

High Tunstall College of Science



Inspire | Support | Achieve

Behaviour Policy

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V0.0

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Statement of intent

High Tunstall College of Science believes that, for students to be successful in their learning it is essential that their mental health and well-being has been supported. It is widely known that 'All behaviour is communication' (Bennathan, 2012) and best practice demonstrates the use of positive relationships being the route to resolving difficulties.

As a college community we value the integrated approach to mental health and behaviour and as a result our policy is developed to support both aspects through a joined-up policy. At High Tunstall College of Science, we seek to support students in holistic and equitable way, taking into account but not making excuses for student's background, current circumstances and life events, therefore as a team we are committed to:

- ✓ Promoting desired behaviour through praising and rewarding positive behaviour
- ✓ Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- ✓ Ensuring equity and fair treatment for all students including those with SEMH.
- ✓ Mindfully challenging and restoring relationships following inappropriate behaviour.
- ✓ Providing a safe and nurturing environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- ✓ Encouraging positive relationships with parents/carers.
- ✓ Developing relationships with our students to enable early intervention of difficulties and potential SEMH.
- ✓ A shared approach which involves students in the implementation of the College's policy. Promoting a culture of praise and encouragement in which all students can achieve.
- ✓ Noticing the behaviour that we want to see more of.
- ✓ Promote a positive outlook and eliminate prejudice regarding students with SEMH difficulties.
- ✓ Ensure all students with SEMH and behavioural difficulties are identified and appropriately supported.

The college acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the college aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient. The college aims to promote resilience as part of a whole-college approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop students' knowledge about health and wellbeing
- **Community engagement** – the college proactively engages with parents, outside agencies and the wider community to promote consistent support for students' health and wellbeing

Where vulnerable students or groups are identified, provision will be made to support and promote their positive mental health. The college's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these students for any SEMH-related difficulties that could affect their behaviour.

1. **[Updated]** Legal Framework

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

- **[New]** Data (Use and Access) Bill 2025
- **[New]** Crime and Policing Bill 2025
- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2025) 'Keeping children safe in education'
- DfE (2023) Working together to safeguard children (2025 update)
- **[New]** DfE (2023) 'Generative artificial intelligence in education' (2025 update)
- **[New]** DfE (2023) 'Meeting digital and technology standards in schools and colleges'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE's (2024) 'Creating a school behaviour culture: audit & action planning tools'
- DfE (2024) 'Mobile phones in schools' guidance.

This policy has due regard to the following College's policies including, but not limited to:

- Anti-Bullying Policy
- Administering Medication Policy
- Complaints Procedures Policy
- Drug and Alcohol Policy
- Suspension and Permanent Exclusion Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Supporting Students with Medical Conditions Policy
- Staff Code of Conduct
- Student Code of Conduct

- Smoke-free Policy
- **[New]** Use of AI in School Policy.

2. Vision for behaviour and inclusion

We endeavour to build a learning community which at its core promotes respect, tolerance and empathy for others. We actively teach our students to take personal responsibility for their actions and to understand how to make positive choices in order for them to become effective learners who are empowered to take increasing responsibility for their own learning.

We are a highly inclusive college which actively seeks to remove barriers to learning for all of the students in our care. As such we are proactive in developing our work with other agencies. We will rigorously pursue support from other professionals and identified good practitioners to provide the best possible learning opportunities for our students. We endeavour to ensure that our college is a place of sanctuary for the most vulnerable members of our community as such are proactive in supporting our families.

3. Roles and responsibilities

The Governing Body has 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-college culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the college's Complaints Procedures Policy.

The Headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the college. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by students at the college.
- Determining the college rules and any disciplinary sanctions for breaking the rules.
- Reporting to the governing body on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Assistant Headteacher (Behaviour) is responsible for:

- The day-to-day implementation and management of this policy.
- Publishing this policy and making it available to staff, parents and students at least once a year.
- Collaborating with the Senior Teacher (Inclusion and Support: SENDCO), headteacher and governing body, as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the college.

