



The Priory School, Hitchin

Excellence in education, for every young person, every day

Name of policy	Behaviour Leadership Policy
Statutory	Yes
Date policy was updated	Summer 2026
Date of next review	Autumn 2027
Governors committee	Wellbeing and Inclusion
Member of staff responsible for the policy	Lawrence Foster
Approved by Headteacher for operational implementation on 9th September 2026 Pending formal Governing Body ratification on 13th October 2026.	



The Priory School, Hitchin

Behaviour Leadership Policy

Underpinning principle

At The Priory School, Hitchin (TPSH) we believe that maintaining very high expectations of our students and their behaviour is vital in allowing us to set the conditions necessary for them to make excellent academic achievement and progress. Our vision of '*Excellence in Education, for every young person, every day*' compels us to ensure that our students attend school able to learn without disruption and achieve their fullest possible potential.

We also believe that these high expectations are the *decisive element* in supporting a safe and mutually respectful community within which our students can learn and develop and our staff can work.

Our Behaviour Leadership Policy is built upon a foundation of clear routines, systems, and boundaries applied consistently across the school by staff at all levels. We believe that part of our educational duty to students is to show them how to behave through effective leadership in readiness for them to thrive in their adult lives and a dynamic 21st century environment. It is our assessment that this approach will work for the vast majority of our pupils and support a safe and happy community.

Whilst having very clear structures and systems to support robust behaviour leadership at TPSH we also recognise the importance of a relational approach when supporting students to meet our expectations. We recognise that in some circumstances an element of nuanced judgement is required to ensure that we as a school do not alienate ourselves from those who often need the most support.

A joined-up approach

At TPSH, we have three core values that apply to all stakeholders within our community, this includes students, staff, parents, governors, and visitors. These values are '*Responsibility, Respect, and Resilience*'. Within this policy, we will outline how stakeholders can support our students to meet their fullest possible potential in line with our values that we strongly believe will support a mutually respectful and purposeful working environment for all. In short, this policy outlines the *Responsibility* that is incumbent on us all.

Student Behaviour Leadership

At TPSH, we believe that students have a *responsibility* to uphold the highest standards and expectations of themselves. The table below outlines the strands of behaviour leadership that we expect from them in our school.

Responsibility
All students have a <i>responsibility</i> to... - Take their learning seriously and work with their teachers to achieve the very best outcomes without causing disruption to the learning of others. - Attend school regularly and remain in school for the day. - Arrive to school and their lessons on time. - Leave mobile phones in form trays at the beginning of the day. - Wear school uniform correctly and with pride. - Follow school expectations regarding jewellery, make-up, and hair. - Move around school site calmly and with purpose. - Bring the correct equipment in order to support their learning. - Contribute to the wider-life of the school including extra-curricular activities or clubs. - Report any unkindness or disrespectful behaviour.

- Report any incidents of bullying or harassment as defined in our Bullying *Ladder of Consequences*.
- Use IT systems (including Chromebooks) responsibly.

Respect

All students are expected to show *respect* by...

- Actively engaging with all of their lessons.
- Speaking to all staff (Teaching & Support) and fellow students politely and respectfully.
- Following all staff instructions without argument.
- Taking care of our school environment and buildings.
- Upholding our three core values of *Responsibility, Respect, and Resilience*.

Resilience

All students are expected to demonstrate *resilience* by...

- Trying their hardest in all lessons.
- Complete all work to the very highest standards.
- Complete all homework by the deadline set by teachers.
- Attend all detentions.

School Behaviour Leadership

In order to support student behaviour leadership, all staff at TPSH have a *responsibility* to uphold the highest standards and expectations of students, through effective education, consistent modelling, and clear systems.

Responsibility

All school staff have a *responsibility* to...

- Celebrate when students get it right.
- Build effective working relationships to support a mutually respectful school environment.
- Keep students safe and facilitate an environment where all students feel able to thrive.
- Consistently address students where they fall short of our expectations.
- Uphold the school rules and use published systems.
- Educate students with a view to supporting their personal development and self-regulation.
- Meet students and parents with a view to supporting behaviour improvements.
- Liaise with external agencies to support effective student behaviour.
- Pursue higher-level interventions/sanctions where student conduct adversely impacts other students and staff.

Respect

All staff show *respect* by...

- Understanding the needs of all students within your classes.
- Planning and delivering engaging lessons that meet the needs of all students.
- Approach all student interactions relationally with a view to building/preserving strong and mutually respectful working relationships.
- Addressing any behaviour incidents with a view to preserving the education of all students.
- Communicate our expectations with students, parents/carers, and other stakeholders.
- Engage respectfully with parents and listen to their views when dealing with behavioural incidents.

Resilience

All staff show *resilience* by...

- Taking time to review curriculum content and lessons to ensure that students achieve the very best for themselves.
- Addressing behaviour incidents in all parts of the school, including the classroom, corridors, and communal areas.
- Taking time record and report incidents of poor behaviour where appropriate.
- Continually see the best in students, even when they are struggling to meet our expectations.

Parent/Carer Behaviour Leadership

Alongside student and school behaviour leadership, parents/carers can often be the *most decisive* element in teaching their children how to uphold the highest standards and expectations of themselves in readiness for adulthood and a dynamic 21st Century.

Responsibility

All parents/carers have a *responsibility* to ensure that their child...

- Attends school every day, on time.
- Wears the correct uniform.
- Follows all school rules. (**Top tip:** Mirror the school expectations of *Responsibility*, *Respect*, and *Resilience* at home)
- Has the correct equipment to fully participate and engage with their learning.
- Treats all members of the school community with respect.
- Gets the right amount of sleep every night (medical guidance cites between 8 and 10 hours for teenagers).
- Does not access their mobile phone at night or during the school day (**Top tip:** Charge the phone at night downstairs).
- Hands in their mobile phone when they arrive at school.
- Is only able to access age-appropriate material on their mobile phone and does not join any social media platforms until the correct legal age.
- Interacts in a safe and appropriate manner online.
- Reports any concerns or issues as soon as possible. (**Top tip:** We can often seek support from external agencies if you need it!)

Respect

All parents/carers show *respect* by...

- Engaging constructively with school and working together in a spirit of mutual respect.
- Remain calm and mutually respectful in all communications with school staff.
- Avoid accusatory tones when enquiring about incidents that have taken place at school.
- Acknowledge staff expertise and professional training when discussing incidents and outcomes. (**Top tip:** If you are unsure about an incident, ask us lots of questions!)

Resilience

All parents/carers show *resilience* by...

