Torquay Girls' Grammar School

Behaviour Policy

Policy Information	
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1. Aims

The school intent at Torquay Girls' Grammar School is to equip students with the academic qualifications, character skills and self-esteem to lead long, healthy and happy lives. This intent is reflected in our behaviour policy; we believe that effective discipline and outstanding behaviour and attitudes are essential to safeguard pupil welfare and to promote their learning and wellbeing. Clear rules, boundaries, high expectations and appropriate sanctions help to create a calm and safe environment and enable all students to flourish and to be prepared for the wider world. We expect all members of the TGGS school community to be respectful, resilient, and reflective in their attitude towards learning and the school environment. The personal conduct of our learners will always be respectful to each other, to members of staff, and visitors to the school.

At TGGS, we commend excellent behaviour and attitudes and our house system and positions of leadership provide opportunities for students to act as positive role models within the school community. We use both general and targeted interventions to support students to meet behaviour standards and adopt a whole school approach to restorative practices which is underpinned by the TGGS Behaviour Charter (Appendix 3). Students are expected to take full responsibility for their actions and are supported to understand the consequences of their behaviour.

This policy aims to:

- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including child on child abuse, bullying and discrimination.
- Outline how pupils at TGGS are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards which commend students for excellent behaviour and attitudes.
- Outline our sanctions for behaviour that does not conform to the expectations outlined in this policy and the TGGS Behaviour Charter.

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- School suspensions and permanent exclusions
- Searching, screening and confiscation at school
- Children & Families Act 2014
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Exclusions from maintained schools, academies and pupil referral units in England
- Supporting pupils with medical conditions at school
- Sexual violence and sexual harassment between children in schools and colleges
- What is child on child abuse
- Mental Health and Behaviour in Schools

- Guidance Behaviour in Schools - September 2022
- Low level disruption in schools- September 2014

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.

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

This policy should be read in conjunction with Exclusion and Suspensions Policy, Anti-Bullying Policy, Safeguarding Policy and Parental Conduct Policy which can be found on the TGGS Website.

This policy applies to all members of the school community.

3. Definitions

Level 1 Misbehaviour is defined as: inappropriate behaviour that does not conform to the expectations of the TGGS Behaviour Charter.

For example:

- Low level disruption in class or tutor time that continues after an initial warning is recorded.
- Speaking over the teacher and/or other students after an initial warning is recorded.
- Queue jumping/pushing in the Dining Hall at break and lunchtime.
- Displaying isolated examples of poor behaviour between lessons, and at break and lunchtimes.
- Dropping litter on the school site after an initial warning is recorded.
- Eating and drinking in non-designated areas at break and lunchtimes after an initial warning is recorded.
- Phone use that isn't in line with our mobile phone policy.
- Non-completion of homework after an initial warning is recorded.
- Poor engagement with classroom learning after an initial warning is recorded.
- Poor attitude to learning, i.e not having correct equipment after an initial warning.
- Incorrect uniform including jewellery after an initial warning is recorded.
- Isolated incidents of inappropriate behaviour when travelling to and from school and at the start or end of the school day.
- Isolated incidents of inappropriate behaviour when participating in a school organised trip.
- Lateness to lessons and/or tutor times more than once in a week without a valid reason.
- Being deliberately unkind (without any provocation) to peers in an isolated incident.
- Language being used that is inappropriate in the school setting

Please note that this is not an exhaustive list.

Level 2 misbehaviour is defined as: Incidents of behaviour that are not isolated and/or more serious misbehaviour that has a negative impact in school or in the wider community.

For example:

- Repeated breaches of the school mobile phone policy.
- Using offensive language either written or verbally (including via smart devices) or rude gestures.
- Intimidating behaviour towards other students including at times outside of the school day and including via online platforms.
- Refusal to follow the instruction of a member of staff.
- Non-attendance to a lunchtime detention.
- Leaving a lesson without permission.
- Truanting from a lesson.
- Multiple incidents or an isolated but serious incident of inappropriate behaviour when travelling to and from school and at the start or end of the school day.
- Receiving more than 1 detention in a week.

Please note that this is not an exhaustive list.

L3 serious misbehaviour

This type of behaviour may impact the safety & wellbeing of persons and/or cause damage to the school environment. This behaviour may bring the reputation of the school into disrepute. It may also be criminal in nature and require intervention from outside agencies.

Serious misbehaviour also includes the continual disruption of the learning of other students in, school and/or behaviour that is impacting the ability of other students to learn and thrive in a supportive environment, despite intervention to support de-escalation.

We will follow all safeguarding policies and procedures as student safety is paramount at all times.