Senior Teacher – Inclusivity and the SENDCO:

- Overseeing the whole-college 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 college engages students and parents with regards to the behaviour of students with SEMH difficulties.
- Collaborating with the Assistant Headteacher (Behaviour), Headteacher and Governing Body, as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the college.

- Coordinating the SEN and mental health support teams to provide a high standard of care to students who have SEMH-related difficulties that affect their behaviour.
- Advising on the deployment of the college's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of students with SEMH-related behavioural difficulties.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.
- Referring students with SEMH-related behavioural difficulties to external services, e.g., specialist children and young people's mental health services (CYPMHS), to receive additional support where required.
- Overseeing the outcomes of interventions on students' behaviour, education and overall wellbeing.
- Liaising with parents of students with SEMH-related behavioural difficulties, where appropriate.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, to ensure that students and their parents are informed about options and a smooth transition is planned.
- Leading CPD on mental health and behaviour.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support students with SEND.
- Supporting subject teachers in the further assessment of a student's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their students with SEMH-related behavioural difficulties in collaboration with parents, the SENDCO and, where appropriate, the students themselves.
- Setting high expectations for every student and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving their full potential, and that every student with SEMH-related behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the students in their class.
- Being aware of the needs, outcomes sought, and support provided to any students with SEMH-related behavioural difficulties.
- Keeping the relevant figures of authority up to date with any changes in behaviour. The relevant figures of authority include:
 - SENDCO
 - Headteacher
 - Subject leader.

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

- Adhering to this policy and ensuring that all students do too

- Promoting a supportive and high-quality learning environment
- Modelling high levels of behaviour
- Being aware of the signs of behaviour difficulties
- Setting high expectations for every student
- Being aware of the needs, outcomes sought, and support provided to any students with specific behavioural needs
- As authorised by the headteacher, disciplining students who display poor levels of behaviour. This responsibility includes the power to discipline students even when they are not in college or in the charge of a member of staff.

Students are responsible for:

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

Parents are responsible for:

- Supporting their child in adhering to the college rules
- Informing the college of any changes in circumstances which may affect their child's behaviour.

4. Student expectations

Students will be expected to follow our Student's Code of Conduct which requires students to:

- ✓ Be ready
- ✓ Be respectful
- ✓ Be safe.

All teachers will ensure that through daily teaching, assemblies, tutor periods and opportunities for modelling that students understand how they can demonstrate the Student Code of Conduct through their everyday actions and interactions with others, to ensure the College community work together and are united in achieving the same goal of being **ready, respectful and safe**.

Teachers should not assume that a student is aware of how to behave in a situation and therefore should demonstrate for the student through modelling of expectations and restoring of relationships.

The College will ensure that students follow our Code of Conduct by teaching them how to conduct themselves in a range of situations, such as how to:

- ✓ Restore relationships after a period of conflict
- ✓ Engage in work tasks
- ✓ Develop a growth mindset
- ✓ Line up in groups when entering or leaving the classroom or College premises.
- ✓ Sit appropriately on college chairs, carpets, hall floors, etc.
- ✓ Use appropriate voice levels and language, including manners.
- ✓ Model positive behaviour to other students.
- ✓ Develop friendship skills
- ✓ Work as a team and respect others' views, beliefs and faiths when engaging in tasks.
- ✓ Follow instructions and ask for help.