- Reading all school communications.
- Taking an active interest in their child's day at school and educational journey. (**Top tip:** Doing this around the dinner table whilst eating a meal is an ideal time!)
- Signing the Home-School Agreement.
- Familiarising themselves with key policies and school documents.
- Attending key academic support events such as parents evening, exam information evenings etc.
- Giving school time to investigate incidents properly.
- Working with school when the outcome of incidents is inconclusive or unclear. (**Top tip:** Acknowledge that your child will sometimes only tell you one side of the story)

Standards of behaviour at school

Mobile Phones and Smart Watches

- Students **must** hand in their mobile phones or smart watches before the start of the school day.
- A smart watch is defined as any watch which can receive or send messages.
- If a student arrives late, they will be required to hand their phone in at the late door or reception.
- Mobile phones are securely held at reception in form group trays and can be collected at the end of the school day from the school café.
- If a student needs to leave school early e.g. dentist appointment, they can collect their phone from reception.
- If mobile phones, or smart watches are seen or heard on school premises they will be confiscated and kept in the school safe until a parent comes to school to collect it. We have a graduated response to mobile phone confiscation which is outlined below:
 - i) **First offence:** Mobile phone collected at the end of the school day by a parent/carer. A C2 will be issued to the student, which will result in an after-school detention.
 - ii) **Second offence:** Mobile phone kept overnight and collected by a parent/carer at the end of the second school day (including weekends).
 - iii) **Repeated breaches:** confiscation will increase to seven consecutive days
- This policy is designed to support a calm, focused learning environment and promote positive student wellbeing.
- All students are aware of and have signed the Acceptable Use Agreement and have been taught about online safety. Where a mobile phone or electronic device has been confiscated after a search, the school has the statutory authority to examine any data or files on the device where there are concerns that an offence has been committed.
- Parental or student consent to search through a mobile phone or electronic device is not required. Where pornographic images of children or extreme pornographic images are discovered, the school DSL will liaise with the police and relevant outside agencies.

Uniform

At TPSH we believe that high standards of uniform foster a sense of community and equity across the school. We are proud of our uniform and the way in which students represent the school when wearing it. Our uniform expectations are as follows;

School uniform:

A: Compulsory	B: Optional	C: Choice of shirt or blouse	D: Choice of trousers or kilt
Blazer Plain black with The Priory School badge and year group colour bar. Smart black shoes Low heeled and sensibly styled in the interests of safety - leather or leather effect (heels no higher than 4cm) – <u>No trainers or trainer style shoes</u>	Key Stage 3 The Priory School red V neck jumper. Key Stage 4 The Priory School grey V neck jumper.	Buttoned up white shirt with collar , with long or short sleeves, tucked into trousers or kilt and school tie knotted closely to the collar. OR White fitted, reverse necked blouse with $\frac{3}{4}$ or full-length sleeves. This style of blouse does not require a tie.	Black Trousers tailored and of suiting material, not tight fitting, stretchy or denim fabric. OR The Priory School skirt worn on the knee with plain black socks (knee length, ankle, or normal length) or black tights. No other colour of socks or tights are permitted.

<u>(e.g. Nike Air Force Ones)</u> School tie (compulsory if buttoned up shirt is worn).		Polo shirts are <u>not</u> allowed. All shirts/blouses are to be tucked into trousers, shorts, or The Priory School skirt.	
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PE Kit:

A: Compulsory	B: Optional
- Black & red unisex or fitted polo shirt with The Priory School crest. - Black & red ¼ zip functional mid-layer with The Priory School crest. - Black unisex shorts. - Black games knee length socks. - Short white sports socks. - Football Boots suitable for 3G pitch. - Non-Marking Trainers or Plimsolls.	- Plain black base layer. - Skort with The Priory School crest. - Black leggings with The Priory School wording. - Gumshield. - Shinpads. - Plain black polyester tracksuit bottoms (cotton tracksuit bottoms are not permitted). - Abdominal Protector (for school cricket fixtures only).
Team Wear - <i>Students who are selected regularly for any school team will be expected to have the relevant uniform below.</i> - Cricket whites - Skort with The Priory School crest.	

- Students falling short of our uniform expectations will receive an amber warning on their TPSH Responsibility Card. Four amber warnings result in an after-school detention.
- Students who persistently fall short of our uniform expectations will face additional sanctions which may include time in our Reflection Unit (RU) or suspension.

Hair

- Students may not dye their hair an UNNATURAL hair colour, and highlights/streaks, coloured braids and dip dyed ends are not allowed. Extreme hairstyles are not permitted. It is important that long hair is well managed. No students may have their hair cut shorter than a barbers' number 2.
- Students breaking the hairstyle regulations can expect to be placed in the Reflection Unit. These hairstyles are acceptable: braided extensions; weaves; Afros; cornrows; dreadlocks and twists.
- If you have any questions about hairstyles, please contact your child's Head of Year or Assistant Head of Year.

Make up/Nail varnish

- If worn make-up should be very discreet. Heavy eyebrows or false eyelashes are not permitted. Nail varnish, acrylic, gel or nail extensions should not be worn. Students wearing nail varnish or excessive make up will be asked to remove it.

Jewellery

- Students are not permitted to wear jewellery during the school day. Ear piercings, facial, and body piercings are not allowed, this includes tongue/nose piercings. Plain spacers are permitted to be worn in order to keep piercing holes open but there remains an expectation that these are removed for PE lessons for health and safety reasons.
- If seen, jewellery will be confiscated. For a first offence, the item can be collected at the end of the day. If it is not the first confiscation for that academic year, the item will be kept in school and will be returned at the end of the following day upon production of a letter from parents requesting return of the item.
- An amber warning will also be issued on the TPSH Responsibility Card.

Punctuality & Absence

- All students should be ready to enter their form rooms at 08:50am.
- When absent, a note or telephone call is necessary from a parent on the first day of absence. These arrangements help to get each session off to a smooth start and are a simple way of monitoring absence.
- Absence for an exceptional circumstance must be covered by a LEAVE OF ABSENCE FORM (found on the school website), obtainable in advance from the school office. All holiday leave will be recorded as unauthorised unless there are very exceptional circumstances.
- Where a student arrives late to school after 08:50am they must sign in at the late door, hand in their mobile phone, and they will receive an amber warning on their TPSH Responsibility Card. Where there is an exceptional circumstance for lateness, the member of staff will use their discretion with regard to issuing an amber warning.
- At TPSH we provide students with a 5-minute movement time between the first and second bell. Any student arriving to their lesson after the second bell is considered late and will be issued with an amber warning on their TPSH Responsibility Card.

School property

- A charge towards the cost of replacement of school property may be levied if it is judged that loss or damage has resulted in consequence of irresponsible or negligent behaviour.

Eating arrangements

- There are two areas set aside for eating: the Key Stage 3 and 4 café and the Pavilion. Students may also eat in the designated eating zones on the KS3 and 4 quad. Outside these areas eating and drinking are not allowed. Any student found eating inside corridors or classrooms will receive an amber warning on their TPSH Responsibility card.

Smoking/Vaping/Nicotine products

- TPSH is a no smoking/vaping site for all staff, students, and visitors. Smoking/vaping is expressly forbidden to students on the way to and from school. Smoking/vaping materials will be confiscated and only returned if parents collect the items from the school.
- Sanctions will be put in place for students caught smoking/vaping/using nicotine products and those associating with smokers. TPSH classifies e-cigarettes, vape pens, vaping paraphernalia and Snus in the same category as smoking materials.

