



TAUNTON
— SCHOOL —
PREPARATORY

TPS.009 Behaviour, Sanctions and Pastoral Care Policy

Policy Lead	TPS Deputy Head Pastoral
Committee	
Adopted by Governors	Autumn 2023
Last Amended	August 2023
Last Review	August 2023
Review schedule	Annual

Statement of Intent

Taunton School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to promoting *good behaviour through:

- Promoting the school values of humility, engagement and kindness alongside self-regulation, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Adopting a zero tolerance approach to child on child abuse and challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging and building positive relationships with parents where they see the importance of being open with the school.
- Involving parents through information evenings and providing support to understanding the challenges facing young people
- Developing positive relationships with students to enable early intervention.
- A shared approach which involves students in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students can achieve.

*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, reasoning, interacting with adults, coping with adversity, taking on intellectual challenges and mastering skills within the co-curricular programme: good behaviour is not just 'taking part'. This is reflected in the three core values as outlined in the school's ethos: humility, engagement and kindness.

This policy is applicable to Years 3 to 8.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'

Roles and responsibilities

The governing board will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture which promotes good behaviour
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Head will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of students' conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and students at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any issues that could be driving disruptive behaviour.

The Deputy Head Pastoral will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing students with SEMH-related behavioural difficulties, and how the school engages students and parents with regards to the behaviour of students with SEMH difficulties.
- Supporting behaviour management in line with the SEND Policy.

The Head of Educational Progress (SENDCO) will be responsible for:

- Collaborating with the governing board, Head Master and the mental health lead, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support students with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a student's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for students with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the students themselves.
- Planning lessons to address potential areas of difficulty to ensure that every student with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the students in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting students in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every student.
- Being aware of the needs, outcomes sought, and support provided to any students with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Head.
 - Subject leader and House Parent / tutor
 - Deputy Head Pastoral & DSL
- As authorised by the head, sanctioning students who display poor levels of behaviour.

Students will be responsible for:

- Their own behaviour both inside school, online and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child or young person in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Pastoral structure

- Every member of staff is involved in pastoral work
- Form tutor – see separate description of role.
- Assistant Form Tutor – see separate description of role
- Wellbeing Mentor
- Pastoral Head of Years – see separate description of role
- Deputy Head / Head
- Chaplain
- Health Centre (Counsellors and Mental Health Worker)
- Boarding (*For specific guidance on boarders, please refer to TPS Boarding Principles and Practice Policy 2023*)
- Pastoral and Academic are intrinsically connected.

Fostering the highest standards of effort, behaviour, discipline and pastoral care (making pupils aware, inspiring and supporting, celebrating and praising)

- Every member of staff is a role-model (including GRAs, TLAs, Office Staff, Domestic Staff etc.)
- Need to teach good behaviour. Role modelling is not sufficient in itself.
- Expectations for pupils when doing prep (posted on Firefly)
- Assemblies and other educational activities
- PSHEE teaching and focus on SMSC; promotion of Fundamental British Values
- PRE teaching
- Chapel and other work by Chaplain
- TPS Way
- TPS Mission
- Success Boards run by Form Tutors

Our emphasis is on the use of rewards to reinforce positive behaviour. We believe that rewards have a motivational role, helping children to see that positive behaviour is valued. The most common reward is praise (informal and formal, public and private), which is used to incentivise both individuals and groups. It is earned by the maintenance of good standards as well as by particular noteworthy achievements. This applies to both adults and children within the school community. Praise for behaviour should be used as much as praise for attainment and/or effort

Rewards (rewarding the values is more important than rewarding the attainment)

- **Positive Behaviour is praised and rewarded**
- **Mission Points**
- **Praise – verbal (to pupil, parent etc.), stickers, positive written comments in books, planners, letters home**

