



TOWER COLLEGE

**BEHAVIOUR
MANAGEMENT
POLICY**

Date of Policy: January 2024 Review Date*: January 2025
 Coordinator(s): Ms Gregory, Mrs Wright
 Governor: Mr Daniel Griffiths
 Principal: Ms Bingley

** Policy Review: Annually or otherwise dictated by the Governors or by changes in legislation.*

Contents

Guiding Principles.....	2
Code of Conduct.....	3
Pupil Support.....	4
Involvement of Parents & Guardians	4
Unexplained Absence	5
Involvement of Pupils	5
School Rules	5
Promoting Good Behaviour	5
Expectations and Rewards.....	5
Misbehaviour is defined as:.....	6
Serious misbehaviour is defined as:.....	6
Bullying.....	7
Classroom Management	9
Behaviour Management System For Middle And Upper Schools	10
Behaviour Management System For Pre-Prep And Lower School	11
Behavioural Intervention Guidelines.....	11
Allegations Against Staff	12
Contextual Safeguarding.....	12
Misbehaviour Outside Of School	13
Use Of Reasonable Force.....	13
Searching.....	14
Electronic Devices	15
Complaints.....	15
Monitoring And Review	16
Appendix 1: Pupil Code Of Conduct (School Rules)	16
Property.....	18
Tower College Classroom Expectations	18
Appendix 2 - School Uniform and Appearance	19
Uniform Expectations.....	19
Uniform Rules	19

Introduction

Our school community is based upon respect, good manners and fair play. We encourage pupils to adopt the highest standards of behaviour and moral standards and to respect the school ethos. Promoting the emotional well-being of our pupils is crucial to their development. We aim to teach trust and mutual respect. Good relations, good manners and a secure learning environment are vital in developing intellectually curious pupils who are motivated to become lifelong learners. We aim to build teamwork and leadership qualities through our extensive programme of extra-curricular activities. The overriding aim of this policy is to provide a consistent approach to behaviour management.

We are an inclusive community and welcome pupils from various ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take their place in the modern world. This policy applies to all pupils in the school, including those in our Early Years Foundation Setting (EYFS).

Guiding Principles

We enjoy an excellent reputation for good behaviour. We all share the same aims for our children: to enjoy their school life free from disruptive or aggressive behaviour, learn right from wrong, and know that each of their actions has a consequence and that they should appreciate honesty and trustworthiness. The Tower College ethos is caring and respecting others and their belongings. Pupils are expected to obey the rules for everyone's safety and well-being.

Pupils who disregard the rules will be disciplined, in a manner appropriate to their age, the seriousness of their misdemeanour and the frequency of their misdemeanours. Although this policy includes several sanctions for specific offences, it is impossible to cover all of them, especially as children can be quite inventive. The policy's intention in this respect is to ensure that all pupils are treated fairly and consistently. We aim to:

- Create an ethos that makes everyone feel valued and respected.
- Promote good behaviour by forging good relationships.
- Promote self-discipline and proper regard for authority among pupils.
- Prevent all forms of bullying by encouraging good behaviour and respect for others.
- Use appropriate sanctions for unacceptable behaviour.

Roles and Responsibilities

The Governing Board is responsible for monitoring this behaviour policy and its effectiveness and holding the Principal to account for its implementation.

The Principal is responsible for reviewing and approving this behaviour policy. The Principal ensures that the school culture encourages positive behaviour, that staff deal effectively with poor behaviour and apply rewards and sanctions consistently.

The Behaviour Management Team will:

- Lead the development of this policy throughout the school.
- Work closely with the Principal, Deputy Principal and nominated Governor.

- Guide staff, ensuring all staff personnel, pupils, and parents know and comply with this policy.
- Provide training for all staff on induction and when the need arises.
- Encourage good behaviour and respect for others to prevent bullying among pupils.
- Monitor school support systems.
- Undertake classroom monitoring.
- Make effective use of relevant research and information to improve this policy.
- Annually report to the Governing Body on the success and development of this policy.
- Monitor the effectiveness of this policy by analysing the following:
 - Pupil attitudes to school and learning
 - The views of pupils, parents, school personnel and governors
 - The number of fixed-period and permanent exclusions
 - Incident logs, rewards and sanctions
 - The number of reported cases of bullying
 - Strategies to improve behaviour and discipline.

The staff will:

- Implement the behaviour policy consistently.
- Model positive behaviour.
- Provide a personalised approach to the specific behavioural needs of particular pupils.
- Record behaviour incidents through the correct channels

The SMT and Behaviour Management Team will support staff in responding to behaviour incidents. All incidents are recorded in the Online Behaviour and Discipline Portal and tracking system as soon as possible. If deemed necessary, the SMT/Behaviour Management Team will discuss the pupil's behaviour with the appropriate staff member, following procedure and professional judgement. This could be the pupil's form tutor/behaviour coordinator or the Vice-Principal.

