Behaviour Policy Introduction
Section 1

Part 1: Outline

The behaviour policy is designed to promote good behaviour by making clear the boundary between acceptable and unacceptable behaviour and the relevant rewards and sanctions that may be applied.

 The policy consists of five parts:

1. Introduction
2. The Student Charter
3. School Rules and Regulations
4. Rewards and Punishments
5. Guidelines on Alcohol, Smoking, Drugs and Sexual Relationships

It should be read in conjunction with the Child Protection (Safeguarding) Policy, the Anti Bullying Policy, the Expulsion Policy, the Equal Opportunities Policy and the Use of Reasonable Force Policy.

It is important to involve parents when students have displayed particularly poor, or particularly good, behaviour. Improvements will often be more likely if members of staff work closely with student and parents. It may, in some cases, be helpful to involve other agencies if a student regularly offends. Advice can always be sought from the Deputy Head or House Staff.

The policy is drawn up with regard to the DfE Guidance 'Behaviour and Discipline in Schools' 2016 and 'Creating a Culture: How School Leaders can optimise behaviour', Tom Bennett 2017.

Teachers have power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school. This includes the power to discipline students even when they are not at school or in the charge of a member of staff.

The power to discipline also applies to all paid staff with responsibility for students and includes all teachers, teaching assistants, GRAs and members of staff who complete duties (for example with clubs or in the boarding house) which require that individual to take responsibility for the behaviour of students. If an adult is unsure they should seek clarification from the Deputy Head who will liaise with the Head.

Any sanction given by a 'teacher' (paid member of staff or a member of staff authorized by the Headmaster must be:

a) Reasonable
b) The decision to sanction the student must be made on school premises or while the student is under the charge of member of staff
c) Must take into account other legislation and other school policies eg in respect of disability, special educational needs, race and other equalities and human rights.

The policy aims to promote:

- care, consideration, mutual respect and tolerance
- good behaviour, self-discipline and resilience
- prevent bullying
- high expectations in all areas of school life such as academic work and the in the co-curricular programme.
- And regulate the conduct of students
- safeguarding practices so that students are safe and secure eg the school must consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm or whether there is another unmet educational need.
- consistent application of good behavior by all teachers

Good behaviour

- **Poor behaviour:** any behaviour which detracts from the school ethos and therefore the academic or co-curricular success of the school community along with behaviour that diminishes the dignity of staff or students eg vandalism, rudeness and indolence.
- **Good behaviour:** is not simply the absence of poor behaviour. Good behaviour includes students wanting and aspiring to success inside and outside the classroom. The school has a culture which helps students to learn good habits of study, or reasoning, or interacting with adults, coping with adversity, or intellectual challenges, or mastering a skill within the co-curricular programme: good behaviour is not just 'taking part'.
- **Self-discipline**: Such 'good behaviour' is not oppressive but rather teaches students the value of self-restraint, self-discipline and self-regulation: to be in control of one's own inclinations is a liberty more valuable than the absence of restraint.
- **3 Rs: Routines, Responses and Relationships: to help generate an appropriate culture which fosters good behaviour.**
  - **Routines:** classroom and cop-curricular routines act as a fundamental source of high expectations and a visible sign of optimal habit and behaviour

- o **Responses:** the responses which staff and students take when faced with behaviour frames the culture. This is done both informally (conversations and language used) and formally (rewards and sanctions). These responses should be just, productive and proportionate.
- o **Relationships:** teaching students to regulate their own emotional state; being aware and thus appropriate when dealing with individual needs (such as SEND); learning to celebrate differences in others (see section on Diversity)

Diversity

The School promotes diversity and is proud of the breadth of students within the community. We believe that if students embrace diversity then the community will thrive and all students will benefit: organisations which effectively create a culture of inclusion enjoy higher performance than those which do not.

Diversity of thought

The school recognises that each human being has a unique blend of identities, cultures and experiences that inform how they think, interpret, negotiate and accomplish a task. Diversity of thought goes beyond the affirmation of equality to create a culture of inclusion.

Inclusive culture

A culture where no one feels the need to bend themselves out of shape to fit in.

As a student identity is fluid but students must feel they can develop their identity with integrity which is true to them and without feeling judged negatively by the community around them.

In a study by Yoshino and Smith, 2013, they found that 61% of employees bend themselves out of shape to fit in at work with even higher figures for LGBTQ individuals, females and black individuals . At TS we aim to create a more inclusive culture which:

a) Allows students to bring their authentic self to school

b) allows young people to leave school and able to shape the communities and companies of the future which reflect the diverse communities they will live in.

In a culture which is not inclusive 'individuals are primed to spot differences quickly and exclude people who are not like us' (Mind Gym). At TS we aim to notice differences in other people and value them.

Sanctions

Sanctions may occur when the student mis-behaves. Misbehaviour when the student is:

taking part in any school-organised or school-related activity or

- Travelling to or from school or
- Wearing school uniform
- In some other way identifiable as a student at the school

- Their behaviour could have repercussions for the orderly running of the school or
- Poses a threat to another student or member of the public or
- Could adversely affect the reputation of the school

Sanctions, such as detentions, can be issued by a teacher. Detentions will be issued during the normal school day. For the majority of students (and for day students) these detentions will occur during the hours of 8:25am until 5:15pm, Monday to Friday. The normal school day on Saturday runs from 8:25am until the last home sports match is completed, normally 5pm.