Dealing with misbehaviour

Typical misbehaviours that we may sanction in school are listed below. This list is not exhaustive and staff may use their professional judgement when assigning relevant sanctions that fall outside these lists. Students and families should expect that sanctions may be more lenient or more severe according to the student's recent behaviour record.

Misbehaviour includes: (these will typically result in a warning, C1 or C2 detention)

- i) Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- ii) Low-level defiance and disrespect towards staff.
- iii) Non-completion of classwork or homework or showing a poor attitude to learning.
- iv) Not following the uniform rules.
- v) Lateness to school and lessons.
- vi) Eating/Drinking in corridors/chewing gum.
- vii) No Chromebook or minor Chromebook damage.
- viii) Low-level inappropriate use of IT.
- ix) Using foul language.
- x) Sharing toilet cubicles with other students
- xi) Unruly physical behaviour.
- xii) Unkindness or rudeness to staff.
- xiii) Littering.
- xiv) Incorrect or no equipment.
- xv) Incorrect or no PE Kit.
- xvi) Continued low-level compliance issues including but not exclusively; failing to bring in the correct equipment and arriving late to school.

Serious misbehaviour includes: (these will typically result in a C2 or SLT detention, time in the Reflection Unit (RU) as determined by the pastoral team, or a suspension from school)

- i) Repeated breaches of the school rules.
- ii) Repeated disruption in lessons/not engaging with interventions put in place to support good classroom/learning behaviour.
- iii) Defiance/refusal to follow instructions from staff or serious disrespect to staff.
- iv) Any form of bullying (see separate anti-bullying policy/procedures/ladder of consequences).
- v) Racist, sexist, homophobic, gender-based abuse, or any other discriminatory behaviour.
- vi) Sexual harassment or assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- vii) Vandalism/damage to school property (including graffiti).
- viii) Theft.
- ix) Truancy or lesson avoidance
- x) Fighting/Physical assault.
- xi) Smoking (including Vaping).
- xii) Major Chromebook damage.
- xiii) Serious inappropriate use of IT.
- xiv) Malicious allegations against a member of staff.
- xv) Possession of any prohibited items. Prohibited items include:
 - o Knives or weapons
 - o Alcohol
 - o Controlled drugs, illegal drugs, or drugs paraphernalia
 - o Tobacco products
 - o Smoking products
 - o Snus
 - o Vapes and vaping paraphernalia

- Fireworks
 - Solvents and glues, including nitrous oxide
 - Stolen items
 - Energy drinks
 - Mobile phones/Smart watches
 - Chewing gum
 - Legal highs
 - Matches/lighters
 - Aerosols and gases
 - Spinners and similar gadgets
 - Items of clothing and jewellery that are not part of school uniform
 - Medication unless by prior agreement
- This is not an exhaustive list. Other items may be deemed prohibited at the school's discretion. Consequences at any level may be issued at the discretion of the Deputy Headteacher or Headteacher.

School jurisdiction

- This policy applies on school premises at all times. It also applies on school visits and trips out of school, study leave, work experience and other events related to the school (Section 90 of the Education and Inspection Act 2006 to discipline students for misbehaviour outside of the school premises).
- This policy applies when students are travelling to and from school in uniform as they are considered to be representing the school.
- Sanctions given to students will be given by employed members of staff or persons authorised by the Headteacher.
- The school reserves the right to take interest in and impose sanctions for any misbehaviour or serious misbehaviour by any student at any time, beyond the bounds of the school day, week and term where such misconduct prejudices the good order and welfare of the school and its students.
- The school can impose sanctions on students who have used the internet or any electronic device to harass another student or member of staff outside school.

Consequences and behaviour leadership systems

At TPSH we acknowledge that clear, consistent, and robust systems are required to support positive behaviour across the school. Below, we outline the systems that we use to support effective behaviour leadership at our school.

1. TPSH Responsibility Card

- The TPSH Responsibility Card is used to recognise the students who do the right thing every day.
- All students are expected to carry their TPSH Responsibility Card with them at all times during the school day.
- Where students fall short of our expectations when outside of lessons e.g. lateness to lessons, uniform infringements, eating/drinking in corridors, staff will issue an amber warning on the TPSH Responsibility Card.
- We believe strongly that students deserve a chance to make positive changes before entering our detention system with regard to low-level infringements. However, where they persistently fall short of our expectations, the school will respond as follows:

Number of amber warnings	Sanction
4 x amber warnings	Lunchtime detention (20 minutes)
8 x amber warnings	After-school detention (1 hour)
12 x amber warnings	Senior Leadership detention (90 minutes)

16 x amber warnings	1 x day in the Reflection Unit
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- In the rare case that students exceed 16 amber warnings, the school may use suspension as a further sanction. Students who persistently fail to meet our expectations over a period of time may face permanent exclusion.
- Students who have a blank TPSH Responsibility Card by the end of the half term will be entered into a draw for a prize.
- A new TPSH Responsibility Card will be issued at the beginning of each half term to provide students with a chance to start afresh and make positive changes.
- An example of our TPSH Responsibility Card can be found in Appendix 3.

2. The consequence system

- At TPSH we use a consequence system to support us in our behaviour leadership. The consequence system is used in lessons and outside of lessons.
- We use Arbor to report incidents to parents. We make telephone calls to parents when a suspension is necessary.
- Appendix 1 shows how we implement our consequence system at TPSH.

3. Behaviour logs and reports

- A system of report cards operates within school in order to effectively monitor and track the behaviour of students who are causing concern.
- Students are expected to report to the designated members of staff at the specified time each school day; failure to do so will result in a sanction in line with the consequence system.
- Students will be placed on a behaviour log will have a review will take place at the end of the designated time period – the student may then come off the log entirely, or repeat this monitoring strategy. The outcome of the review will be communicated with the parent(s)/carer(s).
- A maximum of three consecutive behaviour logs will run with each student. Failure with two logs will result in a parental meeting with key staff. Failure with three consecutive logs may result in a PSP being established. When a student is placed onto a behaviour log, the parent(s)/carer(s) will be informed. Parent(s)/carer(s) are expected to sign the behaviour log at the end of every week. Heads of Year and Form Tutors will assess the appropriate students for the behaviour logs each fortnight in their team meeting.
- Identified students will be given a daily report and expected to report to their assigned member of staff each morning.
- Other students who need encouragement or support may be placed onto a blue positive report card where staff are encouraged to write positive feedback about their effort, behaviour and performance in their lesson.