A serious problem may result in the standard procedure being abandoned and a child being sent home immediately. Parents will be required to sign in at the main office.

Code of Conduct

The Governors, staff, parents, and pupils adhere to an established routine and codes of conduct. The school sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school. Parents are expected to support the school in managing expectations of behaviour and the provisions of this Behaviour Management Policy, both at home and school.

We expect pupils to treat staff members with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere and respond positively to the opportunities and demands of school life. They should follow the school Codes of Conduct (see appendices) and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Everyone has a right to feel secure and to be treated with respect particularly the vulnerable. Harassment and bullying in any form will not be tolerated. Our Anti-Bullying Policy is on our website.

Tower College is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, or the fact that a child is adopted, looked after or is a carer.

We expect pupils to be ready to learn and to participate in school activities. They should attend school, arrive at lessons punctually and adhere to Tower College's Attendance Policy. They should care for the buildings, equipment, and furniture. We expect pupils to always behave in a manner that reflects the best interests of the whole school community.

Pupil Support

Tower College recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being disadvantaged. Consequently, our approach to challenging behaviour may be differentiated to cater to pupils' needs.

The Head of Pupil Support and Welfare will evaluate any pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and others to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for them. We will work with parents to create the plan and review it regularly. We consider the pupil's special educational needs when considering whether to exclude a pupil. Our pupils are not treated less favourably for reasons related to their disability.

Steps could include:

- Differentiation in the school's behaviour policy.
- Developing strategies to prevent the pupil's unsatisfactory behaviour.
- Requesting external help with the pupil from outside agencies.
- Staff training.

Where reasonable adjustments to policies have been made to accommodate a pupil's needs and to avoid the necessity for exclusion as far as possible, all staff are to be informed. Exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason.

Involvement of Parents & Guardians

Parents and Guardians who accept a place for their child at the school undertake to uphold the school's policies and regulations when they sign the Parent Contract. We value a close relationship with parents and encourage parents to work in partnership with the school to assist in maintaining high standards of behaviour both inside and outside of school. Tower College expects parents to support our values in attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

In the event of any behaviour management issue, the school will liaise closely with parents where practical and, if applicable, with other support agencies, including local relevant agencies. Pupils will receive support from our Safeguarding Team and the Behaviour Management Team. Tower College welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy.

Unexplained Absence

We will always telephone parents on the first day of an unexplained absence to determine the pupil's whereabouts, in accordance with Tower College's safeguarding obligations and the school's Missing Child Policy.

Please note that it is Tower College's policy not to allow holidays to be taken during term time unless in exceptional circumstances.

Involvement of Pupils

The school promotes an ethos of good behaviour where pupils always treat each other respectfully, inside, and outside school. Our experience shows that the ethos of Tower College is enhanced by listening to our pupils and by encouraging constructive suggestions from them in assemblies and during form time, Personal, Social and Health Education (PSHE) lessons, project work, drama activities, stories, and literature and via Pupil Voice meetings which are held regularly.

We will ensure that all new pupils are briefed thoroughly on the expected standards of behaviour, and we work closely with all pupils as they transition through Tower College, from the day they start to the day they leave.

School Rules

The rules are designed to encourage positive behaviour and self-discipline. The rules are set out in the Pupil Code of Conduct and may change from time to time. Parents and Guardians agree, when signing the Parent Contract, that their child will comply with the School Rules and that they will undertake to support the authority of the Principal in enforcing the school rules in a fair manner that is designed to safeguard the welfare of the school community.

Promoting Good Behaviour

Expectations and Rewards

We reward and encourage good behaviour and celebrate academic achievement, citizenship and extracurricular successes.

Positive behaviour will be rewarded with:

- Praise
- Stickers
- Certificates and badges
- House Points

- Email or phone calls home to parents
- Special responsibilities/privileges
- House point postcard
- Top form house point awards brunch
- Principal's Commendation letter
- Reward Trips and prizes

As pupils in Pre-Prep join Tower College, they learn that their actions impact others. Kindness and friendliness towards one another make a happier atmosphere for everyone. Learning to share in joint activities and games is more enjoyable than solitary play. Taking pleasure in the success of others is encouraged from an early age. The key workers lead this in class circle time, morning assemblies, classrooms, the Dining Hall, out of doors and as situations arise throughout the day. Pupils gain stars and stickers for positive behaviour and learning achievements, and the pleasure of success is reinforced.