For example:

- Persistent disruption to the learning in lessons.
- Persistent breaches of the school Behaviour Charter.
- Persistent truancy that is impacting the wider school community.
- Persistent lateness causing a disruption to the learning of others.
- Leaving school grounds without permission from a member of staff.
- Verbal swearing at a member of staff in school.
- Non-attendance to an afterschool detention.
- Repeated refusal to follow the instructions of school staff.
- Defacing any part of the school property including the toilets and any school equipment.
- A serious breach of the mobile phone policy.
- Posting any offensive content about other students and/or staff, including online.
- Any form of bullying including cyberbullying, prejudice based and discriminatory bullying against students and/or staff.
- Any form of Child-on-Child abuse which can take many forms including physical and sexual abuse, off and online bullying, abuse in intimate relationships, emotional harm.
- Acts of physical violence against peers and/or members of staff.
- Threats of physical violence against peers and/or members of staff.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, also a form of child-on-child abuse meaning unwanted conduct of a sexual nature, such as:

    - Sexual comments.
    - Sexual jokes or taunting.
    - Physical behaviour like interfering with clothes.
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), consensual or non- consensual sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Causing someone to engage in sexual activity without consent.
- Upskirting.
- Initiation/hazing type violence and rituals.
- Acts of vandalism or deliberate damage of the school site (including the toilets), teaching rooms and teaching and learning resources and equipment.
- Committing acts of arson whilst on the school premises and the immediate vicinity.
- Theft.
- Fighting.
- Smoking or vaping on the school premises.
- Racist, sexist, homophobic, biphobic, transphobic or discriminatory behaviour towards peers or staff.
- Possession of any prohibited items. These are:
    Knives, blades or weapons.
    Alcohol.
    Illegal drugs.
    Stolen items.
    Tobacco and cigarette papers and vaping fluid and vapes.
    Fireworks.
    Pornographic images.
    Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
- Taking drugs and/or selling drugs on the school premises.
- Drinking alcohol on the school premises.
- Malicious allegations against peers and/or school staff.
- Any action that brings the reputation of the school into disrepute including when outside school and through online platforms, for example social media platforms.
- **The sanctions outlined in the policy applies to most incidents most of the time, but we may choose a different course of action depending upon the individual circumstances. We maintain the right to deviate from the policy if appropriate.**

Please note that this is not an exhaustive list.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult to defend against.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of Violence
Prejudice-based and discriminatory against people with particular characteristics, including but not limited to: • Racial • Faith-based • Gendered (sexist) • Homophobic/ Biphobic • Transphobic • Disability-based	Taunts, using derogatory language, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching. This also applies to any sexual harassment which is online including the soliciting and/or sharing of nude, semi-nude images and videos
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, (including outside of school hours) such as through social networking and social media sites, messaging apps or gaming sites. This also applies when it is directed against members of school staff.

5. Roles and responsibilities

5.1 The Trustees

The trustees are responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher responsible for behaviour and attitudes to account for its implementation. Trustees will ensure that they receive their own relevant training on suspensions, exclusions, behaviour and discipline and will understand our data, our patterns, and how we monitor and support vulnerable groups.

5.2 The Headteacher

The Headteacher is responsible to the trustees for reviewing and approving this behaviour policy. The Headteacher, with support from the Senior Leadership Team, will ensure that the school

environment encourages positive behaviour and allows children to thrive and learn, and that staff deal effectively with poor behaviour in accordance with this policy. There will be close monitoring of how staff implement this policy to ensure rewards and sanctions are applied consistently as well as staff training to support implementation of the behaviour policy and expectations.

5.3 Staff

All staff are responsible for ensuring that pupils can learn and thrive in a safe environment by:

- Clearly communicating the contents of this policy to all pupils and parents, ensuring that expectations are transparent, consistent, fair, proportionate and predictable.
- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach and making reasonable adjustments in accordance with the specific SEND, behavioural needs and/or additional challenges and vulnerabilities of particular pupils.
- Praising students for good behaviour and using Arbor to record house points.
- Recording behaviour incidents on Arbor according to the level of misbehaviour.
- Focusing on de-escalation and preventative strategies where possible. In particular we train staff in good de-escalation strategies as outlined in Appendix 5 – our 'de-escalation dozen' – launching in Sep 26.
- Communicating (as appropriate) with staff to share information regarding good behaviour or poor behaviour.
- Communicating (as appropriate) with parents/guardians to share information regarding good behaviour or poor behaviour.
- Engaging in restorative practice as a follow up to behavioural incident where appropriate.
- Communicating any safeguarding concerns to a member of the safeguarding team.
- Engaging with and attending all training and development sessions to continually improve behaviour management and learn from best practice.
- Identifying pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and putting in place general and targeted interventions to improve pupil behaviour and provide support. This could include:
    - more frequent engagement with parents;
    - home visits;
    - mentoring and coaching;
    - report cards;
    - time in a pupil support unit;
    - engaging with local partners and agencies to address specific challenges;
    - consideration of whether a multi-agency assessment is required
    - designing an Individual Behaviour Plan and/or Pastoral Support Plan with set targets and support strategies embedded within.

Members of the pastoral team and the senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct and the TGGS Behaviour Charter.
- Sign the Home Parent Agreement annually.