4. Pastoral Support Plans (PSPs)

- A PSP is a school-based intervention to help an individual manage their behaviour and get them back on track. It is particularly useful for those whose behaviour is deteriorating rapidly, are in need of a risk-management plan or a temporary reduced timetable or are in danger of permanent exclusion.
- Where necessary, a PSP will be used for students presenting concerns as an In-year admission. The PSP will be used as a supportive mechanism to support the transition process.
- The Head of Key Stage will oversee the PSP process.
- Where a student is on the school SEN register a member of the Learning Support Department will be directly involved in the PSP process and attend all meetings with parent(s)/carer(s).
- Where a student has a social worker or they are a looked-after child, relevant professionals will also be asked to attend the PSP meeting.
- The school will look to identify any mitigating factors to help understand why a student's behaviour has deteriorated. For example:

Poor parental engagement	Young carer	Alcohol and/or drug abuse	Domestic/sexual abuse	Sibling rivalry
Relocation	Self-harm	Parental separation	Bereavement	Childhood trauma
Mental health concerns	SEND	Radicalism/extremism	Criminality	Physical disability
Financial hardship	Loss of home	Safeguarding/Child Protection concerns		

- PSPs identify precise, realistic and measurable targets for students to work towards based on the student's needs analysis.
- Quality assurance measures will be undertaken between each meeting date with the parent(s)/carer(s) to ensure that PSP targets are being implemented.
- The timeframe of the PSP will be decided in the first parental meeting, e.g. 4, 6, 8, 12 or 16 weeks.
- In the first meeting both parent(s)/carer(s) and student will be introduced to the PSP with an explanation of what it is and how it will work.
- During the course of the PSP the following will always apply:
 - i) The student will always be encouraged to set their own targets.
 - ii) Rewards and sanctions will be clearly identified.
 - iii) The end date of the PSP will be agreed at the start of the process.
 - iv) The PSP reviews will happen at regular intervals, where parent(s)/carer(s) and student will be present.
 - v) Parent(s)/carer(s) will be fully involved with the process and attend all meetings.
- For the duration of the PSP a range of internal and external support mechanisms will be used to support both the student and family. The support offered will be student & circumstance specific.

Tier 1 (Universal)	Tier 2 (Universal plus)	Tier 3 (Targeted)	Tier 4(Targeted plus)
Report cards	In – school counselling	ESC outreach	ESC in reach (respite)
Alternative start/end times of the day	Child protection referral	Counselling – drugs & alcohol / bereavement	Commercial alternative provision respite
Break and/or lunchtime supervision	Educational Psychologist	Art / drama / music therapy	Targeted Youth Service
Reduced time – table	Hitchin Partnership (FSW)	CAMHS referral / Step 2	Gangs & schools team
121 staff mentoring	Risk assessment	Services for Young people (SfYP)	ESMA
Peer – mentoring	Risk reduction plan	Special adolescent services (SASH)	Families first assessment
Social skills workshop (in-house)	ESC alternative provision half day programme	Respite - day release	Emergency EHCP review
Protective behaviour workshop (in-house)	Life course (Fire service)	Speech and language therapist and Autism team (SLCN)	PALMS
EHCP assessment and /or review	ASK SALI / SENDIASS	Special school outreach	

- At the end of the agreed timeframe, if the student has met their targets the PSP will be closed.
- If at the end of the agreed timeframe the student has not been able to meet their targets, the student may enter into a four-week probationary period where the Deputy Headteacher in charge of Behaviour

will become involved. At this stage, the targets will be reviewed weekly; parent(s)/carer(s) and the student will be expected to attend.

- If at the end of the four-week probationary period the student has still not been able to meet their targets, the student will then be considered for a Permanent Exclusion.
- The school may decide to use a 'Behaviour Review Panel' with their parent(s)/carer(s) and advocates if requested, the Headteacher, the Deputy Headteacher with responsibility for Behaviour, Head of Key Stage and a member of the Governing Board. A member of the Learning Support department will also attend if the student has identified additional needs. These panels will not always be used and are dependent on the previous interventions the school has tried.
- Where a student has a social worker or they are a looked-after child, relevant professionals will also be asked to attend the Behaviour Review Panel.
- The member of the Governing Board attending the Behaviour Review Panel will not be able to sit on a Governors' Disciplinary Committee (GDC) hearing called to review that student.
- At the Behaviour Review Panel a formal discussion relating to the behavioural issues will be addressed and all parties will have an opportunity to speak. Agreed actions will be documented and will be reviewed as necessary by the Head of Key Stage and the Deputy Headteacher with responsibility for Behaviour. The agreed actions will be specific and tailored to the needs of the student and parent(s)/carer(s). All parties will receive a copy of the meeting notes.
- At this stage, the school with the agreement of the parent(s)/carer(s) may determine that a managed move to another educational institution would be beneficial for the student. In conjunction with the Local Authority Integration team, the school would look to place the student under the agreed Hertfordshire County Fair Access Protocol.

5. Department on-call and SLT on-tour

- At TPSH we operate a departmental on-call system where students are unable or unwilling to work effectively in their class.
- Departmental on-call will expect a student to work in the classroom of a different teaching colleague for the remainder of a lesson. Where a student is removed using on-call, a C2 will be issued.
- Where this is not deemed effective, SLT on-tour will be used to support the staff and students involved.
- An outline of our SLT on-tour system can be found at Appendix 2.

6. Internal Exclusion – The Reflection Unit (RU)

- More severe or repetitive behaviours may result in a student being internally excluded.
- Students who are internally excluded have their learning day altered so they are removed from circulation.
- In the vast majority of cases, a student who is internally excluded will be placed in the RU. The school will make alternative arrangements as a reasonable adjustment for identified students to the place and time of the internal exclusion or if required an alternative sanction. These arrangements will be based on discussions with the student's parent(s)/ carer(s).
- Whilst in the RU, students are provided with age/ability-appropriate work by the resident member of staff. Staff are also able to bring work to the students to complete if they wish.
- Throughout the day, there are opportunities for the student to reflect on their behaviour and hopefully amend this in anticipation of their reintegration. This may come in the form of informal discussion or more formal mentoring/counselling.
- Student work completion is monitored throughout the day. If it is deemed insufficient work has been done, the student may be returned to the RU the following day.
- At the end of the period of internal exclusion, school staff will contact the parents to discuss the internal exclusion and consider the best way forward. This will follow a discussion with the student who will have a chance to share their views.
- The RU duty staff may carry out follow-up visits to key students after their reintegration to help support them ensure their behaviour remains on track.

- Those students who are deemed to be 'repeat offenders' may be placed on a PSP to ensure that the school and parents can pro-actively work on a positive change in that student's Behaviour for Learning.
- Should a student be placed in internal exclusion three times or more within a term they will be considered for an external suspension
- An internal exclusion may also apply where a student has accrued a significant number of detentions. In these instances, students' detentions will be cleared and replaced with the equivalent time spent in the RU.
- Students who severely disrupt the learning of those in the RU will be external excluded.
- If a student has a social worker, including if they have a Child in Need Plan, a Child Protection Plan or are looked-after their social worker will be notified.
- If a student is looked-after then their PEP will be reviewed and amended and the Virtual School notified.

7. Suspension

The school follows DfE and Hertfordshire County Council (HCC) guidelines on suspension and exclusions guidance. The final decision to externally exclude can only be made by the Headteacher. When deciding to suspend a student, the Headteacher will ensure that there has been a thorough investigation with all available evidence reviewed, which should include a statement from the student to be suspended and any reasonable adjustments taken into consideration. The standard of proof currently applied in school is the balance of probabilities.

