meet them. Provide pastoral support and guidance to prevent repeated incidents.</p> |
| <p>Respect the school's buildings and equipment along with the environment with the school grounds and wider area and world.</p> | <p>To model respect for the environment and possessions. To contribute to the cost of any deliberate damage that their child is responsible for.</p> | <p>To ensure that school environment is safe and clean. To teach the importance of respect for the environment.,</p> |

3.3 Praise and Rewards

As a school we recognise that education brings significant rewards, and these are most likely to be achieved when pupils are intrinsically motivated. To promote intrinsic motivation members of staff will champion the value of learning and support every pupil to achieve their full potential.

Pupils also benefit from being recognised for going above and beyond the basic expectations and our rewards system supports this. Precise praise can be used to model and embed the academic and social traits that we want all members of our community to have.

The school will use both informal rewards (such as giving praise for appropriate behaviour in and out of the classroom) and formal rewards (such as awarding positive points on Class Charts and the giving out of Postcards). The value of regular attendance is highlighted through the use of rewards for high attendance rates.

Examples of situations and circumstances in which formal rewards (such as Class Chart positives, postcards and certificates) may be awarded are drawn up, agreed and reviewed in consultation with staff. Faculties will follow the agreed whole school systems and in addition may have further mechanisms by which they reward positive achievement. Pupils will also be consulted through the School Council.

Examples of informal and formal rewards which staff are encouraged to use for achievement, effort, positive behaviour and improvements in attendance, include:

- frequent general praise and recognition used in lessons
- awarding 'positive points' in lessons and in the school community
- senior staff visiting classes to praise pupils work and effort
- recognising achievement in assemblies
- pupils' work displayed
- an achievement message sent home via Class Charts, or a phone call commending progress
- recognition on the school website, social media and in the school's newsletter
- merits
- certificates and prizes relating to the total number of positives achieved
- Leadership awards.

See Appendix 1 for the Reward pyramid



3.4 Sanctions

Sanctions should be used to help pupils make appropriate choices about their behaviour and attendance. Where a pupil chooses to breach the Positive Behaviour Strategy and stated rules/expectations, pupils have a right to expect fair sanctions, applied consistently.

The most appropriate sanction is one designed to put matters right and to encourage better behaviour and attendance in future. It is not appropriate, therefore, to punish whole groups for the misdemeanours of a few, or to impose a sanction that may humiliate pupils.

There is a relationship between our Equality of Opportunity Policy and the sanctions system. The existing mechanisms for dealing with racism and racial harassment within the Equality of Opportunity Policy are incorporated here. In addition, consistency in applying sanctions should take account of sex equality. It is not appropriate to apply sanctions differently to girls and boys.

Where pupils make inappropriate choices about their behaviour and formal sanctions are necessary, the matter will be dealt with by the form tutor or subject teacher. In the case of more serious misbehaviour, the pupil may be referred to the Faculty Leader/Year Leader/Assistant Year Leader/Behaviour Interventions Leader or member of the Senior Leadership Team.

The present policy includes the sanctions set out within the Positive Behaviour Strategy documents in pupil planners and on display around the school.

Sanctions will lose their effectiveness if pupils do not regard them as fair. Staff are therefore advised to:

- make it clear that they are sanctioning the behaviour not the person
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent breaches of the Behaviour Policy
- avoid whole group sanctions
- take account of individual circumstances
- encourage pupils to reflect on the effects of inappropriate behaviour or absence on others in the school community.

The schools sanction system is points based and pupils will receive sanctions if they accrue a certain numbers of points. To ensure consistency, different behaviours are assigned a specific number of points, and this is reflected in an escalating system of sanctions.

| Points accrued | Sanction |
|----------------|--|
| 3 | 30-minute detention |
| 6 | 60-minute detention |
| 9 | A day in TASC (Time Away from School Community) |
| 12 | Behaviour Placement/Suspension/Permanent Exclusion |

If a pupil fails to attend a 30-minute detention this will be escalated to 60-minute detention after the next school day.