- Be specific in what we are praising (e.g. I was really impressed by your persistence)
- House Points
- Roll of Honour
- Weekly Awards (Sportsman, Sportswoman, Learners, Citizen, Musician, Boarder, Mission)
- Termly Awards (Mission Points, High Attitude to Learning grades, high number of Rolls of Honour) Record kept of recipients to ensure fairness/consistency
- Recognition in Assemblies for achievements in their lives both in and out of school
- Colours
- Prizes

Preventative resources, strategies and support systems

- Planning and teaching lessons and activities which are engaging
- Good organisation of school day, timings, spaces
- Clarity and consistency of expectations
- Positive behaviour management - firm but warm
- Good communication between staff (3sys, Teams, staff briefings and meetings)
- Good communication between staff, pupils and parents
- Regular pastoral check –ins
- For pupils at Level 2 of the sanctions policy (see below), recording and tracking of individual pupils on 3sys by Pastoral Heads of Years (PHOYs)
- Small group intervention work
- Referred by PHOY to our Health Centre (Counsellors / Mental Health Worker)
- Involvement of EP and Speech and Language \Therapist
- Referred by PHOY to external professionals (GP, CAMHS, ED PSYCH, OT, LCSB (Early Help) etc)
- Register of Serious Misbehaviour and Bullying (maintained by Deputy Head)
- Well planned transition (see appendix 2)

General principles when dealing with problems

Always consider....

- Consequences must be proportionate and appropriate to the situation and, where possible, to the individual child.
- We all make mistakes. Warm, forgiving, understanding alongside high expectations.
- Avoid raising voice unless for a controlled effect
- Separate the behaviour from the child; it is the behaviour which we do not like, not the child (A good child making bad choices).
- Take things into account - e.g. SEND, EAL, transition, protected characteristics, pastoral circumstances, learning difficulties and disabilities etc.)
- How to do it - humour, gentleness, forgiving, understanding, loving, warm
- Praise for other pupils who are getting it right often brings others into line
- A lot of behavioural problems in children in school can be traced to one or more of four reasons
 - Home / personal problems not related to school (e.g. parental problems, sibling rivalry etc)
 - Low self-esteem (i.e. they feel that they are not good at anything)
 - Unpopular child making bad choices in an effort to become popular
 - Personality clash with member of staff (or another pupil)
- Appropriate liaison between staff working on pastoral aspects and staff working on academic aspects (e.g. Subject Teachers, Head of Department (HoD), Deputy Head for Teaching and Learning (DHTL), Head of EP, EP teachers etc)

- Matters need to be dealt with by end of same day wherever possible. Parents informed at pick up.
- Need to fight use of word 'snitch' – pupils tell staff about problems because we all work as a team to be a kind, respectful and happy school.
- Keep parents informed. Schools often make the serious mistake of not keeping the parents of the 'harmed' informed, who must end up clearly understanding the action that has been taken. Check back with the pupil and parents to ensure all is fine a few days after the incident has occurred and been dealt with.

Consequences for pupils

- Try to avoid blanket punishments
- Not take rewards away which have already been given (e.g. House points)
- Lines are not to be used
- If a pupil needs to be removed from the classroom/teaching space, this needs to be done with careful thought (the pupil must be handed over to be supervised by another member of staff and it is automatically a Level 2 problem with same day involvement of PHOY and parents)
- FOR PHYSICAL INTERVENTION, see final section of this policy
- NO CORPORAL PUNISHMENT (THIS IS UNLAWFUL)