All pupils join one of the four houses. In each house, eight pupils throughout each department are elected House Captains. Departments and genders are equally represented. Siblings join the same house, and pupils whose parents are on the staff enter the same house as their parents. The house system aims to encourage participation and healthy competition in all spheres of school life, praise and reward positive behaviour and achievements, and promote close working relationships throughout the school departments.

Points are awarded for achievement in academic work, music, art, sport, citizenship, helpfulness and kindness. Pre-Prep and Lower school pupils who receive a star of the week badge or merit badge gain points for their house, as do Middle and Upper School pupils who help with Parents' Evenings, Open Mornings etc. Point totals are announced, and prizes are awarded regularly.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform/appearance
- Missing equipment
- Chewing gum

If there is a need for sanctions, then the following may be used, depending on each pupil's needs, age and the nature of the offence:

- Discussing the misbehaviour with the pupil
- Discussion in groups or whole class
- Move the pupil from the group to work on their own, within the classroom where possible
- Repeat work - redirect to another activity
- Miss break / part of break / free time
- Any staff member may issue a verbal warning or a detention/time out.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules

- Any form of bullying
- Sexual assault (unwanted sexual behaviour that causes humiliation, pain, fear or intimidation)
- Vandalism
- Theft
- Fighting
- Truancing – internally or externally
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items such as alcohol, illegal drugs, knives and other weapons, stolen items,
- Tobacco & cigarettes, vapes, lighters, 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)

This list is not exhaustive.

Tower College is a mobile phone-free setting. If your child needs to bring their phone to school, please get in touch with the office and drop their phone off at the start of the day. Your child can pick this up at the end of the day. Suppose a pupil is found to have a mobile phone. In that case, it will be confiscated, and immediate detention will be given for a first offence, with further sanctions escalated as deemed necessary.

If there is a need for sanctions, then the following may be used, depending on each child's needs, age and the nature of the offence:

- Immediate detention or isolation.
- Possible withdrawal from the classroom for the rest of the day to be supervised by a member of the Behaviour Team.
- Possible withdrawal from form activities, trips, treats and all house activities.
- Placement on a behavioural report for a designated period.
- An email or telephone call or meeting with parents informing them of the incident.
- A meeting with parents and a warning given about the next stage unless there is an improvement in the pupil's behaviour.
- If the poor behaviours are severe or recurring, then exclusion procedures are implemented after consultation with the Principal and the Chairman of Governors.
- A case conference involving parents and any relevant support agencies.
- Permanent exclusion after consultation with the Principal and the Chairman of Governors.
- Parents have the right to appeal to the Chairman of Governors against any decision to exclude.

Bullying

For this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group and where the relationship involves an imbalance of power. Tower College records every reported incident to make an appropriate record. These records will assist the behaviour management team in spotting patterns and ensuring the single incident does not become the first of a series.

Bullying is, therefore:

Repetition: Incidents are not one-offs; they are frequent and happen over some time.

Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.

Targeting: Bullying is generally targeted at a specific individual or group.

Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations

Please refer to the Anti-Bullying Policy for a more in-depth view of bullying.

Bullying can include, but is not limited to:

- Emotional - being unfriendly, excluding, tormenting.
- Physical Hitting - kicking, pushing, taking another's belongings, any use of violence
- Racial - racial taunts, graffiti, gestures
- Sexually Explicit - sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
- Direct or indirect verbal - name-calling, sarcasm, spreading rumours, teasing.
- Cyber-bullying - bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Sanctions

Hopefully, pupils will respond to positive encouragement and rewards and comply with the school rules. However, we acknowledge that pupils' conduct may fall below the standards of behaviour reasonably expected by the school from time to time. Sanctions assist the school in enforcing the school rules and help the school set boundaries and manage unacceptable or challenging behaviour from pupils.

We apply any sanctions fairly, reasonably, and proportionately and, where appropriate, after due investigative action. Sanctions may undergo a reasonable change from time to time but will never involve any form of unlawful or degrading activity. Corporal punishment is illegal and is never used or threatened at Tower College.

Examples of sanctions include:

- Verbal reprimand from a member of staff.
- EYFS have an age-appropriate behaviour 'cloud' system.
- Lower School pupils have a time out during break time.
- Pupils to be collected by a member of the Behaviour Management Team.
- Detention at break time the following day.
- Referring the pupil to a senior member of staff or behaviour team.
- Emails or phone calls home to parents.
- Agreeing to a behaviour contract/Pupil Support plan PSP.
- Putting a pupil 'on report.'

- Restrictions of reward/extracurricular, trips, visits/residentials, off-site education and sporting privileges.
- Internal isolation.
- Temporary/Fixed Term Exclusion.
- Permanent Exclusion.

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable, preferably within 48hrs.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a specific disadvantage compared to other pupils, in accordance with the school's obligations under the Equality Act 2010.