5. Pathway of support

At High Tunstall College of Science, we recognise that students who attend our college come from widely different backgrounds which can mean they require differing levels of support at various points in their college life. Our approach to supporting social, emotional mental health and well-being and promoting positive behaviour is carried out using a pathway of support from universal through to targeted, students are offered support at varying levels according to their individual circumstances. (See Appendix 1 – The Shine Centre)

It is important that we provide support to students at such times, including those who are not presenting any obvious issues. Providing early help is more effective in promoting the welfare of a student by doing so can also prevent further problems (including mental health problems) arising. It is important as a college we are proactive in meeting and addressing the needs of all students. Staff members are aware of the signs that may indicate if a student is struggling with their SEMH. The signs of SEMH difficulties may include, but are not limited to, the following list:

- Anxiety
- Low mood
- Being withdrawn
- Avoiding risks
- Unable to make choices
- Low self-worth
- Isolating themselves
- Refusing to accept praise
- Failure to engage
- Poor personal presentation
- Lethargy/apathy
- Daydreaming
- Unable to make and maintain friendships
- Speech anxiety/reluctance to speak
- Task avoidance
- Challenging behaviour
- Restlessness/over-activity
- Non-compliance
- Mood swings
- Impulsivity
- Physical aggression
- Verbal aggression
- Perceived injustices
- Disproportionate reactions to situations
- Difficulties with change/transitions
- Absconding
- Eating issues
- Lack of empathy
- Lack of personal boundaries
- Poor awareness of personal space.

It is important to recognise that students new to the College/area and also new to the country often arrive with high levels of stress and anxiety following a house/school/country move. It is important for teachers to ensure that the student receives a positive welcome and well-planned transition into college which should be planned by the relevant Student Support Officer, prior to offering a start date.

Students who arrive to the country seeking asylum often have had negative experiences of war and fighting within their home country, therefore teachers should be mindful of the potential for increased chances of presenting with SEMH and/or behavioural difficulties as a result.

For students arriving with no English language should be referred to the EAL Hub – Emma Rutherford for additional support prior to attending High Tunstall College of Science. By doing so students will receive a package of support to integrate them into life in a new town, community and when ready for transition a new College.

Other students who may be at a higher risk are those who are LAC, SEN, Student in Need, Students who have experienced abuse, neglect, exploitation or other adverse contextual circumstances, previously looked-after students (PLAC) and students who are socio-economically disadvantaged students, including those in receipt of, or previously in receipt of, free school meals and the student premium.

For students with more complex problems, additional in-college support includes:

- Supporting the student's teacher to help them manage the student's behaviour
- Additional educational support for the student
- The creation of a Coordinated Support Plan (CSP)
- Development of an individual risk assessment
- Identification of a safe space if/when necessary
- Team Around the Student – Pastoral Team, Key Worker
- Family support and/or therapy will also be considered.

6. Creating a supportive whole-college culture

Senior leaders will clearly communicate their vision for good mental health, wellbeing and behaviour with the whole college community.

The college utilises various strategies to support students who are experiencing high levels of psychological stress, or who are at risk of developing SEMH problems, including:

- ✓ Teaching about mental health and wellbeing through curriculum subjects and pastoral care such as:
 - PSHE
 - Relationships and sex education (RSE)
 - Mental Health week
 - Tutor Time Activities
 - Assemblies.
- ✓ Mentoring
- ✓ Positive classroom management
- ✓ Developing students' social skills
- ✓ Targeted interventions
- ✓ Working with parents
- ✓ Peer support.

Teachers follow supportive measures to prevent and tackle bullying.

Teachers greet each other warmly and respectfully, modelling positive relationships for students.

Teachers are calm, consistent, fair and predictable in their approach to supporting students need and all teachers ensure that when dealing with an incident their tone of voice is warm, reassuring and nurturing, with use of the scripts provided within the positive behaviour plan. High Tunstall continue to be a pivotal focused college and will endeavour to continue in our vision of focusing on positive practice first.

Each day students are warmly greeted and welcomed into college both morning and afternoon by their teachers.

The SLT ensures that there are clear policies and processes in place to reduce stigma and make students feel comfortable enough to discuss mental health concerns.

Students know where to go for further information and support should they wish to talk about their mental health needs or concerns over a peer's or family member's mental health or wellbeing.

High Tunstall College of Science take their role with regards to Mental Health seriously and therefore have a designated team within the college whose main driver is 'Health and Well-Being' (The Student Support Team).