	EXAMPLES OF INCIDENTS	EXAMPLES OF CONSEQUENCES (To be applied with flexibility and common sense) (These lists are not exhaustive – they are examples)
LEVEL 1	<p>Examples include....</p> <ul style="list-style-type: none"> • Child on child abuse • Low Level disruption/poor behaviour in classroom • Cause harm or distress to other through thoughtfulness • Lack of respect for people of property • Provoking others • Inappropriate behaviour/contact with other pupils • Inappropriate language • Lateness to lessons • Device forgotten, not charged etc...warning given first then L1 sanction applied. • Disobedience / defiance 	<p>Level 1 consequences should be administered by the member of staff who comes across it straight away. It should not be referred to another member of staff unless there is good reason to do so. Form Tutor, however, should always be informed. Discretion of member of staff whether to inform parents or not. It must be recorded on 3sys, both for information and to allow patterns to be seen.</p> <p>If Level 1 problems persist for an individual pupil, parents need to be informed before it gets passed to PHOY for level 2 (so that PHOY involvement does not come as a surprise to parents).</p> <p>Examples of Level 1 consequences include.....</p> <ul style="list-style-type: none"> • Break loss – supervised by staff on rota basis, each day. • Talk, explanation, reprimand • Seating plan • internal time out (pupil remains under supervision of member of staff) • Break loss (but need snack). • Letter of apology • Other piece of writing • Temporary confiscation of property • Some form of Community work • Loss of privilege / treat • Check in regularly (e.g. report every 10 minutes to duty staff at break time) • Form Tutor's Behaviour Card • A restorative conversation involving 'harmer and harmed'

LEVEL 2	<p>Arises when a pupil persists with Level 1 problems or a single level 2 problem. Level 2 problems include.....</p> <ul style="list-style-type: none"> • Child on Child abuse • Events linked to protected characteristics • Serious disobedience / defiance • Seriously provoking others • Serious inappropriate use of ICT – also includes device misuse. • Seriously inappropriate behaviour / contact with other pupils • Serious unkindness • Dangerous behaviour • Off site without permission • Rudeness to staff • Serious bad language • Unauthorised absence from lessons • Pupil needing to be removed from the classroom (and handed over to be supervised by another member of staff) 	<p>Lead by Pastoral Head of Year (working with Form Tutor) PHOY will always involve parents once at Level 2. If Level 2 because of persistence of Level 1 problems, parents need to have been informed first by Form Tutor before it becomes Level 2. It must be recorded on 3sys, both for information and to allow patterns to be seen.</p> <p>Examples of Level 2 consequences include.....</p> <ul style="list-style-type: none"> • Any Level 1 Consequence (but this is automatically more serious because of involvement of PHOY and parents) • PHOY's Behaviour Card • PHOY after school detention, including restorative discussions and written worksheets (Y7-8) • Prep/Organisation detention (Y6-8) • A restorative conversation involving 'harmer and harmed' • Loss of a Year 8 leadership role (temporary) • Introduction of a Pastoral Mentor • Missing unpaid activities • Missing paid activities (but needs prior consultation with Head) • Missing sports fixture (but needs prior consultation with Head)
LEVEL 3	<p>Arises when a pupil persists with Level 1 and Level 2 problems or a single Level 3 problem. Examples of Level 3 problems include...</p> <ul style="list-style-type: none"> • Child on Child abuse • Events linked to protected characteristics • Stealing • Very serious or persistent misuse of ICT or device, including deliberate damage of a device • Physical fighting or inciting to fight • Bullying (sustained targeted unkindness) • Serious vandalism or damage to property • Repeated bad language • Single use of serious bad language 	<p>Lead by Deputy Head Pastoral (working with PHOY and FT). If Level 3 because of persistence of Level 2 problems, parents need to be fully up-to-date from PHOY / Form Tutor. It must be recorded on 3sys, both for information and to allow patterns to be seen.</p> <p>Examples of Level 3 consequences include.....</p> <ul style="list-style-type: none"> • <u>HM DETENTION</u> including restorative discussions and written work, plus formal meeting with parents followed up by formal letter to parents warning of next steps (suspension followed by exclusion) • Internal suspension • A restorative conversation involving 'harmer and harmed' • Missing unpaid activities • Missing paid activities (but needs prior consultation with Head) • Missing a fixture (but needs prior consultation with Head and only if problems are games related) • Loss of a Year 8 leadership role (permanent)
LEVEL 4	<ul style="list-style-type: none"> • Persisting with Levels 1,2 or 3 • Events linked to protected characteristics. • Significant Child on Child abuse, including sexualised behaviour • A single Level 4 problem 	<p>Lead by Senior Deputy Head/Head (working with Deputy Head Pastoral)</p> <ul style="list-style-type: none"> • <u>SUSPENSION- External or internal (More likely for Boarders)</u> • See separate whole school policy