- The length of a suspension will be decided by the Headteacher or Deputy Head Teacher with reference to the severity of the incident and whether or not it is a first offence. The incidents or offences that could lead to a suspension include but are not limited to:
 - Repeated or Severe examples of misbehaviours as outlined on page 8
 - Possession of prohibited items
 - Malicious allegations against staff
- Whilst an investigation is being undertaken, a student may be placed in the RU. On returning from a suspension the student may be placed in the RU for a minimum of one day as part of supporting their transition back into the school community.
- The student's views will be taken into account through the use of statement forms. Students can retract or add to statements should they wish to but all statements will be kept.
- When a student is sent home because of their actions this is formally known as a suspension. If a student is sent home after 12.30pm the afternoon will count as part of their suspension period and will be recorded as such.
- If a student is suspended from school the parent(s)/carer(s) are responsible for ensuring that the child is not in a public place during school hours without reasonable justification. Parent(s)/carer(s) may be given a fixed penalty notice or prosecuted if they fail to do so.
- When a student is suspended from school:
 - The Head of Key Stage or Pastoral Manager will notify by telephone the parent(s)/carer(s) of the decision to suspend their child and the reasons for this. This telephone call must be done before the end of the school day.
 - If the student has a social worker; the Head of Key Stage or Pastoral Manager will notify the social worker a social worker regarding the suspension.
 - If a student is looked-after then the Assistant Headteacher with responsibility for Looked-after Children will contact the Virtual School.

- School staff will send written communication to parent(s)/carer(s) detailing the reasons for the suspension along with details of the reintegration meeting; time, venue and who will be attending. The email will be copied to all relevant members of the Pastoral team.
- The Pastoral Manager will notify the LA of suspensions through SIMS.
- Students will be provided work to complete at home for the duration that they are suspended.

Re-integration meeting

- If a student who is on the SEND register has been suspended then a member of the Learning Support department will attend the re-integration meeting.
- If a student has a social worker or is a child looked-after the relevant outside agencies will be invited to the re-integration meeting.
- At the reintegration meeting strategies will be discussed to support the behaviour modification of the student. The student will be encouraged to take part in these meetings and share their voice and feelings about their school life.

Investigating Student Incidents

- When an incident is reported it is investigated by members of the Pastoral team. Investigations can be complex, involving a number of students with varying degrees of clarity on what had happened.
- The Pastoral team will review any CCTV footage as well as interview students.
- The school does not need the permission of the students' parents to interview them.
- Students will be interviewed separately to avoid collusion and there will normally be two members of staff present in the room.
- Students will write their statements or a member of staff will do based on what the student has said.
- The student will then sign their statement and the members of staff will countersign.
- Not all behaviour incidents will be investigated, including the taking of statements, and whether an investigation is carried out or not is down to the professional judgement of the member of staff dealing with it.
- Where a student has the need for support during an investigation, we will aim to provide this. This may include scribing statements for students or providing emotional support whilst matters are investigated. SEND staff may be used to support this.

Governing Board requests to review suspensions

- A student can only be suspended up to 45 days in any one school year.
 - The school will notify the Governing Board of suspension leading to more than five days in any one term and suspensions resulting in a public examination or national curriculum test being missed. The Governing Board have a duty to consider the interests and circumstances of the excluded student when they are involved.
- Should parent(s)/carer(s) disagree with the justification for the suspension, they can contact the Governing Board:
 - Five days or fewer in one term: the Governing Board must consider the parental representations, but it cannot direct reinstatement and is not required to arrange a meeting with parents.
 - Five days but less than 16 in one term: the Governing Board must consider the parental representation; convene a Governors Disciplinary Committee (GDC) hearing within 50 school days after notification if requested; can uphold or direct reinstatement; and should place its findings on the student's records. In the absence of any representation from parents, the Governing Board is not required to meet and cannot direct the reinstatement of students.

- Suspension of more than 15 days in a term – including the risk on missing a public examination: The Governing Board must consider the parental representation; convene a Governors' Disciplinary Committee (GDC) hearing within 15 school days after notification; can uphold or direct reinstatement; and should place its findings on the student's records.

8. Permanent exclusion

- The decision on whether to permanently exclude a student is for the Headteacher to take.
- To allow for a detailed investigation and a period of reflection a student may in the first instance be placed in internal exclusion (EU) whilst evidence is collected.
- The decision to permanently exclude a student should be lawful, reasonable and fair, and take into consideration mitigating circumstances and the 2010 Equality Act.
- When establishing the facts in relation to an exclusion decision the Headteacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Headteacher should accept that something happened if it is more likely that it happened than that it did not happen.
- A decision to exclude a student permanently will be based on:
 - A serious breach, or persistent breaches, of the school's Behaviour for Learning policy; and where allowing the student to remain in the school would seriously harm the education or welfare of the student or other in the school.
- At TPSH the following incidents or offences will normally lead to a permanent exclusion on the conclusion of a detailed investigation which takes into consideration mitigating and aggravating factors. This list is intended to indicate the degree of severity of offences, but it not intended to be exhaustive:
 - Actual or threatened violence against a member of staff
 - Malicious allegations against a member of the school staff
 - Serious act of violence/assault against another student
 - Sexual assault or abuse of a student or member of staff
 - Holding and/or the distribution of child pornography
 - Hacking of the school IT system leading to serious disruption to learning
 - Possession, carrying or intent to supply an illegal drug or legal high
 - Carrying an offensive weapon
 - Multiple fixed-term suspensions for persistent disruptive behaviour
 - Any serious misbehaviour as outlined above.
- When a student is permanently excluded from the school:
 - The Deputy Headteacher for Behaviour will telephone the parent(s)/carer(s) of the decision to permanently exclude their child and explain the reasons why.
 - The Deputy Headteacher will invite the parent(s)/carer(s) to a meeting to allow them to raise any concerns and explain the permanent exclusion process.
 - If the student has a social worker, the Deputy Headteacher will notify the social worker regarding the permanent exclusion.
 - If a student is looked-after then the Assistant Headteacher with responsibility for looked-after children will contact the Virtual School.
 - The Deputy Headteacher will advise the parent(s)/carer(s) that in the first week of the permanent exclusion the Local Authority will arrange to assess their child's needs and how to meet them, arrange a meeting with them to discuss options, and ensure that from the sixth school day suitable full-time education is provided.