If a pupil fails to attend a 60-minute detention, they will be placed in TASC until 4pm. This will generally take place on the next school day.

If the pupil is absent on the day of the detention, the detention will be rolled over onto the next school day.



Parents/Carers and pupils will be informed of the detention via Class Charts. It is the expectation that both pupils and parents regularly check Class Charts.

See Appendix 2 for details of our points-based system

4 Support Systems for Pupils

Titus Salt School is committed to the concept of equal outcomes for all pupils. Some pupils will, therefore, need differentiated forms of support to help them fulfil their behavioural and academic potential. The school will ensure that differentiated strategies are available to pupils to meet their particular needs.

The school monitors pupils whose behaviour causes concern and organises appropriate support to meet their individual needs. This is outlined on the Waves of Behaviour Support flow chart. This is designed to provide escalating levels of support for pupils who aren't meeting our expectations. Throughout waves there are opportunities to refer pupils for SEND assessment and support. Communication with parents/carers and other staff form a key part of the flow chart.

This support might include:

- Daily check ins by Form Tutors
- Year Team conversations and phone calls to parents/carers
- Pupils being placed on various levels of reports run by faculties, year teams or senior leaders
- Referral to the Behaviour Support Hub, who will assign pupils to workshops run by Behaviour Support Hub staff and external agencies such as the Youth Justice Service, Commando Joes, the St Giles Project and Think for the Future.
- Referral to the school's wellbeing hub or Northpoint counsellor.
- Behaviour placements at another local school who we work with through the Behaviour and Attendance Collaborative (BAC).
- A managed move to another BAC school.

See Appendix 3 – Waves of Behaviour Support Flowchart

5 Child on Child Abuse

At Titus Salt School we recognise the impact of sexually harmful behaviours such as sexual harassment or violence, not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

A victim of sexually inappropriate behaviour will always be supported and believed when they make a disclosure and action will always be taken to challenge this behaviour.

The promotion of self-discipline and respect for others also guides the school's actions to promote positive behaviour and full attendance and informs the school's response to any kind of bullying or intimidation.

These values inform the behaviour of all members of the school community (pupils and adults alike) and will form the basis upon which the school asks for support and assistance from parents, carers, other members of the community and supporting agencies.



To prevent and increase understanding of what is meant by sexually harmful behaviours and harassment, a number of lessons of Relationship and Sex Education are taught which deal with these matters as part of our Personal Development Curriculum.

The school also has a Diversity Commitment and if any pupil breaks this commitment, they will be referred to a Equality, Diversity and Inclusion Intervention or Workshop.

5.1 Banned Items

The following items are banned from school.

- weapons and bladed articles
- alcohol
- illegal drugs
- stolen goods
- tobacco and vape products
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- aerosol cans

If we have reason to believe that a pupil has any of the above items in their possession, a search will be conducted in line with the guidelines published by the DfE.

<https://www.gov.uk/school-behaviour-exclusions/searches>

Titus Salt School is a phone free school for pupils 7 -11. See Appendix 4 for the mobile phone policy.

6 Additional Information

6.1 Partnerships

The school is part of the Bradford Central Confederation Behaviour and Attendance Collaborative (BAC). Through this partnership, it is able to access additional support for pupils who are failing to meet the school expectations as outlined in the Positive Behaviour Strategy documentation. This support can include access to external provision and 'Managed Moves' to give pupils a fresh start at partner schools.

The BAC centrally co-ordinates the Safer Schools Partnership (SSP) which includes police officers who are allocated to work in schools for one day per week. SSP officers may be involved with pupils and parents/carers in preventative programmes supporting the school's Positive Behaviour Strategy and liaising on the school's behalf with a range of external agencies.

6.2 Monitoring

Monitoring mechanisms include half termly reviews of suspension data to determine the nature of suspensions and whether any particular group of pupils (for example, by gender, ethnicity, SEN, CLA or disadvantage) is over-represented in these figures. The data collected covers factors such as the behaviour leading to the suspension, the setting, the subject, the time of day and the adults involved. The school monitors all incidents of racial abuse and bullying carefully. Suspensions or permanent exclusions will result in a careful examination of the events leading up to the suspension or exclusion and the forms of support offered to the pupil.