7. HTCS Challenge

HTCS Challenge is a whole college concept that encourages staff and students to consider challenging aspects of their day-to-day lives.

Teaching staff are encouraged to consider the levels of challenges are prevalent within lessons in order to increase the engagement of all learners.

Students are also able to be rewarded for specific challenging aspects of lessons or overcoming challenges on a longer-term basis such as projects, ongoing engagement with extra-curricular, or a general positive attitude towards the subject area of the college as a whole.

8. Positive Handling

The following list is not exhaustive, but provides examples of situations where the college may decide to use reasonable force:

- Disruptive children must be removed from the classroom and are refusing instructions to leave
- Members of staff need to control disruptive students on college trips, or similar
- Members of staff must prevent a student from leaving a classroom were doing so would risk their safety or lead to behaviour that disrupts the behaviour of others
- A student is attacking a member of staff or another student
- A student is at serious risk of harming themselves and a member of staff must intervene to prevent this
- The Headteacher or authorised staff are conducting a search for items prohibited under the Education Act 1996, e.g., knives and weapons, alcohol, and illegal drugs.

Further information regarding the use of positive handling can be found in the Positive Handling Policy.

9. Working with parents/carers

At High Tunstall College of Science an important element of the work we do to support student's mental health and behaviour is the work we carry out with our parents/carers. We encourage parents/carers to contact the college and teachers to make an appointment to discuss concerns they have regarding their child with the class teacher, SSO, Head of Year or a member of the SLT.

The college SSO's, Attendance and Safeguarding Officer and/or a member of the SLT will support parents to access appropriate levels of support and will endeavour to signpost parents to agencies that can offer a more specialist approach to their needs. In some instances, it may be necessary to complete an Early Help referral for more targeted support in the home.

If college has a concern regarding a student, we will discuss our concerns with the parents/carers as they know their student best and may be able to offer an insight into the current presentation of the student, allowing us to support and plan appropriate levels of intervention and support.

10. Working with external agencies

The SENDCO will liaise with professionals from other agencies to ensure the highest possible level of support for our students in terms of their mental health, well-being and behaviour in order to achieve the best possible outcomes. These agencies include but are not limited to:

- CAMHS
- Social Care – individual social workers
- Family support workers
- Educational Psychologists and specialist SEMH Educational Psychologists
- Clinical Psychologists
- Refuge workers
- College Counsellors
- Counsellors from external agencies.

11. Working with other Schools and Colleges

As a Hartlepool School, it is important that we share good practice with other Schools/Colleges and currently we work alongside 4 other Secondary Schools, A Special School and the Pupil Referral Unit within the Hartlepool Behaviour and Attendance Partnership. It is the intention to share further expertise with other Colleges in our cluster in terms of developing Attachment Aware and Trauma Informed practice in order to support students' mental health and well-being.

12. Behaviour off college premises

Students at the college must agree to represent the college in a positive manner. The guidance laid out in the Student Code of Conduct applies both inside college and out in the wider community, particularly if the student is dressed in college uniform.

Staff can discipline students for misbehaviour outside of the college premises when the student is:

- Wearing college uniform
- Travelling to or from college
- Taking part in any college-related activity
- In any way identifiable as being a student at the college.

Staff may also discipline students for misbehaviour off the college premises that, irrespective of the above:

- Could negatively affect the reputation of the college
- Could pose a threat to another student, a member of staff at the college, or a member of the public
- Could disrupt the orderly running of the college.

Any bullying witnessed outside of the college premises and reported to a member of staff, will be dealt with in accordance with the college's Anti-Bullying Policy.

The college will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the college premises, as would be imposed for the same behaviour conducted on college premises.

In all cases of unacceptable behaviour outside of the college premises, staff will only impose sanctions once the student has returned to the college premises or when under the supervision of a member of staff.