- The Deputy Headteacher will advise the parent(s)/carer(s) that it is their responsibility to ensure their child is not present in public areas without reasonable justification during the first five days of the permanent exclusion.
- The Headteacher's PA will send a letter by post and email to parent(s)/carer(s) detailing the reasons for the permanent exclusion. A follow-up telephone call will be made to confirm that the letter and email have been received.
- The Headteacher will notify the Clerk to the Governors and the LEA integration team of the permanent exclusion.
- A Governors' Disciplinary Committee will be established within 15 working days of the permanent exclusion letter being sent out.
- The Clerk to the Governors will co-ordinate and arrange the Governors' Disciplinary Committee meeting in line with the recommended DfE guidance.
- Seven days prior to the Governors Disciplinary Committee meeting the school will send out the relevant paperwork to the parent(s)/carer(s). Where practicable and safe the documents will be hand delivered to the parent(s)/carer(s). If this is not the case, the Headteacher's PA will post the documents and a telephone call and email sent to confirm that the documents have been sent. A follow-up call and email will be sent three days after the documents have been posted to confirm that they have arrived.
- The Governors Disciplinary Committee, Local Authority and if relevant external agency representative (social workers, Virtual School etc.) will all receive the relevant paperwork seven days in advance of the GDC meeting.
- The school will be represented at the GDC by the Headteacher, Deputy Headteacher with responsibility for Behaviour and Attendance and the SENDCo if the student has an EHCP.
- Should a parent wish to appeal a decision to permanently exclude their child, they should contact the Local Authority for details of how to do this.

Withdrawing a Suspension

- In the event that a suspension is withdrawn, the school will immediately make parents and relevant others (e.g. social workers) aware straight away.
- Parent(s)/carer(s) will be offered the opportunity to meet with the Deputy Headteacher to discuss the circumstances that led to the exclusion being cancelled.
- The school will report to the Governing Board once per term on the number of suspensions that have been cancelled. This will include the circumstances and reasons for the cancellation, thus enabling the Governing Board to have appropriate oversight; and
- The student will be allowed back into school.

Cancelling a permanent exclusion

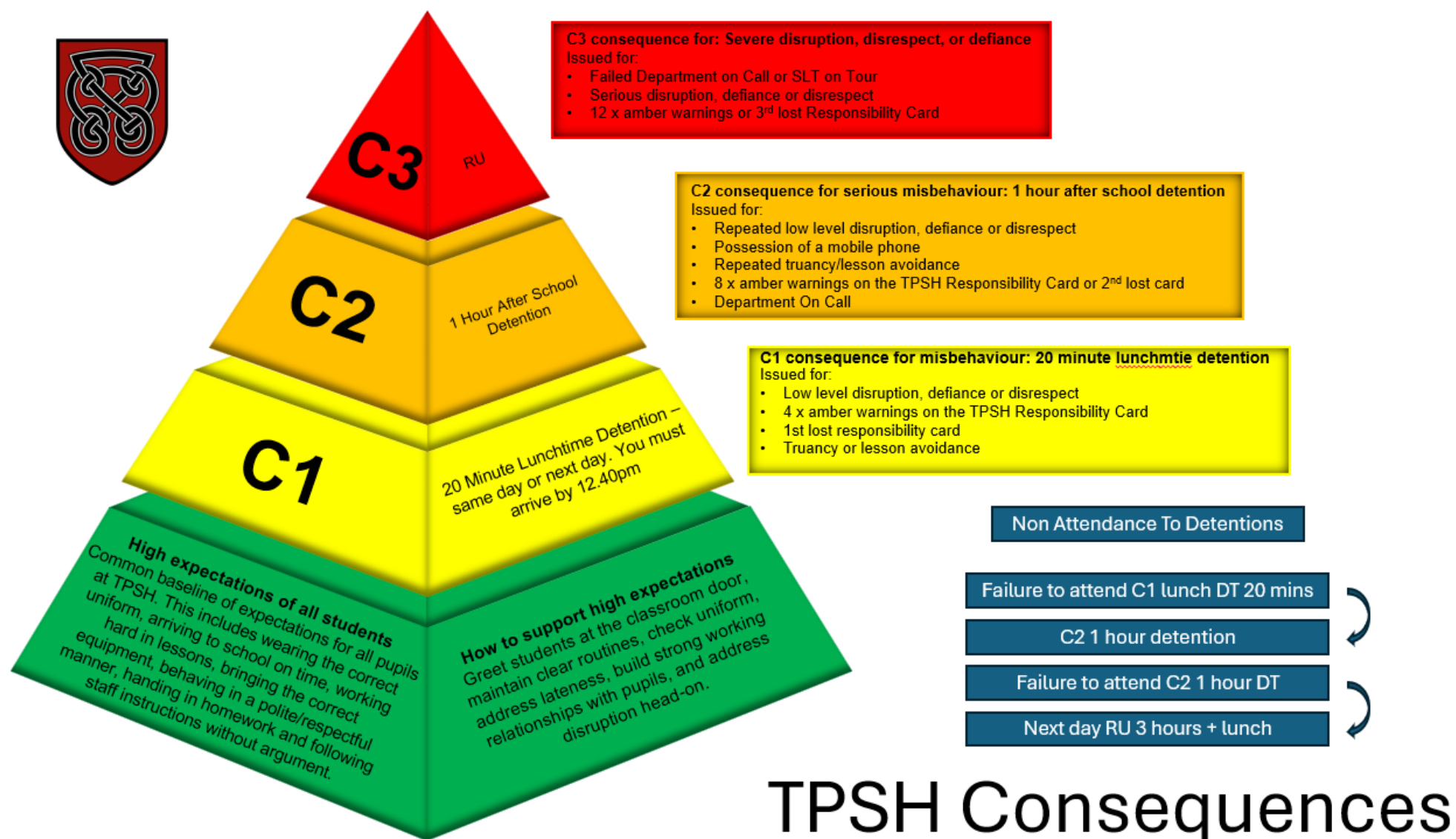
- The Headteacher in the light of new evidence may cancel the permanent exclusion prior to the Governors Disciplinary Committee meeting.
- All relevant parties would be informed of the decision within 24 hours of the decision being made.

Making adjustments for students with additional needs

- Where a student has an identified additional need or an EHCP, the school will make reasonable adjustments within the behaviour management system. The adjustments that need to be made will be agreed as soon as possible after a child joins the school and may take into account information from previous settings, staff and parents. This may be reviewed at an EHCP annual review.
- Students in this bracket are not exempt from the school consequence system and they and their parents should expect that a similar set of rules is applied. Students may have individual behaviour plans drawn up to support our management of their behaviours in school.
- Where the school (and in partnership with parents) have agreed a set of protocols regarding the child, these will be communicated to all staff to help support the behaviour of the child.