Positive and negative behaviour and attendance is reviewed and analysed weekly to inform action planning at an individual, group or whole school level. This includes sources of data such as: SIMS behaviour reports, notation in pupil planners relating to behaviour concerns; use



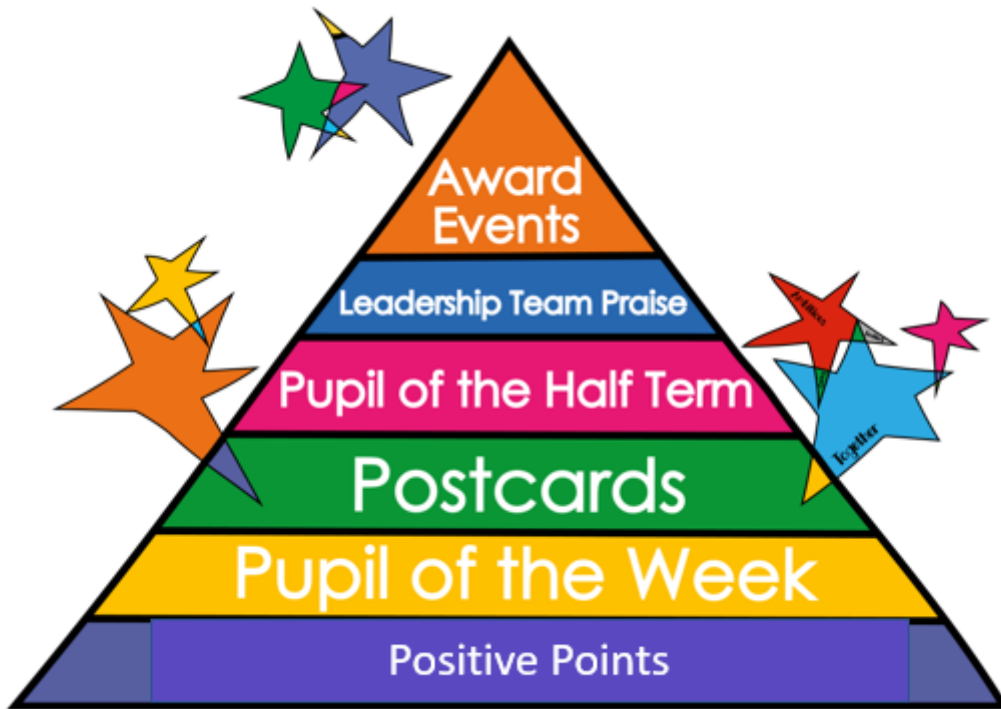
of detentions and withdrawal facilities; referrals for additional support from the SEN department; subject and individual stamps and use of praise and rewards; and parental contact. The progress of pupils with statements of SEN (Education Health Care Plans – EHCP, from September 2014) and Children in Care (CIC) is monitored carefully.

6.3 Related Policies and Documentation

- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Equality of Opportunity and Accessibility
- Home-school Agreement
- Travel Code of Conduct
- Attendance and Punctuality Policy
- Attendance and registration information for staff
- Attendance and punctuality: guidance for parents/carers
- Care and Control Policy (Incorporating Physical Restraint)
- Drugs, Alcohol and Substance Abuse Policy
- Uniform and Personal Appearance Policy
- [Suspension and Permanent Exclusion Guidance September 2023](#)
- Inclusion and SEND Policy
- Cyber Security Policy



Appendix 1 Positive Behaviour Strategy Pyramids



**Appendix 2 Points based sanction system**

If a pupil fails to meet our Ready, Respectful and Safe expectations then negative points can be given. The tables below outline the number of points specific behaviours will be assigned. For some behaviours there is a range of points, and this will be decided by pastoral teams based on the seriousness of the incident.

