



**The Totteridge Academy**

The best in everyone™

Part of United Learning



## **TTA BEHAVIOUR POLICY**

**NOVEMBER 2020**

## Guiding Principles

In The Totteridge Academy, we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. By promoting an environment where everyone can live and work together in a supportive way enables all students to reach their full potential, emotionally, socially and intellectually.

We believe pupils' behaviour is a product of their environment and can be placed on a scale, rather than a binary measure. Just as we approach learning with a variety of strategies based on an individual's needs, we have similar strategies for teachers and students to develop healthy, respectful relationships that promotes improving behaviour for all.

## The Principal will:

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour.
- Keep records of all reported serious incidents of misbehaviour.
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents/carers when necessary.

The Principal has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. The Principal may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour.

## Recognitions and Consequences

### Recognition

Pupils at The Totteridge Academy understand that hard work and positive behaviour is the way in which they will achieve and get the most out of their education. Studies have shown that extrinsic rewards do not produce changes that are permanent. Our pupils will be praised and recognised when they display positive behaviour both inside and outside of the classroom. Members of staff will be in regular contact with parents and carers to ensure the communication between home and school is positive.

At the end of every week, all members of staff will issue only 1 recognition recorded centrally onto ARBOR to a student of their choice who they believe has displayed either remarkable behaviour or produced an outstanding piece of work.

Every week in assembly, the Principal will attend and publicly read out a number of recognitions in order to praise the students who have been working hard and displayed positive behaviour.

### Consequences

A pupil, who breaks a classroom / academy rule will be set a consequence. The consequence will be written into the student planner and may range from a lunch/break or after school detention.

### Head of Department / Director of Learning Referral

A student who fails to accept responsibility and fails to attend a teacher consequence will be referred to the Head of Department / Director of Learning and a 1 hour detention will be set after school on a different day. This consequence will be written into the student planner and logged onto ARBOR. Every morning, an automated text message is sent home reminding parents of the detention which has been set.



Failure to attend the 1 hour Head of Department / Director of Learning consequence will escalate to a 2 hour detention on a Friday after school. This detention will be written into the student planner and an automated text message will be sent home reminding the parents of the detention which has been set.

Failure to attend the 2 hour Friday afternoon detention will result in a 1 day internal exclusion (Correction) the following week. On the day this takes place, the Director of Learning or Vice Principal will telephone home to inform the parents and a referral form will be completed and placed on file.

### **Removal from Lessons**

A pupil may be removed from a lesson when they are preventing the learning of the other students in the class. If a removal takes place, the student will be placed into a 1 hour detention on the same day and parents will be notified.

### **Breaching the Behaviour Code**

The following would be considered extremely serious breaches of our behaviour code and may lead to permanent exclusion:

**Items not permitted** on the school site: stink bombs, lighters, cigarettes, laser pens.

This list is not exhaustive and the school maintains the right to confiscate any item considered dangerous, offensive, inappropriate or that may compromise safety;

**Dangerous Items** also banned: fireworks, illegal drugs, solvents, knives, blades, pointed items, alcohol, guns (including plastic toys or replicas). Pupils found in possession of 'banned' items will have them confiscated and it is likely the academy will involve the Police. The academy has the authority to 'dispose' of banned items;

**Aggressive, abusive or otherwise inappropriate behaviour** on or off-site. All students represent the academy and we expect all pupils to contribute to the positive reputation in the wider community;

**Sexual relationships** (sexual relationships between pupils under the age of 16 are against the Sexual Offences Act 2003);

**Malicious accusations** against a member of staff that are proved unfounded, dependent on the severity of the accusation and the distress caused;

**Intentionally setting off the Fire Alarm** outside of a genuine emergency;

**Serious bullying or cyber bullying** (whether done on or off-site);

**Gambling** on or near the academy premises;

**Knowingly bringing a 'trespasser' onto the school site;**

**Serious damage to academy or other property;**

**Any significant breach of health and safety** on or near the academy premises.

Most pupils actually obey the rules: that is how schools function. The system for discouraging poor behaviour is outlined below.