- Work with TGGS in support of their child's learning, including ensuring their child attends the school on time, appropriately dressed, fed, rested and equipped.
- Inform the school of any challenging behaviour exhibited at home, special educational needs or changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the tutor, class teacher, and/or Head of Year promptly.
- Attend virtual or in-person intervention meetings if requested by the school.
- Attend virtual or in-person reintegration meetings after suspensions.
- Follow the Parental Code of Conduct.

6. Pupil Code of Conduct

We expect all learners to engage with the TGGS Behaviour Charter and to report behaviour that does not conform to the expectations outlined in the charter.

Pupils are expected to:

- Behave in an orderly and self-controlled way including during break and lunchtimes.
- Address all staff in a courteous manner.
- Follow the reasonable instructions of all staff.
- Be polite and supportive to each other.
- Engage with the learning tasks during lessons and tutor time registration periods.
- In class, contribute through appropriate behaviour to an environment conducive to learning for all pupils.
- Show resilience when faced with challenges.
- Be punctual to all lessons and tutor time registration.
- Be fully equipped for all lessons (including Physical Education).
- Take pride in schoolwork as evidenced in class books.
- Wear the correct uniform including acceptable jewellery.
- Remain on the school site unless being collected by a parent/guardian.
- Follow the mobile phone policy.
- Move around the school respectfully, being mindful not to disturb the learning of others.
- Walk on the left-hand side of the school corridors during changeover busy periods.
- Line up when queuing for food at break and lunchtime.
- Dispose of all rubbish in the designated waste bins throughout the school day.
- Be silent when assemblies are being held.
- Keep the form room tidy.
- Eat only in the designated areas in school
- Be silent and follow staff instructions when the fire alarm is signalled.
- Treat the school buildings and school property with respect.
- Accept sanctions when given.
- Use the appropriate forums of student council representatives and key stage leaders if they want to raise any concerns with the Senior Leadership Team.

Pupils will specifically be taught the expectations of the Behaviour Charter at TGGS and the different levels of misconduct. We explicitly teach the children to be upstanders rather than bystanders and this is delivered via our PSHE programme, tutorial programme and assemblies. Pupils who start mid

phase will have an induction that includes the behaviour curriculum. Our PSHE programme also includes a focus upon mental health, equality, diversity and inclusion which supports students to follow the TGGS Behaviour Charter.

7. Rewards and sanctions

In our school we have a culture of respect, inclusion and positivity which fosters a safe environment for all members of the school community. We commend excellent behaviour and attitudes and ensure that poor behaviour and attitudes to learning is addressed in a consistent, transparent, and equitable manner.

When considering whether a sanction is reasonable, we will always consider if it is proportionate in the circumstances of the case and the relevance of any special circumstances including SEND, disability, safeguarding, religious requirements and the pupil's age.

The particular level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstance (with reference to Level 1, Level 2 and Level 3 misconduct, outlined above). A response to behaviour may have various purposes including deterrence, protection and/or improvement.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise (verbal or written).
- House Points.
- Post cards or phone calls home to parents.
- Certificates of commendation.
- Invitation to hot chocolate mornings with the Headteacher.
- Entrance into a prize draw.

Students who are displaying examples of excellent behaviour and attitudes through developing their character skills, engaging with the school values and/or supporting the school and the wider community will be rewarded with house points.

The character skills are based upon the skills builder partnership and include:

- Teamwork.
- Leading.
- Listening.
- Presenting.
- Creativity.
- Problem Solving.
- Aiming High.

The school values which students and staff have endorsed include:

- Kindness.
- Open-mindedness.
- Respect.

- Reflection.
- Resilience.

Staff will award house points on Arbor in accordance with below:

1 house point to be awarded when a student displays excellent behaviour that reflect the desired character traits and/or school values

3 house points to be awarded to students who are actively modelling excellent behaviour and attitudes within school, for example, involvement in school leadership including leading the learning in the classroom, and/or house events, leading school tours or open events

5 house points to be awarded to students who act as excellent ambassadors for the school by representing the school in the wider community, for example sporting events, supporting Imprezza, debating competitions, SWAT events etc.....

How we recognise outstanding achievement:

Student reaches 100 house points.