Complaints from members of the public about behaviour of students from the college are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

13. Training of staff

At High Tunstall College of Science, we recognise that early intervention can prevent inappropriate behaviour. As such, teachers will receive training in identifying and dealing with problems before they escalate; this can be behavioural problems in the classroom or during break time/lunchtime.

Teachers will receive training on this policy as part of their new starter induction. Teachers will receive regular and ongoing training as part of their development. All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme.

Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

All staff will also receive training on the common symptoms of SEMH problems, what is and is not cause for concern, and what to do if they think they have spotted a developing problem.

At least one member of staff will know every student and receive training on how to spot where challenging or unusual behaviour may have an underlying cause that needs addressing.

Teachers and support staff will receive regular and ongoing training as part of their development.

It is the intention that all teachers will receive training in de-escalation techniques. We also have teachers who are trained to use TEAM TEACH where deemed appropriate to do so.

The college recognises that short-term stress and worry is a normal part of life and that most students will face mild or transitory changes that induce short-term mental health effects. Staff are taught to differentiate between 'normal' stress and more persistent mental health problems.

14. Rewarding positive behaviour

High Tunstall College of Science will continue to promote and embed pivotal practice. The College recognises that students should be rewarded for their display of positive behaviour. It is widely recognised within college that students may make small or large steps in displaying positive behaviour, it is essential that teachers pay attention to and praise all steps forward.

'What you pay attention to, you get more of.'

The College will use the following rewards for displaying positive behaviour:

- Scratch Cards
- Certificates
- Postcards and/or phone calls home
- Headteacher awards
- Verbal and non-verbal praise
- Half termly awards ceremony
- Stickers
- Sharing work with SLT and/or whole groups in assembly
- Star of the Week
- Recognition at annual awards evening.

15. Unacceptable behaviour

Unacceptable behaviour will be dealt with following the Social, Emotional and Mental Health Policy and the Behaviour Policy. Should a situation require further investigation the Heads of Year and Assistant Headteacher (Behaviour) will take the lead in ensuring that all parties involved are safe and dignity is maintained. Sanctions and processes are identified in Appendix 3.

The College sets a behavioural expectation that all students attending a visit must ensure that they uphold all behavioural rules in college before the visit takes place. As the trip is taking place during the academic term students must ensure that they catch up on all work missed so that they don't fall behind.

All students who do not follow behavioural expectations will have their place on the visit removed. With this in mind, it is important to understand that there are some trips that require a deposit to be paid to secure a place on them.

It is essential to clarify that this deposit is non-refundable in circumstances where a student is removed from a trip due to not meeting behaviour expectations. This policy is in place to ensure the smooth planning of the trip, including booking accommodations, transportation, and activities well in advance.

16. Assessment tools

On entry to High Tunstall College of Science new families will have a welcome meeting with the Assistant Headteacher (Behaviour), followed by a meeting and tour with the Student Support Officer (SSO). Through the initial meeting with the Assistant Headteacher (Behaviour), the College will gain an understanding of the potential Adverse Childhood Experiences (ACE's) the young person may have had in their life. This will ensure that students/families who may require support either immediately or in the future, have been identified. For students transferring to High Tunstall College of Science, the AHT/SSO will ensure through discussion and interaction with the student, their caregivers and sending school, that any potential ACES are identified (see Appendix 7).

A student may be identified as having been impacted by ACE's if they have experienced 1 or more of the following:

The balance between risk and protective factors is disrupted when traumatic events happen in students' lives, such as the following:

- **Loss or separation:** This may include a death in the family, parental separation, divorce, hospitalisation, loss of friendships, family conflict, a family breakdown that displaces the student, being taken into care or adopted, or parents being deployed in the armed forces.

- **Life changes:** This may include the birth of a sibling, moving house, changing schools or transitioning between schools.
- **Traumatic experiences:** This may include abuse, neglect, domestic violence, bullying, violence, accidents or injuries.
- **Other traumatic incidents:** This may include natural disasters or terrorist attacks.