Tower College has a confidential central register of all sanctions imposed for serious misbehaviour. The entries on this register include the pupil's name and year group, the nature and date of the offence and the sanction set.

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Teachers will focus on promoting positive behaviour and will ensure that everyone's rights are maintained.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the Tower College classroom rules (Appendix 1).
- Develop a positive relationship with pupils, which may include:
 1. Greeting pupils at the door at the start of lessons
 2. Establishing clear routines
 3. Communicating expectations of behaviour in ways other than verbally
 4. Highlighting and promoting good behaviour
 5. Concluding the day positively
 6. Using positive reinforcement
 7. Using the verbal warning escalation process to deal with any disruptive behaviour.

Unacceptable Behaviour is:

- That which can damage/hurt (in any way) a person or their property.
- That which is offensive or inconsiderate.
- That which interferes with the rights of teachers to teach and children to learn.
- Rules are deliberately few and should be stated positively and clearly. The school rules should be well known to all and reinforced consistently.

Behaviour Management System For Middle And Upper Schools

- If a pupil is disruptive (misbehaviour) in a lesson, at break/lunch times or at any time on school grounds, they will be given a verbal warning.
- If the pupil continues to misbehave either failing to follow staff instructions or worse giving backchat, the staff member will immediately issue the pupil with a detention.
- The detention will be served the following day, where possible, taking up the whole morning break (20 minutes). An email will be sent to the parent's email address that is held on our current system to explain the reasons for the detention and when it will occur.
- Each morning form tutors will inform those pupils who are required to attend detention.
- Pupils must arrive for their detention in a timely fashion to the allocated room.
- The detention will be the chance for restorative work with the pupil and will consist of a conversation with a member of the behaviour team to try and understand why the detention was issued and to discuss some supportive measures that could be put in place to ensure that the detention is not repeated. It will also be discussed the negative impact that poor choices in behaviour have on peers and the learning process.
- If pupils are late to detention, fail to settle or misbehaves, a further detention will be issued.
- An accumulation of three detentions in a week or an emerging pattern of behaviours (two detentions every week) will result in a phone call/email home to parents and the pupil will be placed on the Behaviour Team reporting system recorded in ePraise. This will be reviewed fortnightly and extended should poor behaviour continue.
- Pupils who receive multiple detentions on the same day will trigger an email to their parents requesting a meeting with the behaviour team and the possibility of being put on report, the length of which is to be decided by the behaviour management team. Where a pupil has previously been on report, this will be escalated to temporary fixed term exclusion.
- Should a pupil choose not to attend a detention, the pupil will immediately be sent to the behaviour management team for discussion of the next steps.
- If a pupil demonstrates serious misbehaviour or is involved in a significant incident, the behaviour management team will action appropriate measures. In this case a verbal warning may not be given.
- If a pupil defies staff instructions or undermines staff authority in any way, they may be sent home immediately, with a temporary fixed term exclusion put in place.
- Repeated poor behaviour over a short period or more serious behaviours may warrant a quicker escalation process. The behaviour management team will discuss this along with SMT. The decision will be made individually and reflective of the previous sanctions and behaviours. Parents will be kept informed throughout the entire process.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a specific disadvantage compared to other pupils, in accordance with the School's obligations under the Equality Act 2010.

The behaviour management system records details of all sanctions. Pupils who disrupt learning through dangerous or seriously disruptive behaviour will be removed from the classroom. A member of the Behaviour Team will be called. They will only return to lessons on the day of their exit if they are deemed in the right frame of mind to follow all instructions without further disruption.

Internal Isolation: The Behaviour Management Team, along with support and advice from SMT, may decide that in addition to or as an alternative to the sanctions above, a pupil is to be placed in isolation.

If this is the case, parents will be informed of the details. This will be completed with a member of the behaviour management team.

Behaviour Management System For Pre-Prep And Lower School

- If a pupil is disruptive (misbehaviour) in a lesson, at break/lunch times or at any time on school grounds, they will be given a verbal warning.
- If the pupil continues to misbehave, either failing to follow staff instructions or, worse, giving backchat, the staff member will immediately issue the pupil with a second verbal warning. They will receive a time-out during their break if the pupil continues with their behaviour.
- The time out will be served the following break, taking up five minutes of their break time.
- Depending on the incident, parents may be contacted by the behaviour management team or Deputy Principal.
- Should a pupil's behaviour not improve, the verbal warning system will continue; the second time out in a week will result in a ten-minute time out.
- If a pupil demonstrates serious misbehaviour or continuous disregard for the school rules or is involved in a significant incident, the Deputy Principal or the behaviour team will act accordingly.