| Classroom Behaviour | Points |
|-------------------------------------|-------------------------|
| Low level disruption | Reminder |
| Low level disruption after Reminder | Warning and 1 negative |
| Low level disruption after Warning | Removal and 2 negatives |
| Lack of work | 1 negative |
| Missing Equipment / book / homework | 1 negative |
| Late to lesson | 1 negative |
| Misuse of ICT | 1 negative |
| Misuse of equipment | 1 negative |

| Community Behaviour | Points |
|--|---|
| Need to borrow uniform or Equipment | 1 negative |
| Incorrect uniform or jewellery after registration | 1 negative |
| Eating or drinking in school other than the canteen (water is acceptable in most classrooms) | 1 negative |
| Foul language | 1 negative |
| Minor anti-social behaviour | 1 negative |
| Using mobile Phone | 3 negatives + confiscation (take to Pupil Services who will log this) |

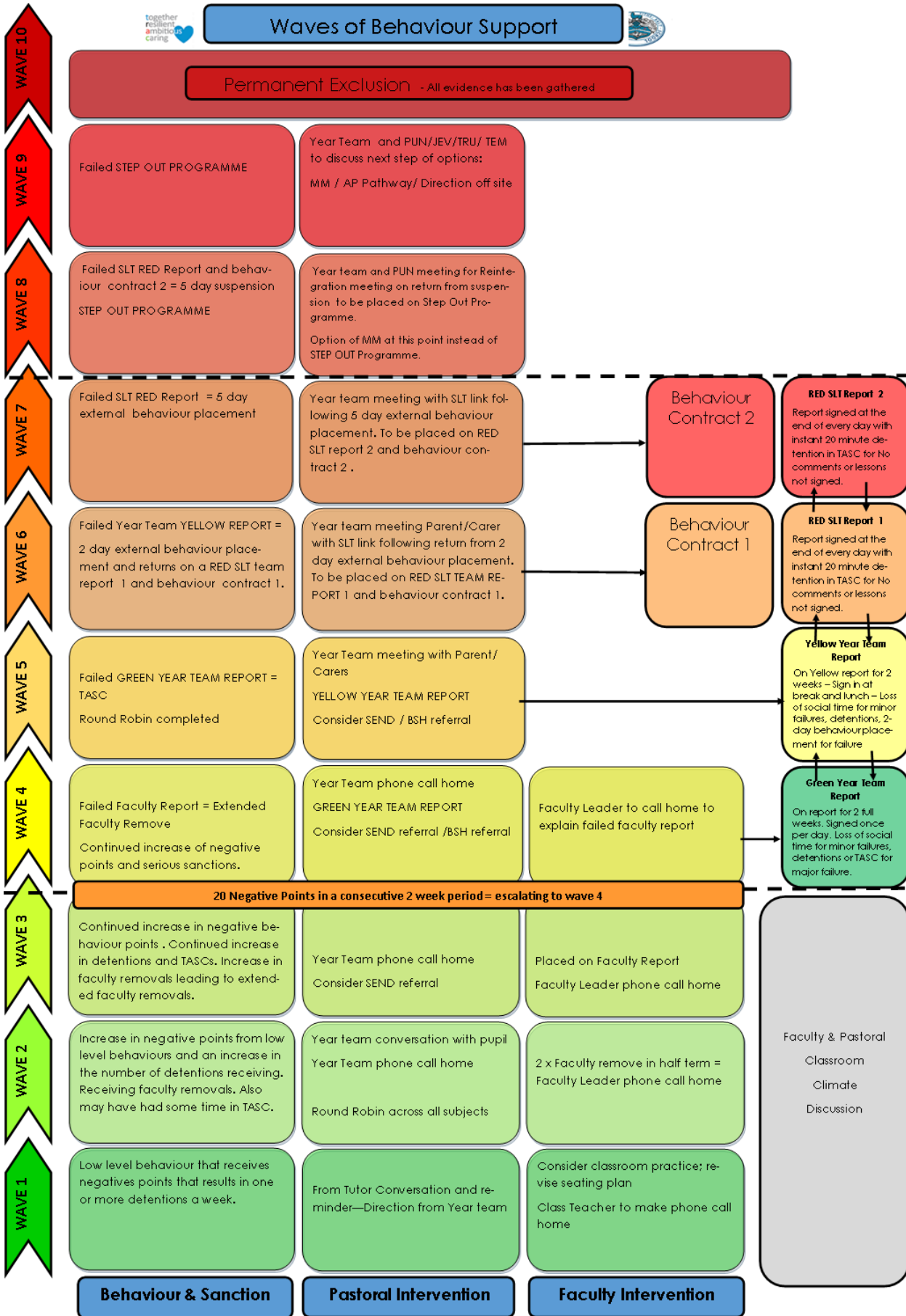
| Serious Pastoral incident | Points |
|---|----------------------------------|
| Absconding | 3 negatives |
| Anti-social behaviour | 6 negatives |
| Assault on a pupil or staff | 9 – 12 negatives |
| Bullying | 6 – 12 negatives |
| Damage to property | 6 – 12 negatives |
| Dangerous Behaviour | 6 – 9 negatives |
| Defiance (minor e.g. refusal to show ID) | 3 negatives |
| Serious defiance | 6 – 12 negatives |
| Drugs or Alcohol | 9 -12 negatives (PEX considered) |
| Fighting | 9 – 12 negatives |
| Non-attendance to personal detention | 6 negatives |
| Possession of vapes or cigarettes | 6 negatives |
| Racist/Sexist/Homophobic remark or action | 6 – 12 negatives (EDI workshop) |
| Refusing to remove jewellery | 9 negatives (on-call to TASC) |
| Refusing phone confiscation | 9 negatives (on-call to TASC) |
| Refusing faculty remove | 9 negatives (on call to TASC) |