Bronze certificate awarded in a Head of Year Assembly

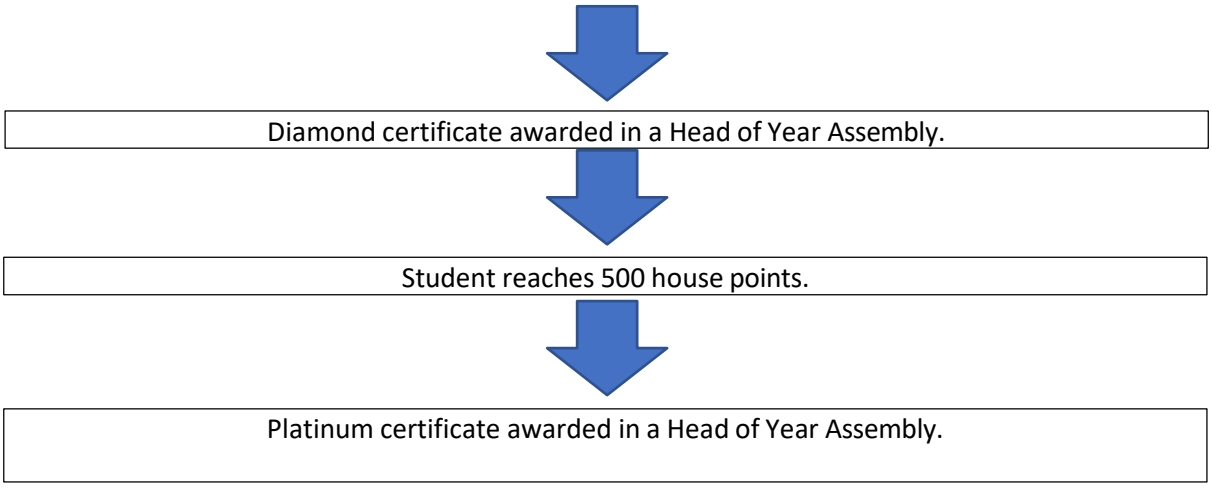
Student reaches 200 house points.

Silver certificate awarded in a Head of Year Assembly.

Student reaches 300 house points.

Gold certificate awarded in a Head of Year Assembly.

Student reaches 400 house points.



7.2 Levels of poor behaviour and sanctions

Where a pupil's conduct falls below the standard which could reasonably be expected of them, the first priority will be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising. These may include using a warning system.

TGGS will impose sanctions in response to pupil misconduct. All sanctions will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the pupil's age, any special educational needs or disability and any religious requirements.

The particular level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. The level of sanction will usually follow the indicative sanctions for the three levels of misbehaviour as outlined below. However, sanctions are not limited to those outlined below and will be determined on an individual basis depending on the circumstances of the pupil misbehaviour.

Warning System

If appropriate in the circumstances, students will be given a verbal warning with an opportunity to change their behaviour. Students will then be told that if they do not adapt their behaviour, they will be given a negative mark on Arbor. This will appear as a warning. We expect the students to engage in some restorative work with the teacher when appropriate.

Level 1 Misbehaviour: indicative sanctions

Sanction: Detention at lunchtime which must be recorded on Arbor

Students with SEND may need to sit the detention in a separate room.

With lunchtime detentions, staff must allow 15 minutes for students to eat, drink and use the toilet.

Level 2 Misbehaviour: indicative sanctions

Sanction: After school detention- this must be recorded on Arbor.

Any member of teaching staff and/or the Pastoral Team can issue a Level 2 after school detention.

Depending upon the misconduct, students may be asked to undertake a school-based community service. The student may then be put on a behaviour and/or subject report. The student may also lose privileges for example leadership positions.

During the detention there will be time for reflection in line with our restorative practice. Students will need to hand their mobile phone to the member of staff leading the afterschool detention.

Parents/carers will be informed that their child has received an afterschool detention and there will be 48 hours prior notice of the afterschool detention. Parents will then need to ensure that appropriate, alternative travel arrangements can be made if the student catches the school buses and/or trains.

Parents must support their child to attend the afterschool detention. Students who do not attend will have the sanction increased to a Level 3.

Level 3: indicative sanctions

L3 –Removal from the classroom environment – see 8.3 for more detail.

If the behaviour is another type of level 3 behaviour, parents will be contacted by a member of staff which could include the Safeguarding Team, pastoral staff, or a member of the Senior Leadership Team.
A member of the school staff will also meet with the student and discuss the incident, providing the student with an opportunity to give their account of what happened.

The Headteacher or Deputy Headteacher may use one or more of the following sanctions in response to serious misbehaviour:

- After school detention- these can be set for any school day, weekends during term time or non-teaching days;
- School based community service;
- Repeating unsatisfactory work until it meets the required standard;
- Writing an apology;
- Forbidding the student to go on school trips;
- Forfeit the deposits paid on any school trips.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or other extra-curricular events such as Sports' Day, house shout, Challenge Days or prom;
- Removal from a class or groups and/or zoning;
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring;
- Internal isolation within school. Students who are isolated will need to stay in school until 4pm. Alternative travel arrangements must be arranged by the parents/carers.
- Suspension;
- Education off-site for a designated period / looking into alternative provision / off-site directions;
- Permanent exclusion

Level 3 incidents can have safeguarding implications. School staff will follow the child protection policy and outside agencies will be involved where appropriate to ensure that the student is safeguarded.
When a Level 3 sanction is being considered, school staff may need to undertake a risk assessment (see appendix 2).

The school operates a **Behaviour Escalation and Support Framework** which outlines the graduated sequence of consequences, support, mentoring and review processes that accompany Levels 1, 2 and 3 behaviour incidents.

7.3 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate.
- Considered.
- Supportive.
- Decided on a case-by-case basis.

Sanctions for sexual harassment and violence will be decided by the Headteacher/Deputy and may

include:

- Afterschool detention.
- Internal isolation.
- Not being permitted to go on school trips.
- Suspension.
- Permanent exclusion.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report.
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally.
  - Refer to early help.
  - Make a MASH referral.
  - Refer to children's social care and/or LADO.
  - Report to the police.