Repetitive poor behaviours over a short period or more serious behaviours may warrant a quicker escalation process. The behaviour management team will discuss this along with SMT. The decision will be made individually and reflective of the previous sanctions and behaviours. Parents will be kept informed throughout the entire process.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the School's obligations under the Equality Act 2010.

All detentions and isolations, along with the causes, should be recorded in the behaviour management system.

Pupils who disrupt learning through dangerous or seriously disruptive behaviour will be removed from the classroom. A member of SMT will be called, and the pupil will be sent to speak with the Vice Principal. They will only return to lessons on the day of their exit if they are deemed in the right frame of mind to follow all instructions without further disruption.

Behavioural Intervention Guidelines

Stage 1:

1. Behaviour Management Team monitoring
2. Emails or phone calls home to the parents.
3. Behaviour management team analysis of behaviours may include tracking, intervention with the pupil, form tutor or class teacher interventions.

Stage 2: Failure to respond to interventions, continued failure of targets / multiple detentions or high levels of verbal warnings over a period of time.

1. The pupil placed on Behaviour Team Report for initial period of two or three weeks.
2. Parent meeting with the behaviour management team.
3. Support Plan opened. Acceptable behaviour discussed and agreed upon.
4. Parent meeting with the behaviour management team, behaviour, attendance, and academic progress reviewed.
5. Support plan reviewed, and targets modified to meet needs.
6. Review meeting with parents to discuss.
7. Consideration for external intervention. Early Help Assessment offered. A follow-up letter sent home. Targets consistently met - Phone call home from the behaviour team to praise the improvement/targets met.
8. Failure to improve will result in the pupil being placed on and a further two weeks on Report.
9. Review meeting with parents to discuss.
10. Consideration for external intervention, Early Help Assessment offered. Targets consistently met - Phone call / Email home from the behaviour team to praise the improvement/targets met.

Stage 3: Failure to respond to interventions, continued failure of targets, Behaviour Management Team, and Senior Management Meeting.

1. Meeting to discuss Support plan, mentoring and all interventions reviewed.
2. Temporary exclusion considered.
3. A follow-up letter sent home.

Stage 4: Failure to modify behaviour & respond to interventions, continued failure of targets.

1. Parent meeting with Behaviour Management Team and Senior Management Team.
2. Place at Tower College to be discussed.
3. A follow-up letter sent home outlining targets and expectations whilst on a final report.

Stage 5: Reintegration into Tower College or external alternative provision or permanent exclusion.

Allegations Against Staff

Tower College takes its responsibilities for safeguarding extremely seriously. All members of the school community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate policies and procedures, in particular the Child Protection and Safeguarding Policy.

Should an allegation made by a pupil against a member of staff be found to be malicious, Tower College reserves the right to treat this action as serious misbehaviour by the pupil and manage that misbehaviour in accordance with this policy, and the Tower College Exclusion Policy, as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or other pupils) may result in the temporary or permanent exclusion of the accuser from Tower College and that incidents may also be referred to the Police, where appropriate, to do so.

Contextual Safeguarding

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the pupil's welfare. Suppose staff reasonably suspect that a pupil may be

suffering or is likely to suffer significant harm. In that case, they should follow the procedures set out in the Tower College Child Protection and Safeguarding Policy and discuss their concerns with the Designated Safeguarding Lead (DSL) without delay.

Tower College will also consider whether disruptive behaviour might result from unmet educational needs or any other needs and will discuss concerns with the pupil's parents accordingly.

Misbehaviour Outside Of School

On occasion, Tower College may apply the provisions of this policy to misbehaviour that occurs whilst pupils are outside the school and:

- Taking part in any activity organised by Tower College or related to Tower College
- Travelling to and from school
- Wearing a school uniform; or
- In some other way identifiable as a pupil at Tower College.

This is especially the case for incidents which could have repercussions for the orderly running of the school, which may pose a threat to another pupil or member of the public, or where the reputation of Tower College may be negatively impacted because of the misbehaviour.

Serious misbehaviour outside of school will be dealt with in accordance with the Tower College Exclusion Policy.

Use Of Reasonable Force

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Teachers and any other member of staff authorised by the Principal have a statutory power 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 any offence.
- Causing personal injury to any person (including the pupil).
- Causing damage to the property of any person (including the pupil); and
- Prejudicing the maintenance of good order and discipline at the school.

The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case. The decision on whether to intervene will be a professional judgement of the member of staff concerned. Any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour and consider any disability or SEN that the pupil may have.