| | |
|------------------------------|---------------------------------|
| Refusal of / Failure in TASC | 12 negatives and 2 days in TASC |
| Serious misuse of ICT | 6 – 12 negatives |
| Truancy | 6 negatives |
| Theft | 6 – 12 negatives |
| Vaping or Smoking | 9 -12 negatives |
| Verbal abuse to staff | 9-12 negatives |



Appendix 3 – Waves of Behaviour Support





Appendix 4 – Mobile Phone Policy

Titus Salt School is a phone-free school for all pupils from Year 7 to Year 11. This is due to the negative impact that mobile phones can have on pupils' learning through the constant distraction that they provide. Phones also prevent pupils socialising during breaks and can increase the risk of bullying via social media.

Mobile phones owned by pupils in Year 7 to 11 must always be switched off and out of sight while on school premises.

Pupils

Pupils are asked to ensure that their phones are switched off before they enter the school building and are then placed securely in a bag or a coat pocket. Phones should not be seen or used at any time during the school day. This includes listening to music or via a smart watch. Once pupils have left the school premises in the afternoon, phones can be turned back on.

Staff

Staff will remind pupils of the rule on mobile phones and are asked not to plan any class activities that require the use of mobile phones by pupils. Laptops or tablets are available to book if technology is required for a learning activity. If a member of staff sees a pupil using their mobile phones at any time on the school premises, it should be confiscated according to the sanction policy detailed below.

Parents/Carers

Parents/carers are asked to support the policy through discussions with their children. It is also asked that parents/carers do not try to contact their children via mobile phones during the school day. If, in an emergency, contact needs to be made with a child this should be done through the school's Reception and the Year Team. Parents should recognise that this will require an element of preplanning to ensure pupils have enough money on their dinner card and know the arrangements for travel after school in case of an emergency. Parents/carers are encouraged to use parental control apps that limit their child's use of their phone during school hours.

Sanctions

If a pupil is seen using a mobile phone it will be confiscated by the member of staff. The phone will be handed in to Pupil Services. The pupil will receive 3 negative points which result in a 30-minute detention. If there is re-occurrence of this, then Year Teams will require that the phone is handed in to them at the start of each day, for a period of time. If a pupil refuses to hand over their mobile phone this becomes a separate incident of defiance. This will result in a 60-minute detention in addition to any of the above sanctions. If the request is met with refusal, a member of staff will use "on-call" who will remove the pupil until the phone is handed over.