It should also be noted that as a result of traumatic experiences sustained over a period of time, students may present with relational trauma which may impact on their ability to self-regulate their emotions and develop appropriate attachments. They are likely to respond regularly with fight/flight or freeze responses. It is essential that teachers get alongside the students and model for them using relational repair.

Follow the 4 Rs – De-escalation technique

- **Regulate** – give opportunity to move away from the situation before it escalates i.e., do a job together, go for a snack
- **Relate** – divert attention from the problem i.e., chat about the weekend
- **Reason** – restorative conversation (questions)
- **Repair** – take time to be together before returning to the task.

Teachers are responsible for observing the emotional and behavioural presentation of students and recording changes and/or concerns using Class Charts/SIMs or CPOMS as appropriate.

Teachers should support the student through development of trusting positive relationships where students feel safe, secure and free from harm. Teachers are to work alongside the student to gain an understanding as to the reasons for the current presentation.

Should a student continue to display changes in presentation either physically or emotionally, it is the Head of Year's responsibility to refer to the Student Progress Meetings. A meeting will take place between the Head of Year and Student Support Officer to discuss next steps of support, the student will be placed on the Additional Need Register and Head of Year will be required to complete a Coordinated Support Plan (Appendix 2 – HTCSP)

Students who are identified as requiring support from a more targeted intervention such as the Shine Centre or external support through CAMHS or other agencies will require a High Tunstall Coordinated Support Plan. A meeting will be held with parents, Head of Year and relevant staff to discuss concerns and suggested next steps. Consideration should also be given to support for parents through an Early Help referral.

17. Relational repair

There is no corporal punishment at High Tunstall College of Science.

At High Tunstall College of Science, teachers are expected to follow the positive behaviour plan which focusses on acknowledging there is a difficulty/problem and managing it sensitively using relational interactions and what they already know of the student.

At High Tunstall College of Science, we recognise that students may not understand why their behaviour is inappropriate, and therefore, it may be unintentional. It is therefore the responsibility of the teacher to use the opportunity as a learning experience.

Students are held responsible for their behaviours. Staff will deal with behaviour without delegating. Staff will use the following actions in dealing with poor conduct. For serious misconduct in lessons and around the site immediate sanctions will result. These behaviours include violence, racism, homophobia, dangerous conduct, threat to other students or staff. In an emergency, call reception straight away and act to keep yourself and other students safe.

1. Nudge

A reminder of the expectations for students – Ready, Respectful, Safe delivered to the student. The teacher redirects them to the agreed boundaries of the lesson/task. The student has the choice to do the right thing.

2. Warning

A clear verbal warning will be delivered to the student making them aware of their behaviour and clearly outlining the consequences if they continue. Clear expectations for the remainder of the lesson will be given. The student has a choice to do the right thing. Students will be reminded of their previous good conduct to prove that they can make the right choices.

3. Immediate RST

Staff and Student will speak in private for one (1) minute. The staff member will reset boundaries clearly and welcome back into the learning environment. Students will now be given one final opportunity to engage in the lesson and this will be made clear to the student before they re-enter the learning environment.

4. Triage

Patrol will now be called. Student will be removed to a timetabled classroom in another faculty area. **This will be a different year group to their own and is non-negotiable.**

- Triage is a no blame environment. It is opportunity to reset
- Students stay for the remainder of the lesson only
- On entering Triage, students will be handed an information card
- Triage requires an **after School RST** to **discuss** and close the behaviour before next lesson
- If a student receives two (2) Triage calls within one college day, they will lose social times (break and lunch of that day or the following day) and also be placed on college detention the following evening. Parents will be informed of any student being placed on college detention.
- If a student receives three (3) Triage calls within one college day, they will automatically be removed from circulation and placed in our ILZ provision. If their third Triage falls in period 5, they will be removed from circulation the following day. Parents will be informed accordingly.