Designated staff are trained in the circumstances where reasonable minimum force may be used; all staff are aware that corporal punishment of pupils is strictly prohibited. In particular, they are always advised to use their voices first and the minimum force necessary to restrain a pupil for the shortest possible period. The use of force can include passive contact (such as standing between pupils or blocking a path) or active contact (such as leading a pupil by the arm away from a situation). Staff members (including non-teaching staff) may use reasonable force at any time off the school premises when they have lawful charge of the pupil elsewhere (e.g., on a school trip or other authorised out-of-school activity).

Staff will inform the principal immediately after they have restrained a pupil physically.

We will always inform a parent when it has been necessary to use physical restraint on their child and invite them to the school so that we can, if necessary, agree on a plan for managing their child's behaviour.

Searching

Tower College reserves the right to search pupils and their possessions. The principal, or a member of staff authorised by the Principal, may search a pupil provided there is another staff member present as a witness. Tower College does not conduct intimate searches, and only a pupil's outer clothing (for example, coats, hats, shoes, gloves and scarves) will be removed to facilitate a search. Still, pupils will first be allowed to 'empty their pockets' and disclose anything they should not have in school.

Tower College will always consider the age of the child to be searched and any SEND or vulnerabilities the child may have before searching to decide whether any additional precautions or adjustments are needed in accordance with the Tower College Child Protection and Safeguarding Policy.

The consent of a pupil will usually be obtained before searching unless the Principal (or authorised member of staff) reasonably suspects that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence or to cause personal injury to any person (including the pupil being searched), or cause property damage, or the pupil has or is reasonably suspected of having in their possession any of the following items:

Knives & weapons, alcohol, illegal drugs, stolen items, tobacco and cigarettes, Vapes, lighters, fireworks, pornographic images or offensive images, and any other items banned by the school rules (including electronic devices). This list is not exhaustive.

Where a staff member reasonably believes that there is a risk of serious harm to any person (including to the pupil being searched) if the search is not carried out immediately, the Principal (or authorised member of staff) is permitted to search a pupil of the opposite sex. The Principal (or authorised staff member) is also allowed to search in this circumstance without a witness present, only where it is not practical to summon another staff member.

Tower College will inform the pupil's parents of any search conducted after the event, mainly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

Tower College will keep a record of all searches carried out, including any search results and the actions taken following that search.

Confiscation

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence about an offence.

Where a search identifies alcohol, tobacco, cigarettes, vapes, lighters, or fireworks, they will be retained by Tower College and will not be returned to the pupil. Any finds will be reported to the Behaviour Management Team.

Controlled drugs will be delivered to the Police immediately. Substances not believed to be controlled drugs but considered harmful or detrimental to good order or discipline, will be confiscated by a staff member and passed to the Behaviour Management Team. If the Behaviour Management Team is uncertain about the legal status of a substance, it will be treated as if it is controlled.

Regarding weapons or items that are believed to be evidence of an offence, these will be photographed and passed to the Police. Stolen items will also be delivered to the Police but may be returned to the rightful owner if there is good reason to do so.

Where a search identifies an item banned under the school rules, the member of staff conducting the search should immediately contact the Senior Management Team.

Electronic Devices

When a pupil is using a school iPad, the pupil must treat the iPad with due consideration and care. Any pupil caught using the iPad in a way that was not intended will be sanctioned as per the Behaviour Policy, and the Behaviour Management Team will deal with the incident accordingly.

Where an electronic device is found during a search, and that device is prohibited by the school rules, or where the member of staff undertaking the search reasonably suspects that the device has been or is likely to be used to commit an offence or cause personal injury or damage to property, the Behaviour Management Team may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through electronic devices is not required.

The Behaviour Management Team may also erase any data or files from the device if it is considered that there is good reason to do so unless there are reasonable grounds to suspect that the device may contain evidence about a criminal offence (for example, specific pornographic material), where the files should not be deleted. The device must be given to the Police immediately.

If, following a search, the Behaviour Management Team determines that the device does not contain any evidence of an offence, the Behaviour Management Team can decide whether it is appropriate to delete any files or data from the device and will confiscate the device as evidence of a breach of this policy and may then sanction the pupil in accordance with this policy and the Exclusion Policy, where appropriate.

If the search highlights a safeguarding concern regarding any pupil, the Behaviour Management Team will follow the procedures set out in the Tower College Child Protection and Safeguarding Policy.

Complaints

We hope that parents will not feel the need to complain about the operation of our Behaviour Management Policy and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's Complaints Policy, which applies equally in the EYFS setting, is available on our website.

Pupil Transition

To ensure a smooth transition to the following year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the proper support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Monitoring And Review

Tower College will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within Tower College and to evaluate the effectiveness of this policy. The Behaviour Management Team reviews and updates this policy at least annually.

Appendix 1: Pupil Code Of Conduct (School Rules)

In General

The quality of school life you enjoy depends on you playing a part.