Child on child abuse which includes sexual assault and violence will always result in a multi-agency response.

Where an incident involves nudes, staff must report this to the safeguarding team who will follow the guidance outlined in KCSIE. The UK Council for Internet Safety also provides a toolkit for schools with strategies for understanding and managing online risks.

Please refer to our Child Protection & Safeguarding policy for more information: www.tggsacademy.org/tggs_policies.

In cases of child-on-child abuse, a risk assessment will be carried out to safeguard and support both the victim and the perpetrator. Each incident will be treated and assessed on a case-by-case basis.

Disciplinary action can be authorised even when police investigations or other social care inquiries are taking place.

7.4 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips).
- Travelling to or from school.
- In the paddock area before the start of the school day and at the end of the school day.
- Wearing school uniform.
- In any other way identifiable as a pupil of our school.
- On social media platforms.

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil, member of staff or member of the public.
- Could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.5 Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school's designated safeguarding lead (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

Behaviour management is the responsibility of all staff at TGGS; we regularly train staff to ensure that they are all aware of the school's behaviour expectations for our learners. All staff must follow the policy consistently to ensure equality and inclusion for all. Staff will use strategies to support de-escalation.

8.1 Classroom management

Teaching and support staff play an important role in developing a calm, positive, structured and safe environment for all pupils and for setting the tone and context for positive behaviour within the school environment. Staff will help to establish clear boundaries of appropriate pupil behaviour and always challenge them if they do not follow the school rules and expectations.

Where appropriate staff should consider any contributing factors that may have led to the misbehaviour including ACEs, SEMH, SEND needs or if the pupil has been bullied, subject to criminal exploitation or facing personal challenges at home.

They will:

- Always follow the school's behaviour and anti- bullying policy
- Remind students of the TGGS Behaviour Charter expectations.
- Use consistent and clear language when praising positive behaviour and addressing misbehaviour.
- Tell students clearly that this is their verbal or written warning and if they fail to comply then the next step is to apply the sanction according to the behaviour policy.
- Consistently apply the school mobile phone policy.
- Consider the needs of SEND students, for example, triggers for poor behaviour.

- Develop a positive and professional relationship with pupils, which may include:
  - Greeting the students warmly at the start of the school day and/or lessons.
  - Establishing clear routines.

- Communicating expectations of behaviour in ways other than verbally.
- Highlighting and promoting good behaviour.
- Concluding the day positively and starting the next day afresh.
- Having a plan for dealing with low-level disruption.
- Using positive reinforcement.
- Engage in restorative practice as a follow-up to behavioural incidents.
- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Encourage a growth mindset attitude in the classroom.
- Not displaying student grades to the whole class and/or discussing individual student grades in a whole class setting.
- Undertaking break duties to support behaviour expectations within school.

8.2 Physical restraint

- In some circumstances, staff may use reasonable force to restrain a pupil to prevent them from causing disorder, hurting themselves or others, or damaging property. Staff must always consider risks and take into account any specific vulnerabilities of the students, including SEND, mental health needs or medical conditions.

For example:

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- To prevent a pupil leaving and/or entering the classroom where doing so would risk their safety and/or lead to behaviour that disrupts the learning of others.
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- To restrain a pupil at risk of harming themselves through physical outbursts.

Incidents of physical restraint must:

- **Always be used as a last resort.**
- Be applied using the minimum amount of force 'no more force than is needed' and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

8.3 Removal from the classroom

Serious misbehaviour also includes the continual disruption of the learning of other students despite intervention. This behaviour is impacting the ability of other students to learn and thrive in a supportive environment.

Removing a pupil from the classroom is a serious sanction that should only be used as a last resort after other behaviour management strategies have been attempted.

If the pupil's behaviour is disrupting the learning environment and the class teacher has already recorded a negative mark and a lunchtime detention, the member of staff will use the Notify system

and the student will be collected by a member of the pastoral team. The teacher will use notify in the first instance if the student's behaviour is posing a risk to their own safety and/or the safety of others. For example, if a student is not following instructions to keep them safe and maintain the orderly running of the school, then the student would be taken out of circulation immediately.

The student will be collected by a member of staff and they will be taken to the reset room. If the student has been removed from the lesson this will be logged on Arbor. The parents will then be notified via Arbor that a removal from lesson has occurred rather than contacted on phone.

The reset room will allow students to continue with their learning without disrupting the learning of others. The reset room will be staffed by members of the Senior Leadership team, pastoral staff and other teaching staff.

Student who are sent to the reset room will be expected to complete the work that has been set by the class teacher or follow online learning. Students will be also be given time to reset and reflect with support from a supervising member of staff, with the aim of returning to the classroom environment. As part of the reflection, there will be an opportunity for the student to give their account of what happened. If the student is then able to re-set after a period of reflection they can return to their lessons. If the student is not able to return to lessons and needs to spend a longer period of time in the reset room, the Headteacher must be informed. Parents will also be contacted to communicate that their child has been removed from their lessons for serious disciplinary reasons.