LEVEL 5	<ul style="list-style-type: none"> • Persisting with Levels 1,2,3 or 4 • A single Level 5 problem 	Lead by Senior Deputy Head/Head <ul style="list-style-type: none"> • <u>EXPULSION</u> • See separate whole school policy
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Pupils with special educational needs or disabilities

As required by the Equality Act 2010, the School has a duty to make reasonable adjustments to this policy and these procedures for those pupils with special educational needs or disabilities. Form Tutors have full knowledge of their pupils' needs, their details are visible to all staff through the School's MIS and these will inform decisions on a case-by-case basis and underpin discussion at pastoral staff meetings.

Child protection

Please refer to the School's Child Protection and Safeguarding Policy for greater detail.

The TPS Deputy Head Pastoral is the designated child protection officer, with the TS Deputy Head being the whole school DSL. Each child also has access to useful telephone numbers, such as ChildLine and the school's independent person, which are published around the school.

Bullying

Please refer to the Anti-Bullying and Cyberbullying policy.

Banned items

There are products which legally students are allowed to buy but the school bans (unless agreed within the 'no medicines' policy). The following list is not exhaustive but gives guidance. If a student is not sure they should ask their House Staff or tutor.

- Cannabis confectionary e.g. cannabis chocolate
- Stimulant drinks e.g. cannabis drinks, taurine and caffeine based drinks such as 'Red Bull', 'Monster', 'Prime' and similar.
- Food supplements or food replacement products e.g. protein based shakes, creatine based supplements, slimming pills
- High caffeine based supplements e.g. Pro plus
- Chewing gum

Alcohol, smoking, drugs and sexual relations

Due to age-appropriate routines within the Prep School it is highly unlikely that any issues regarding alcohol, smoking, drugs or sexual relations will take place. In the unlikely event that guidance is needed, please refer to *Senior School Behaviour Policy Guidelines on Alcohol, Smoking, Drugs and Sexual Relations*.

Falsely made and malicious allegations against staff

The School will take any accusations made against staff extremely seriously. Where pupils are found to have made false allegations for malicious reasons, the School will inform parents and consider serious sanctions, most likely ranging from a HM Detention to expulsion (see above).

Individual plans to support the successful rebuilding of a positive relationship between the staff member and the pupil concerned will be considered by the Senior Management Team.

Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all students to participate in creating the culture of the school. Over the course of an academic year all the information pertaining to bullying - sanctions, questionnaires and

investigations - are used to update staff as part of their training thus allowing staff to understand the needs of students at the school, and to enable behaviour to be managed consistently.

The School's leadership will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a student's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting student wellbeing will be supported to undertake any relevant training or qualifications.

Role of parents

- Parents are encouraged to contact their child's Form Tutor in the event of any concern. As well as being readily accessible by e-mail, Form Tutors are also available for quick discussions at the start and end of the school day, for longer meetings by appointment or on the phone. For more serious matters, these issues may be referred to the appropriate PHOY or member of the Senior Management Team.
- Pupil Planners are signed by parents and tutors on a weekly basis, a mass e-mail / SMS messaging system ('Clarion Call') and weekly newsletters ('The Courier') complete our means of communication.
- The School rules and regulations are given to parents and we expect parents to read these and support them.
- Re behaviour, the school expects parents to support the action of the school and to work in partnership to support and discipline the pupil. If parents have any concerns about the way their child has been treated, they should initially contact the Form Tutor. If the concern remains, they should contact the PHOY, Deputy Head, Senior Deputy Head or the Head.
- Re schoolwork, the school expects parents to support their child's learning and to work positively in partnership with the school.