If a student is removed from a lesson, it is the responsibility of the teacher to ensure that the incident is logged, and a **restorative conversation** has been recorded and taken place. It is also expected that parents/carers are contacted to inform them of the incident and the resolution via School Synergy or telephone as deemed appropriate.

Further information on restorative conversations (RST's) can be found at the bottom of **page 16**.

If a student engages in low level or unacceptable behaviour on the yard, the same process will be followed, whoever is on duty will inform the form tutor but will have dealt with the situation and completed the restorative conversation with the student before handover.

5. Independent Learning Zone (ILZ)

ILZ will be used for the remainder of the Day if Triage is not respected **OR** there is a serious behaviour breach. The Independent Learning Zone opens 08.30am until 4.00pm and any student who needs access to the ILZ provision will be expected to complete these hours. Parents will be notified should a student need to access the ILZ provision the following day.

If a student is escorted to the ILZ provision throughout the college day, parents will be informed accordingly and students will be expected to remain until 4.00pm as per college policy.

6. SHINE Centre/ CREATE Centre placement

If a student commits a serious behaviour breach or displays persistent defiant behaviours, we are within our rights to direct them to our Alternative Provision sites for an extended period of time. This could be within our SHINE Centre (KS3 provision) or our CREATE Centre (KS4 provision). Details around reason and length of time will be discussed in advance with parents/carers prior to the provision commencing. A return from suspension meeting will be needed for any student accessing these provisions before they re-enter mainstream.

Restorative Conversations

Restorative Conversations will be held at the end of each college day for fifteen (15) minutes in a centralised location. Students will be informed of the RST by staff throughout the day and will be given the opportunity to arrive independently to complete the RST respectfully.

All incidents should be dealt with and then the student should be given the opportunity to move on without fear of a further discussion at a later stage. Students should feel that they have been dealt with fairly through conversation – possible questions may be asked:

Restorative Questions

- 1. What happened?**
- 2. What were you thinking about at the time?**
- 3. Who has been affected by what you did?**
- 4. What impact has this had on you?**
- 5. What should we do to put things right?**
- 6. How might we deal with this in the future?**

Refusal or failure to attend the RST will result in escalation to College Detention on the following evening with a member of the Senior Leadership Team.

Students will be collected by staff at the end of the day and parents will be informed accordingly with twenty-four (24) hours' notice.

College Detention will be for one hour and students will be expected to comply with college expectations when sitting it. They will complete a Self-Reflection booklet within the College Detention. If a student has a pre-arranged College commitment (i.e.) a sports fixture, at the same time as the scheduled College detention, they will be removed from this and will be expected to complete College Detention. This is non-negotiable.

Refusal to attend or comply with College Detention will result in students being removed from mainstream circulation and placed within our ILZ provision until a parental meeting can be held to discuss the concern. Any college commitment will again be removed until a parental meeting has taken place and an agreement made as to how we move forward positively.

Please see Appendix 8 for a visual representation of the RST system within HTCS. Persistent concerns around engagement will result in a parental meeting being called to discuss privately.

The college will support students who are struggling to maintain their behaviour, it is recognised that a relational approach is far more effective in supporting and modifying behaviour than a punitive approach and therefore the following supportive measures will be put in place:

- ✓ Providing verbal reminders
- ✓ Reflection time
- ✓ Calm boxes/objects
- ✓ Buddy system
- ✓ Supportive discussion with the student at an appropriate time (time in)
- ✓ Appropriate practical support on behaviour modification i.e. modelling
- ✓ Restorative conversations
- ✓ In college community support.

Persistent low-level concerns will result in a Conduct Support Plan – Level 1 being initiated. This is a student lead plan and will be completed between staff and student in college. Parents will be informed of the plan being started and will be provided a copy if requested. Please see Appendix 2A for an example of our Conduct Support Plan – Level 1.

Continued behaviour concerns when a student is already on a Conduct Support Plan – Level 1 will result in a Conduct Support Plan – Level 2 being introduced. This will be completed within a parental meeting with college, student and parent/carer. Clear targets will be agreed and a review date will be included to ensure monitoring and follow up discussions are continuous. Please see Appendix 2B for an example of our Conduct Support Plan – Level 2.