Students who have been removed from the classroom will meet with a member of the pastoral to ensure that support is provided to minimise the likelihood of the student being removed from the classroom in the future. The class teacher should arrange to meet the student, if possible, before the next lesson, to support restorative practice when appropriate. For students with SEND, it may be appropriate for them to meet with their trusted adult.

Removing students from the classroom to the reset room is a sanction which differs from those students who need to access support from the pastoral team. Students with time out cards will be supported by an appropriate member of staff.

8.4 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

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

Headteachers and authorised staff may also use such force as is reasonable to conduct a search without consent for knives, blades, weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they suspect can be used to commit an offence or cause harm. Force may not be used to search for other items banned.

If a member of staff searches a pupil for an electronic device, including mobile phones, they can examine these if there is a good reason to suspect the device has been or is likely to be used to commit an offence or cause personal harm to a person or school property. The search should follow

the guidance set out in section 15 of the DfE's latest guidance on searching, screening and confiscation.

The teacher who conducts the search must be of the same sex as the pupil and there must be another member of staff present. The pupil must not be asked to remove clothing, except for outer clothing, for example a coat, blazer, or jumper.

If staff are going to use reasonable force, they should consider the impact of any SEN, disabilities, mental health challenges or other medical conditions.

8.5 The Equality Act and Pupil support

The school recognises its legal duty under the Equality Act 2010 and the Children and Families Act 2014 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated with reasonable adjustments to policies, practice and criteria to cater to the needs of the pupil.

The school's SENDCo will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

At TGGS we recognise some pupils with SEND may require a different approach. If this is the case, a personalised approach will be taken which includes strategies to support the student with behaviour. The graduated response will always guide the response of the school to ensure that support is reviewed, and adjustments are made, if appropriate. A student's provision plan or equivalent support document may be reviewed and updated with appropriate support strategies.

If a pupil has an ECHP, the provision in the EHCP will be implemented and the school will cooperate with the local authority and other bodies as appropriate. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

We will predict likely triggers of misbehaviour and put in place supportive measure to help prevent this. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

For example, this could include planned breaks for students, uniform expectations being adjusted for students with sensory needs. Staff will always consider if a pupils SEND has contributed to their misbehaviour before sanctioning the pupil.

Alternative arrangements for sanctions may be considered if the disability or SEN has affected a pupil's behaviour. The SENDCo will liaise with the Head of Behaviour to determine an appropriate alternative sanction. Alternative sanctions will also be considered if the sanctions outlined in the policy may have a detrimental impact on particular pupils, for example vulnerable students, looked after children, previously looked after children, those who have experienced ACEs, young carers and students with SEN and disabilities.

School staff should not issue an afterschool detention if there is any concern that it could be harmful for the student, if the pupil has caring responsibilities or if it clashes with a medical appointment. If there is any doubt, then the staff member must contact the Head of Year.

In **all** cases, regardless of whether or not the pupil has underlying needs, we will balance the interests and safety of the individual pupil against the safety of the whole school community, maintaining an environment where students can thrive and learn.

Analysis of behaviour data will also consider if the most serious sanctions of internal isolation, suspension or exclusion are having a disproportionate impact upon student sharing particular protected characteristics.

8.6 Safeguarding

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

If there are serious concerns about the behaviour of a student then we will refer to the Designated Safeguarding Lead who may decide to seek an early help assessment, multi-agency support or a statutory assessment. We will also consider if the child's mental health and possible unmet need(s) is having an impact upon their behaviour. If this is suspected then we will consult with the SENDCo, pastoral team and DSL. We will always try to engage with external agencies and professionals, eg. educational psychologists, local authority SEND team and CAMHs when students with SEND are involved in significant behavioural incidents.

9. Supporting students

After sanctions have been applied, we will use restorative practice to support students to comply with our expectations of behaviour. Interventions will be holistic, supporting the mental and physical wellbeing of the students. The school will adopt a range of targeted and universal strategies for example:

- A meeting with the Head of Year or teacher to allow the students to reflect upon their behaviour.
- Asking school staff to provide feedback upon the progress and the attitude to learning of the student.
- An action plan to support the student to avoid repeating the behaviour.
- A behaviour report.
- Pastoral support plans.
- Engagement with parents via phone calls and/or face to face meetings.
- Reintegration meetings with the parents and Deputy Head/Headteacher if the student has been suspended.
- Reintegration meeting with the Head of Year and possibly classroom teacher if the student has been internally isolated
- A letter of apology.
- School community service.
- Offer school counselling

- Work with other local agencies to support students with specific difficulties for example, oppositional defiance, anger, social skills.
- The safeguarding team may investigate if there are other factors outside of school which are impacting the student.
- To ensure behaviour is continually monitored the Deputy Head of Behaviour will meet regularly with the Heads of Year, the Safeguarding team, the Attendance Officer and the SENDCo to ensure that the right support is in place for students identified as a concern.
- Information relating to student support plans will be communicated to the appropriate staff.
- A student's SEND needs and personal circumstances will always be considered when sanctions are applied.