- Staff will make reasonable adjustments in their classrooms and around the school site to accommodate the child's needs.
- Where a student and their family have provided medical evidence of a need to use the toilet more regularly than might normally be expected, we can issue the student with a toilet pass to facilitate this. Alongside this there will need to be a meeting to discuss a Health Care Plan to discuss a student's need. This must be used sensibly and not abused or it may be removed.
- Staff may use a Teacher Time Out Card to support dysregulated students in their class. This will usually involve a student being asked to wait directly outside the classroom for a short period before re-entering to restart their learning.
- These adjustments may include, but will not be limited to: time out, 1:1 supervision with learning mentors, small group teaching, subject removal, safe space opportunities, link staff, forward planning with the child before entering class, modified seating plans etc.
- Staff will use the therapeutic thinking approach in their practice to support these and all children. All staff are trained in effective practice in the classroom for students with additional needs but strategies they deploy may not be successful in moderating child behaviour. All staff will be informed as to the agreed approaches for each child.
- Where students with additional needs demonstrate behaviour that is repeatedly difficult or dangerous to themselves or others, despite the intervention of staff and agreed approaches, the student will then be subject to the consequence policy as per other children. A personalised approach for each child with additional needs will be used where possible.
- When a student with additional needs is removed from a classroom, there will be an identified space where the child will be taken. The professional judgement of the staff will determine whether the child returns to class or not.
- Where there are patterns of challenging behaviour emerging, the school will communicate these to parents to inform them and design an agreed approach of how to move forward successfully. This may come in the form of a behaviour plan which will be designed by school and in collaboration with parents and student.
- The school will carry out a reflection session with the student before they attend the next lesson, in an attempt to allow the child to understand the impact of their behaviours and how we can work together to restore a positive attitude to the next lesson.
- Some children may need extra behavioural support during unstructured times of day. There will be safe spaces for the child to be in during unstructured times of the day (break, lunch etc). Students may also meet less familiar adults who are supervising behaviour at these times. We will try to mitigate for this by communicating relevant information to staff and also to give the child strategies to cope with such situations.
- Should it be deemed necessary, a PSP and/or risk reduction plan will be in place for students who demonstrate challenging or dangerous behaviour. This may include the use of reasonable restraint (see linked Restraint policy) by trained members of staff.
- Students with additional needs will be subject to detentions and suspensions/exclusions where reasonable adjustments have already been made. The school may identify alternative procedures for these events and ensure this is communicated to parents and the child.

Appendix 1: The TPSH Consequence System



Appendix 2: SLT on-tour



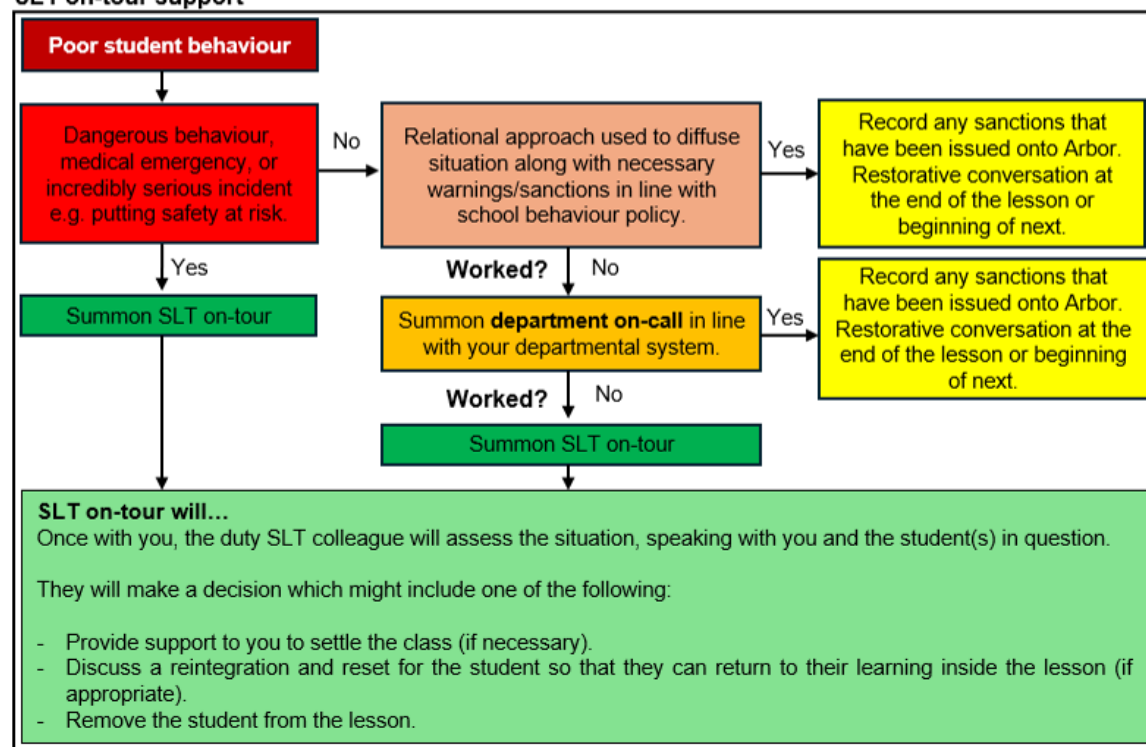
What is SLT on-tour?

SLT on-tour is our school system designed to ensure that an SLT presence/visibility is felt across the school for staff and students. It is a chance for colleagues in SLT to see positive examples of learning/practice, check-in with teachers, support staff, and students, and provide support in situations that require an SLT level response.

Whilst on-tour...

The duty member of SLT will spend a *minimum of 30 minutes* walking the school site. You may see the duty member of SLT on the corridor, or popping into your lesson to check everything is okay. Whilst 'on-tour', SLT colleagues will carry a radio with them so that reception or pastoral colleagues can raise the alarm should a request for support come in. If SLT on-tour is needed to support, an email or trustworthy student should be sent to Reception or the Wellbeing Hub who have a radio to summon SLT. SLT on-tour is not a lesson observation and is used for the sole purpose of supporting staff and students.

SLT on-tour support



SLT on tour hasn't arrived! What do I do?

Sometimes we receive up to five requests for support in an hour. Where the duty SLT colleague is already dealing with an on-tour request, he/she may not be able to reach you immediately. We will make our best endeavours to send another colleague from SLT, however, if this does not occur swiftly enough, support may need to be sought from nearby teachers in the immediate vicinity. We have also included some top tips below to support with the management of difficult classroom situations which may help.

Top tips for dealing with a tricky behaviour situation!

Occasionally, we all face tricky behaviour situations where support is required in our classroom. Below are some top tips that might support you in dealing with these situations.

1. **Try to remain calm:** It's hard sometimes not to take a student's behaviour personally, particularly when we are all working so hard. If, however, you can remain calm and de-personalise these tricky situations resisting the urge to publicly berate the student, you are more likely to preserve the teacher-student working relationship moving forward.
2. **Try to 'connect before you correct':** As we know, teenagers are dealing with lots of emotions. This means that they take things personally and sometimes find it hard to regulate. Try to 'put some credit in the bank' by connecting with them on a personal level e.g. How was your weekend? so that when you are faced with a tricky situation you can draw on some of the credit you've already deposited.
3. **Try to give students a choice:** The best relational teachers avoid backing students into a corner. Instead, they offer two acceptable paths that are both wins for the classroom environment. For example; 'You can either complete the task at your desk now, or you can work in Mr. Smith's classroom and catch up later. Which is going to be best for you?'