## Behavioural Interventions

### Correction

Correction is used to isolate pupils in school for serious misbehaviour or for failing to attend the most senior detention in the academy (2-hour detention). Pupils can only be referred to Correction by senior staff and DoLs who will determine the length of time to be spent there, all agreed by the Vice Principal.

### Report

A report will be used by form tutors and Directors of Learning (Head of Year) to focus students on particular behavioural targets (such as punctuality, behaviour, homework etc). Students must give the report to their teacher at the beginning of every lesson, and the teacher will complete it at the end of the lesson. Parents/carers are asked to support the process by checking and signing the report daily. According to circumstances students might be put on report to a member of SLT.

### Behaviour Support Plan (BSP)

A Behaviour Support Plan is set up for a pupil who is thought to be at risk of permanent exclusion due to either repeated disruption of lessons or other serious misbehaviour. A support package is devised in order to assist the pupil to improve his or her behaviour. Prior to starting a BSP or in the early stages of a BSP, if a child is continuing to misbehave a respite placement at another school – respite alternative provision may be offered. Failure to respond to a BSP would ultimately lead to either a managed move or permanent exclusion.

### Fixed Term Exclusion

Fixed Term exclusions (where pupils are sent home for a fixed period of time) are only used in exceptional circumstances such as, failure to conform in Correction, where the pupil's behaviour is felt to pose a risk to the health and safety of others, failure to conform in an acceptable way and therefore interfering with the smooth running of the school. Upon a pupil returning from a Fixed Term exclusion, as part of the support programme, the pupil will be placed on a report to help focus them in class and around the academy so their behaviour does not lead to any other form of consequence.

### Senior Staff Panel (SSP)

A Senior Staff Panel Plan is set up for a pupil who is thought to be at risk of permanent exclusion due to either repeated disruption of lessons or other serious misbehaviour. A SSP could also be triggered if a pupil accumulates too many consequences which are logged onto ARBOR over a period of time.

### Principal's Final Warning

The Principal may setup a final warning meeting if a child's behaviour has deteriorated and all other interventions have failed. The parent of the child will be made aware that after this meeting anymore issues regarding their child's behaviour could/will lead to a permanent exclusion.

### Respite Placement/Supported Transfer

The Principal is able to arrange a respite placement/supported transfer to another school on occasions to avoid permanently excluding a pupil.



### Permanent Exclusion/Local Authority Provision

Permanent exclusions are rare but are a sanction available to the Principal should there be extreme circumstances or a student has persistently failed to respond to other sanctions or strategies intended to support him/her in modifying his/her behaviour.


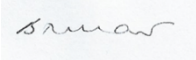
Permanent exclusion would be used in serious one off cases such as malicious accusations against school staff, an assault of a member of staff, selling illegal substances or for repeated misbehaviour and failure to respond to a BSP. On occasions, pupils are withdrawn from school and a place is taken up in one of the local authority pupil referral centres or other provision is arranged in conjunction with the local authority as an alternative to permanent exclusion.

### Conclusion

We are committed to working supportively with parents and aim to contact parents at an early stage if we have any cause for concern. Equally, we recognise that guiding young people through their teenage years can be challenging for parents as well as teachers and wherever possible will support parents in this process.

We at The Totteridge Academy strive to put emphasis on the positive aspects of our pupils and look for the good to raise their esteem and self-worth and will contact parents to inform them of the recognitions they have received and give positive information. The school's behaviour management policy is designed to ensure effective learning and help pupils to be good citizens and happy, confident, and considerate young people who have developed a strong moral code to guide them through life.

Signed off by:

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| <b>Name:</b> Chris Fairbairn  | <b>Name:</b> Bronwen Tumani  |
| <b>Signature:</b>  | <b>Signature:</b>  |
| <b>Role:</b> Principal  | <b>Role:</b> Chair of Governors  |

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|---------------------|---------------|
| Approved By:        | LGB           |
| Policy Overseen by: | Janina Aitkin |
| Last Review Date:   | November 2020 |
| Review Frequency:   | Annually      |
| Next Review Date:   | November 2021 |