1. Respect your teachers and visitors; be polite, helpful and courteous.
2. Open doors for staff and visitors. Hold them open as they pass through first.
3. Respect your classrooms and the public areas by keeping them tidy and orderly.
4. Breakages should be reported when they happen. If you are responsible, tell the teacher with whom you are on duty, your form teacher or the Behaviour Management Team. Expect to be in greater trouble if you are discovered dishonest or late in reporting problems. If your behaviour caused the damage, expect to contribute towards the repair cost.

The teachers and pupils should stand together against bullying and other anti-social behaviour. Expect to be treated fairly and well and treat others in the same way. You must not tolerate racist and other personal abuse of any kind. If you feel unfairly treated, speak to your friends, your form teacher, a member of the Pupil Support Team, the Principal or your parents. Bullying is not part of growing up, so don't put up with it.

Attendance And Punctuality - You will know that attendance and punctuality for school (actual or virtual) are really important, as lessons missed are difficult to recover. Your attainment at school is seriously affected by absence. Our school attendance target is 96% or above.

School Councils And Pupil Voice - Each department has an active school council in which all pupils can be involved. Matters discussed are passed to the Senior Management Team. In this way, as a pupil, you have a stake in Tower College's decision-making. All pupils will have the opportunity to attend.

At The Beginning Of The Day - Come prepared for the day. You should arrive at school at the designated time for your department.

- Pre-Prep pupils must arrive at school by 9:00 on each school day. The register for the first session will be taken at 9:05 and will be kept open until 9:10
- Lower School pupils must arrive at school by 8:50 on each school day. The register for the first session will be taken at 9:00 and will be kept open until 9:10
- Middle & Upper School pupils must arrive at school by 8.40 am on each school day. The register for the first session will be taken at 8.50 am and kept open until 9.10 am.

At Registration - You should inform your form teacher of any messages for them from home at morning registration. An email notice is to be given to the office – office@towercollege.com in advance when impending absence is known, e.g. visits to the doctor etc. Any absence should be covered by an email from your Parents or Guardians.

Organisation And Work Commitments - You are expected to learn to use organisational tools at your disposal effectively - such as Microsoft Teams and E-Praise. If assignments are due, ensure these are "turned in" properly.

At Assembly - You are expected to attend the assembly, either physically or virtually. Listen carefully to the messages at the assembly, as these often involve you. For physical assemblies enter the hall in silence, remain quiet and courteous to all during assembly and do not leave the hall unless directed to do so.

In The Classroom - You are expected to come to your lessons prepared to learn with the correct books and equipment ready to use. You're expected to contribute fully to your lessons and to take pride in the management of your exercise books, files, textbooks and online documents. Missed work should be copied up where appropriate and within a week. It's your responsibility to find out the work you missed. Please also see 'Classroom Expectations' at the end of this document.

Lesson Transfer - Please move from class to class efficiently, quietly and without undue delay, following any one-way systems that could be placed. In areas where congestion occurs, such as staircases, please keep to the left, and follow any other safety hygiene rules. Wait outside your next classroom until instructed to enter by the teacher taking you. Please be aware that if COVID-19 measures are in place, these must be adhered to.

Individual Tuition Lessons - Always notify your usual teacher that you will be absent from such a lesson if the two clash. If you are due to be absent for an individual lesson, ensure you or your parents inform the teacher concerned in good time.

At Break time - Ensure you stay in the designated areas for your year group and adhere to any instructions from the staff member on duty.

At Lunchtime - When the Tower College Diner is running, different age groups go in for lunch at different times, and on match or trip days, those pupils in attendance have priority in respect of departure time. Please observe the published preferences. Food may only be consumed in the dining room. No food should be consumed on the Astroturf.

On the Sports Field - You are expected to participate fully in your Physical Education and Games programme.

Safety In Hazardous Areas - Several departments have specific rules and guidelines that must be adhered to for health and safety reasons. Infringement of these rules may lead to exclusion from the lesson, temporary or permanent exclusion.

Safety On Coaches And Bus Services - Remain seated and wear seat belts where fitted. Behave sensibly at all times and sit in your designated seat. The driver can't supervise you on your journeys at the beginning and end of the day. If you misbehave and endanger the safety of others, then expect to be sanctioned.

Safety In School Vehicles - Do not enter a vehicle without permission. Always wear a seatbelt and return it to its holster after use. Damage to upholstery is costly to repair and is always charged for. **DO NOT DISTRACT THE DRIVER.**

Fire Regulations - These are published in your classroom. In the event of a fire, be quiet. Listen to the instructions given to you by your teacher and follow them without noise or panic. Do not talk. Do not run. The assembly area is on the back lawn to the side of the Jubilee Hall, and you should go directly to the assembly area if you are on your own. Do not re-enter a building for any reason. Do not try to put out any fire.