10. Training

All staff are provided with training on managing behaviour, as part of their induction process.

Behaviour management will also form part of continuing professional development and builds upon supporting positive relationships with students and restorative practice. This will include training on how certain special educational needs, disabilities or mental health challenges can at times affect a pupil's behaviour. There will be specific training for staff in understanding conditions such as autism and the triggers that can cause the student to not engage with the required behaviour expectations.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and trustees annually. At each review, the policy will be approved by the headteacher. There will also be regular analysis of behaviour incidents to identify any patterns/trends with a specific focus upon the protected characteristics, the equality objectives of the school and the Equality Act 2010. The data analysis will help to inform future actions.

Parents/carers will be sent a copy of the School's Behaviour Policy annually with any updates communicated.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and Exclusions policy.
- Child protection and safeguarding policy.
- Managing allegations against staff.
- SEND policy.
- Mobile phone policy.
- Anti-bullying policy.
- Equality Policy.
- Parental Conduct Policy and parent/carer home agreement.

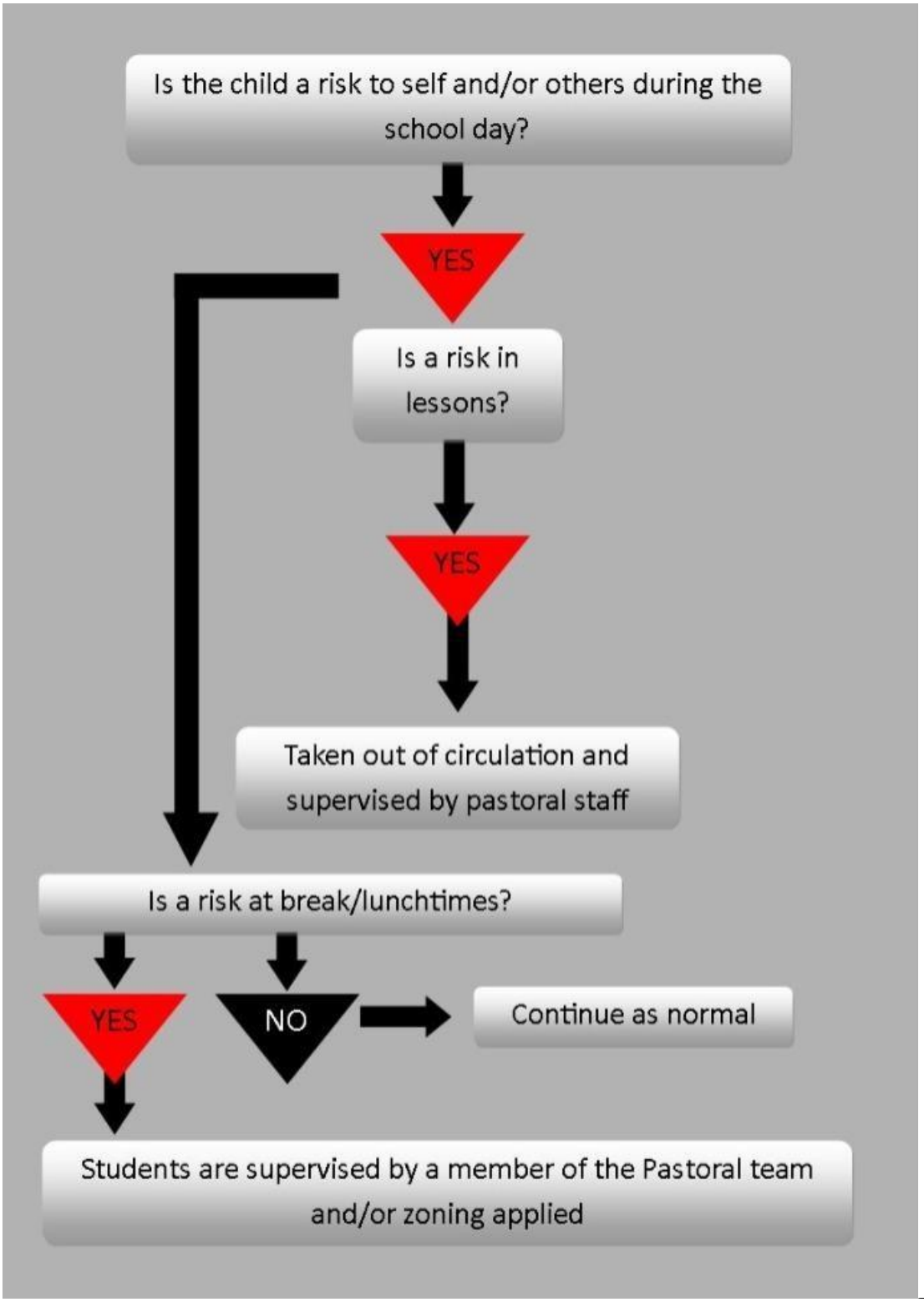
Appendix 1: Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions, and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- Staff understand that the behaviour policy can be adjusted for some learners in accordance with the Equality Act.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and suspensions.
- The Headteacher and the Deputy Headteacher can use the serious sanctions of suspension or permanent exclusion in the case of level 3 incidents or if other sanctions and interventions have had no impact upon improving the behaviour of the student.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The trustee board also emphasises that harassment, unreasonable demands, violence or threatening behaviour will not be tolerated in any circumstances- see the Parental Conduct Policy.