Appendix 3: The TPSH Responsibility Card

L = Late to lesson or <u>form</u> U = Uniform B = Unruly Behaviour F = Foul language J = Jewellery Li = Littering E = Eating/drinking in corridor C = Same Cubicle Amber Warnings: 4 = C1 (20-minute lunchtime detention) 8 = C2 (60-minute after-school detention) 12 = C3 (90-minute SLT detention) 16 = RU					
Date & Time	Infringement code	Staff initials	Date & Time	Infringement code	Staff initials
1.			9.		
2.			10.		
3.			11.		
4.			12.		
Date of C1 detention (20-minute lunchtime):			Date of SLT detention (90-minute after school):		
Date & Time	Infringement code	Staff initials	Date & Time	Infringement code	Staff initials
5.			13.		
6.			14.		
7.			15.		
8.			16.		
Date of C2 detention (60-minute after school):			Date of Reflection Unit time:		
Name and Form x4		Name and Form x8		Name and Form x12	

In line with our Behaviour Leadership Policy, Amber Warnings can be issued for...

Uniform infringements

Shirt untucked, skirt rolled, tie worn incorrectly or not at all, incorrect footwear, missing item of uniform, jewellery, excessive make-up, dyed hair, non-regulation haircut, fake/acrylic nails, fake eyelashes, coat/hoodie worn inside etc.

Eating/Drinking

Chewing gum, taking food out of the café eating outside a designated eating area, eating in the corridor etc.

Standards infringements

Lateness to lessons, littering, swearing or using foul language, poor corridor behaviour, missing equipment or PE kit, and unruly behaviour etc.

Our Values:

Responsibility, Respect, and Resilience

Our Vision:

Excellence in education, for every young person, every day

IF FOUND, PLEASE RETURN TO THE PRIORY SCHOOL, HITCHIN OR PLACE IN THE COLLECTION BOXES AROUND SCHOOL.



TPSH Responsibility Card

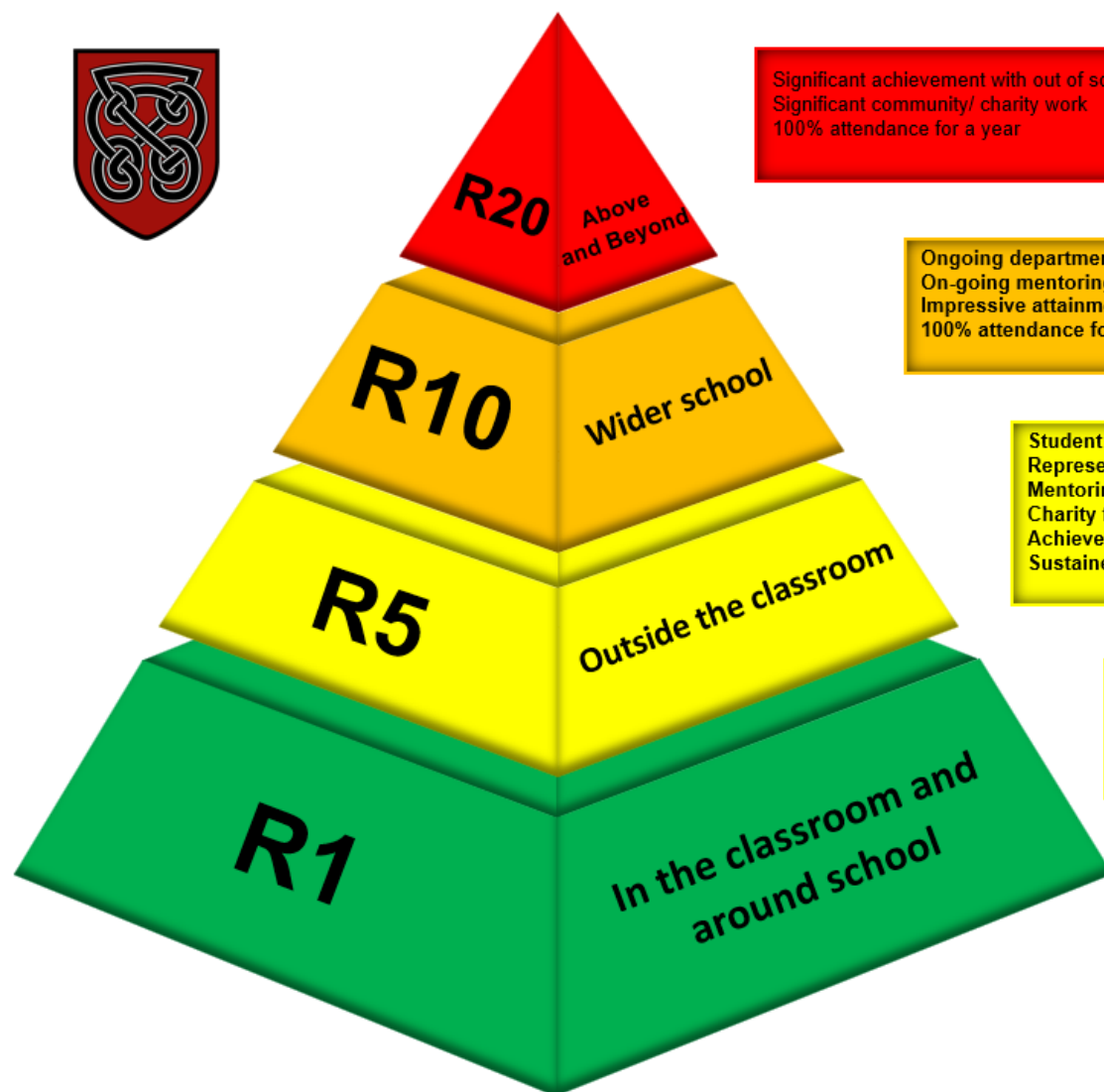
This card is used to reward students who show excellence in their education, every day. The aim is to keep your card blank (i.e. no amber warnings) so that you can be entered into our prize draw at the end of each term. Good luck!

Name:	
Form:	
Date:	

Amber warnings are used to record minor infringements. They are a warning, not a sanction. Students will only receive a sanction if they receive four or more warnings over the course of a school term. At the end of each term, blank cards are collected and entered into our prize draw. A new card is issued at the beginning of each term.

THIS CARD MUST BE CARRIED AT ALL TIMES AND PRESENTED TO STAFF UPON REQUEST. FAILURE TO DO SO WILL RESULT IN A DETENTION.

Appendix 4 - The TPSH Reward System



Significant achievement with out of school activities
Significant community/ charity work
100% attendance for a year

Significant contribution to a whole school event
Achievement in challenges e.g. DofE Silver/Gold

Ongoing department support
On-going mentoring/supporting another student
Impressive attainment/ progress
100% attendance for ½ term

Head's effort letter in Progress Check
Leading fundraising
Achievement in challenges e.g. DofE bronze

Student leadership
Represent the school in a team
Mentoring/ supporting another student
Charity fundraising participant
Achievement in challenges e.g. maths challenge
Sustained high quality classwork

Represent the school at events
Consistently attending a club
Supporting a teacher/department
Looking after the school environment
100% attendance for 3 weeks

Working at target
Excellent piece of homework
Putting in additional effort, over class expectations.

Excellent piece of class work
Being helpful to others
Keeping going!

TPSH Rewards