First Aid - The staff members appointed for First Aid are listed in the First Aid Policy. The medical room is in the Pupil Welfare room. In the event of an accident, report immediately to the nearest

member of staff, who will direct you to the relevant SMT member or Office. Please refer to the First Aid policy for detailed information.

Out Of Bounds - You will be informed of and made aware of areas that are out of bounds, either to all pupils or those outside a particular year group. If you are found to be in a restricted area, you will be sanctioned in accordance with this policy.

Detention - Break-time detentions may be given by staff for disruptive behaviour within the school. The Behaviour Management system explains this in more detail (see escalation of behavioural intervention).

Forbidden Items - Only bring to school the equipment, food and clothing you're expected to use for better performance of your work. Valuable computers, toys, pens, watches/smart watches and clothing must be left at home. All forms of chewing gum are strictly forbidden at all times. Unsuitable items that are confiscated may be collected from the teacher concerned by parents. Pupils found possessing weapons, cigarettes, lighters, alcohol, other drugs, and the like will be immediately suspended prior to further action by the appropriate authorities. We class all guns as weapons, including imitation and those for firing ball bearings (BB).

*The school authorities have minimal latitude in this area, and we do not condone behaviour of this kind.

Property

1. You are expected to be responsible for your property and keep it safe in your bag and on the allocated bag racks. You're expected to respect other people's property.
2. Theft is punishable by suspension or expulsion and could be reported to the police. You should ensure all property, including watches, pens and the like, are marked with your name. You are expected to take good care of all property loaned to you.
3. You must not write in school textbooks or deface school equipment. All damaged goods will be charged for. You may not sell, exchange or otherwise trade in commodities at school.
4. Avoid bringing valuable items into school; you should only bring in sufficient money for your daily needs.
5. Whilst classroom rotation is not taking place, you may leave a bag with your books and equipment at the bag racks (unless COVID-19 restrictions are in place - in which case bags are to be left at home). Pupils will use bags only to carry their belongings to and from school and when participating in a sporting activity.

Tower College Classroom Expectations

- Arrive on time for your lesson with the correct equipment and books. Be ready to work.
- Listen carefully to the teacher.
- Follow the teacher's instructions.
- Raise your hand to answer a question or to attract the teacher's attention.
- Behave politely.
- Always show consideration to others.
- Always respect the teaching room/area and equipment in it.
- Do all your classwork to the best of your ability.
- Mobile Phones are not allowed in school.
- Do not drink or eat in the classroom (Unless agreed with the school on medical grounds). Water is allowed in your water bottle at breaks and lunch times.

- Keep hands, feet and unkind comments to yourself.
- No make-up, fake tan, false/extended nails, hair colouring treatment or jewellery except for a wristwatch (no web-enabled watches to be worn or seen in school at any time).

Appendix 2 - School Uniform and Appearance

The wearing of school uniform is not only a requirement but also a vital aspect of our school culture. Wearing the correct uniform helps to create a sense of community and belonging and promotes a positive learning environment by reducing distractions and creating a more professional atmosphere.

The uniform list and purchase details are available on the school website.

Uniform Expectations

We expect Pupils to:

- Care about their appearance and how they present themselves.
- Maintain a neat appearance at all times.
- Role model a positive school identity
- Wear a full school uniform every day with pride and dignity.
- Wear full school uniform when travelling to and from school and representing the school at events, learning excursions and sports.

Uniform Rules

- Hair to be of natural colour, and the style should be smart, with no extreme hairstyles or gel. Long hair should be tied back using black, blue or maroon bobbles/clips.
- Shoes should be black, protective, supportive, fitted to the foot and polishable or otherwise presentable. There must be no boots, high heels, slingbacks or logos.
- Skirts and dresses must be no shorter than just above the knee.
- No make-up, fake tan, false/extended nails, nail varnish, lash/brow tint or hair colouring treatments.
- Shirts must be tucked in, and top buttons fastened.
- The socks must be grey or maroon.
- Earrings and other jewellery are prohibited. Children will be asked to surrender any such items until the end of the day. Wristwatches are allowed but must not be web-enabled or able to take photographs.
- It is advised that pupils wearing trousers should wear a belt.
- Your child's name must be sewn into all their clothing, belongings and bags. Tower College takes no responsibility at all for unnamed items which go missing. Unnamed items which are not claimed are passed to charity.
- Three-year-old pupils may wear a school polo shirt, tracksuit, or formal school uniform.

The Behaviour Management Team undertake regular uniform checks. Pupils who fail to adhere to the above may be removed from lessons and held in the main office until their parents collect them, only returning to school once the uniform standards are met.