This written statement of behaviour principles is reviewed and approved by the trustees annually.

Appendix 2 – Risk Assessment Flow Chart



Appendix 3 – TGGS Behaviour Charter

TGGS
BEHAVIOUR CHARTER

Respect your peers, school staff and the school environment

Follow the school rules both inside and outside of the classroom, be a positive ambassador for TGGS

Show **Kindness** and be supportive to each other; always be an upstander and never a bystander

Be **Open Minded** and ready to learn, be intellectually curious and celebrate diversity

Reflect upon your learning and your wider personal development

Be **Resilient** when facing challenges, embrace failure and don't give up

AUDE SAPERE

Appendix 4 – De-escalation behaviour strategies

TORQUAY GIRLS' GRAMMAR SCHOOL

AUDE SAPERE

DE-ESCALATION FRAMEWORK – SETTING STUDENTS UP TO SUCCEED

Calm • Consistent • Relational Practice

1 STRONG START

Set the tone before learning begins

- Meet and greet at the threshold.
- Correct small issues quietly and positively.
- Ensure a Do Now task is ready immediately.
- Narrate positive behaviours from the outset.
- Establish calm, purposeful routines.

Remember: The first five minutes shape the next fifty-five.

2 CELEBRATE COMPLIANCE

Catch students getting it right

- Narrate positive learning behaviours.
- Praise effort, focus and readiness.
- Use non-verbal reminders before verbal correction.
- Reward compliance rather than highlighting disruption.
- Assume confusion before defiance.

Remember: Attention is powerful—direct it towards success.

3 CLEAR TRANSITIONS

Reduce disruption between activities

- Give countdowns and time warnings.
- Use a consistent attention signal.
- Pause and wait for full attention.
- Never talk over students.
- Rehearse routines when needed.

Remember: Smooth transitions prevent escalation.

4 CRYSTAL CLEAR INSTRUCTIONS

Make success obvious

- Explain what students are doing.
- Explain how they should do it.
- Give behaviour expectations first.
- Check understanding before starting.
- Use concise language and clear time limits.

Remember: Unclear instructions create uncertainty and off-task behaviour.

5 BE SEEN LOOKING

Use presence as prevention

- Scan the room constantly.
- Use strategic teacher positioning.
- Circulate with purpose.
- Monitor known hotspots.
- Validate effort and progress as you move.

Remember: Presence prevents many issues before they begin.

6 ENCOURAGE THE RETURN

Refocus students positively

- Correct behaviour briefly.
- Redirect attention back to learning.
- Acknowledge improvement immediately.
- Use encouraging language.
- Reinforce the next positive step.

Example: "Let's get back to that excellent answer you were developing."

7 MODEL EXPECTED BEHAVIOUR

State what you want to see

Instead of: "Stop talking."

Try: "I need everyone listening now."

- Give positive directions.
- Describe expected behaviour.
- Avoid unnecessary confrontation.
- Keep language calm and neutral.

Remember: Students need clarity more than criticism.

8 WARM / STRICT

High expectations with high support

- Warn calmly and privately.
- Explain the choice and consequence.
- Signpost the route back.
- Refer to previous success.
- Maintain dignity and relationships.

Example: "I know you can do this because I saw it yesterday."

9 TAKE-UP TIME

Allow space for compliance

- Give the instruction.
- Move away.
- Allow thinking time.
- Return later to check.
- Acknowledge compliance quietly.

Remember: Not every instruction needs immediate confrontation.

10 DISCREET CORRECTION

Correct privately whenever possible

- Remove the audience.
- Speak quietly and respectfully.
- Focus on behaviour, not character.
- Keep corrections brief.
- Return attention to learning quickly.

Remember: Private correction protects relationships.

11 CALM ENDINGS

Finish lessons with purpose

- Plan exit routines.
- End with reflection or checking for understanding.
- Dismiss students calmly.
- Praise improvements.
- Maintain positive corridor presence.

Remember: The final five minutes matter.

12 PLAN FOR SUCCESS

Behaviour is planned, not reactive

- Know your students.
- Anticipate barriers to learning.
- Adapt and scaffold appropriately.
- Restore relationships proactively.
- Communicate positively with families.

Remember: The best de-escalation strategy is prevention.

OUR COMMITMENT

- Lead with kindness.
- Build positive relationships.
- Use calm and consistent responses.
- Maintain high expectations for all.
- Always provide a route back to success.

KINDNESS | EQUALITY | WELLBEING | OPEN MINDS | COLLABORATION