Boarders can receive detentions at other times but these must be reasonable and not impact on their ability to get a reasonable night's sleep.

At times, the school will need to issues detentions which fall outside the normal school day but these will occur when the school is in session reflecting our position as a boarding school. These detentions, if issued, must not put the student at risk and enable suitable travel arrangements.

Parental consent is not required for detentions.

Part 2: Ethos

Relationships at Taunton School should be fostered to generate a sense of kindness, warmth and mutual respect based on the over-riding school aims:

'Challenge, Inspire and Nurture'.

The boundaries which govern behaviour (i.e. rewards and sanctions) are there to support and build the school ethos and culture. Students and Staff will experience this in the following manner.

We encourage Students to be kind and curious and to make the most of the many and varied opportunities at TS. This allows Students to discover their defining interests, find where their talents lie and learn how best to develop them in collaboration with passionate staff and with supportive parents. As a result there may be moments when they 'fail' or struggle: this should be embraced as Students will learn the importance of determination and grit to achieve. Curiosity and resilience will lead to hard work and also to a belief that they can change their own outcomes (an idea popularly called 'Growth Mindset') which the school will capture, praise and ultimately nurture through an extensive set of rewards. Working with others to achieve is a key part of the school culture whether this is through students working with other students or with staff. Crucially this process is enhanced through the House and tutorial system in which individuals can learn about themselves and about how they tackle the challenges before them with optimism and common purpose. The tutor system extends beyond the School because good behaviour is promoted through open and clear partnerships between parents, students and the school in which the House (through the Housemaster / Housemistress and Tutor) form the vital bond between school and home: by working together students will learn what good behaviour is and will realize that it lies at the heart of every successful individual.

It is also important for students to be interested and proud of the School's Christian Foundation, heritage and renown as one of the leading independent schools in the South West.

However, curiosity will also lead to mistakes and towards sanctions. Throughout this process we hope that students see this as part of their learning and are honest and then able to adapt, change and improve their behaviour. Therefore the objective of any external discipline imposed by staff is that it should lead to help students discover the value of self-discipline, good behaviour and mutual respect. If necessary and helpful the school adopts and embraces Restorative Justice to support this process.

Students are supported through tutorials, PSHEE lessons, Horizons Lectures, Assemblies and Chapel all of which embrace 'The A+B=C of life at Taunton School'.

Part 3: Taunton School Rules

School Rules, identified in the school's behaviour policies (which are on the school web-site), will enable individuals within the school community to function happily and effectively. Rules are there to create a safe and purposeful environment which helps to inspire, challenge and nurture all students at Taunton School.

Students are encouraged to develop self-discipline; indeed this represents the main form of discipline with the Taunton School community. Common sense is to be used in interpreting the school rules and in general behaviour; students are expected to set high standards of honesty, courtesy and appearance.

The following points underpin the spirit of the School's behaviour policy:

1. Taunton School is committed to safeguarding and promoting the welfare of children and young people. Bullying is not tolerated within the Taunton School community. We expect everyone to be valued as an individual and treated with respect, courtesy and consideration. Any bullying must be reported immediately.
2. Create an open and honest relationship with TS staff which is respectful and accepts their authority.
3. Be familiar with the school dress code, daily routine, computing code of conduct, screen policy and fire drill. These are published on the web site and printed in all the houses.
4. Embrace the spirit of the school ethos: 'work hard, aim high and look after one another'.
5. Respect and uphold the classroom learning environment
6. Embrace the House system at TS and it will support, nurture and inspire every student.
7. Embrace 'The ABC of life at Taunton School'.
8. Be self-disciplined and organised: turn up at the right place, at the right time with the right kit.
9. Respect your surroundings, especially shared areas.
10. The rules around driving in and around school must be followed.
11. The following represent serious discipline issues which, along with conventions 1 and 10 may lead to an exclusion from the school. (The list is not exhaustive as other breaches could also lead to exclusion).
    o Tampering with a fire or safety device or ignoring health and safety rules
    o Purchase or consumption of alcohol
    o Gambling or betting
    o Inappropriate or unpleasant misuse of communication devices
    o Theft of property or identity
    o Possession or misuse of fireworks, fire-arms, knives or other weapons
    o Inappropriate sexual behaviour
    o Possession, supply or misuse of drugs or substances or paraphernalia of drugs and substances

The ABC of life at Taunton School

ADVERSITY	**Risk takers:** we try new things; we embrace challenge and we value, in equal measure, success and failure. **Commitment:** we approach challenges with determination; we set goals and we promise to see things through to the end. **Independent:** we strive to find personal solutions to challenges but we explore this challenge creatively and with the help of others.
BELIEFS	**Ambitious:** we really believe we can do it; we want to learn; we are curious; we want to acquire knowledge and improve. **Thinkers:** we use critical and creative thinking; we aim to become independent and open-minded learners. **Principled:** we act with integrity, kindness and honesty, with a strong sense of fairness and justice, and with respect for the dignity of others; we aim to engage and influence others. **Balanced:** we aim for intellectual, physical and emotional balance to achieve well-being for ourselves and our community. **Service:** we have a commitment to service both locally and globally.
CONSEQUENCES	**Responsibility:** we take responsibility for our actions and their consequences. **Moral code:** we aim to develop a moral code which is open-minded, tolerant and allows us to stand up for what we believe in to enhance the communities we live in. **Reflective:** we sit and consider our actions; we work to understand our strengths and weaknesses to support our learning, our personal development and the development of the communities we live in.