APPENDIX 1 – MANAGING PUPILS’ TRANSITION

from Year 2 to Year 3

- Time is spent when pupils in Year 2 visiting TPS
- Y2 pupils see Y3 classrooms, meet teachers and are given talks about Y3 and TPS
- Direct meeting takes place between Y2 Form Tutor and new Y3 Form Tutor and Head of Pastoral Years 3 and 4.
- Once in Y3, Form Tutors and all staff spend time explaining expectations and procedures

from TSIMS into TPS

- Pupil meets TPS EAL Co-ordinator whilst still at TSIMS
- Taster days and other integration activities with TPS pupils and staff
- Appointment of appropriate buddy
- Once joined TPS, visit in first few weeks by Head of TSIMS
- Weekly pastoral meeting during break time for the pupil with EAL Coordinator

from other schools into TPS

- Taster days and other integration activities with TPS pupils and staff
- Appointment of appropriate buddies
- Regular Liaison with parents via form tutor, during first few weeks to ensure all is well

From Year 8 to Year 9

- ‘Bring on Y9’ evening
- Tours for pupils and parents of Senior School when pupils in Year 8
- Head of Senior School meets parents of Y8 pupils
- Heads of Houses meet with Y8 tutors for hand over notes and pastoral discussions
- The Deputy Head Pastoral and Community (TS) liaises closely with the Deputy Head Pastoral (TPS) and the Pastoral Head of Years 8 as pupils approach the end of Year 8. Together, they allocate pupils to their House in the Senior School, which will form the basis of their pastoral care.
- The Deputy Head Pastoral and Community (TS) attends as many activities and trips of the Year 8 Programme (known as the PPF Programme) as they are able.

APPENDIX 2 - PHYSICAL RESTRAINT POLICY

Use of reasonable force to restrain pupils

The use of reasonable force should always be a last resort for teachers.

The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- Committing a criminal offence;
- Causing personal injury to any person (including the pupil themselves);
- Causing damage to the property of any person (including the pupil themselves);
- Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise.

The act also defines to whom the power applies as follows:

- Any teacher who works at the school;
- Any other person whom the Head has authorised to have control or charge of pupils;
- Specific mention is made of support staff, teaching assistants, learning support assistants, learning mentors and lunchtime supervisors.

The power to use reasonable force applies whether pupils are on school premises or elsewhere, as long as they are in the lawful control or charge of a staff member. This includes school visits.

When is it reasonable to use force?

Factors influencing this judgment include:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used;
- The chances of achieving the desired result by other means;
- The relative risks associated with physical intervention compared with using other strategies.

Educational staff are not allowed to use corporal punishment under any circumstances.

Guidelines on using restraint

Use your voice first: verbal instructions should be given before and during any physical intervention.

Use force only when necessary to resolve the incident: this should be the minimum force required, lasting for the shortest practicable time - the purpose should be restraint and the reduction of risk. This is particularly important where the enforcement of good order is the motive and there is no risk to person or property.

Do not strike blows or retaliate against pupils: to do so would exceed your authorisation to intervene, and create a significant risk of an allegation of assault being made.

Reporting the Incident

If force is used to restrain a pupil it is important that a senior member of staff (Deputy Head or Head) is informed immediately and that the staff member who used force reports the details in writing within 24 hours of the incident. The report must include:

- The name of the pupil involved;
- The names of any witnesses;
- Where/when the incident took place;
- A description of the incident and the reasons for using force including steps taken before the incident;
- Details of any injuries suffered, if relevant.

The Senior Deputy Head or Head will then decide on the next steps including the decision on how and when to communicate with parents.

Staff should also be aware of “Use of reasonable force Advice for Headteachers, staff and governing bodies (July 2013)”.