A Coordinated Support Plan will be created within college where appropriate. A Coordinated Support Plan may involve a multi-agency approach to ensure the needs of students in our care are at the forefront of all discussions. Clear targets and a review date will be part of the process accordingly so all in agreement of future actions. Please see Appendix 2C for an example of our Coordinated Support Plan.

In cases of 'serious unacceptable behaviour' whereby de-escalation has been utilised and deemed unsuccessful and the student is putting themselves and/or others at risk, damaging property or causing disorder, then positive handling may be employed.

Teachers who are trained in Team Teach will take the lead, however the recording of the incident on CPOMS will be carried out by the teacher who initially began the de-escalation and the Incident Report form completed by the Team Teach teacher who took the lead.

The Assistant Headteacher - Behaviour will keep a record of all reported incidents requiring positive handling and a record of low-level behaviour will be recorded on Schools Synergy by all teachers.

Where students display serious aggressive and/or threatening behaviour, or illegal activity is discovered, the college will not hesitate to take appropriate action.

The college does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the students within the college.

Following an allegation of serious unacceptable behaviour, the student will be taken to an alternative teaching space (depending on the severity of the allegation) whilst an investigation by a senior leader takes place.

If, following an investigation, the allegation is found to be true, the headteacher will issue the appropriate disciplinary action.

For a student who is LAC when escalation in behaviour occurs college will work closely with Jemma Nicolle (Virtual Schools Head) and parents in order to support the student to receive the appropriate level of support and intervention.

18. Behaviour and exclusions

When exclusion is a possibility, the college will consider contributing factors which could include mental health difficulties.

Where there are concerns over behaviour, the college carries out an assessment to determine whether the behaviour is a result of underlying factors such as undiagnosed learning difficulties, speech and language difficulties, student protection concerns or mental health problems.

Where underlying factors are likely to have contributed to the student's behaviour, the college considers whether action can be taken to address the underlying causes of the disruptive behaviour, rather than issue an exclusion. If a student has SEND or is a looked-after student, permanent exclusion will only be used as a last resort.

In all cases, the college balances the interests of the student against the mental and physical health of the whole college community when implementing the College Suspension and Permanent Exclusion Policy.

19. Smoking and controlled substances

The college will follow the procedures outlined in the Smoke-free Policy and Drug and Alcohol policy when managing behaviour regarding smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with part 1 of the Health Act 2006, our college is a smoke-free environment. Parents/carers, visitors, staff and students are instructed not to smoke on college grounds. Students are not permitted to bring smoking materials or nicotine products to college. This includes, but is not limited to, cigarettes, e-cigarettes such as vapes, lighters, matches, or pipes.

In the interest of health and hygiene, the college requests that people refrain from smoking outside the College gates.

The college has a zero-tolerance policy on illegal drugs and legal highs and other controlled substances. Where incidents with students related to controlled substances occur, the college will follow the procedures outlined in the Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witnesses present.

The staff member will store the sample in a locked location.

The incident will be reported to the police immediately. The police will then collect the sample and deal with it in line with their agreed protocols.

The college will not hesitate to name the student from whom the drugs were taken to the police, and a full incident report will be completed.

Any further measures will be undertaken in line with the college's Child Protection and Safeguarding Policy.

Where controlled substances are found on college trips away from the college premises, the parents of the student, as well as the local police, will be notified.

20. Prohibited items, searching students and confiscation

The Headteacher and staff authorised by the Headteacher have a statutory power to search students or their possessions, without consent, where they have reasonable ground to suspect that the student may have a prohibited item. The prohibited items are listed in [Appendix 6](#).

All members of staff can use their power to search without consent for any of the items listed in Appendix 6. The Headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with the college's Positive Handling Policy.

Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may instruct a student to remove outer clothing, including hats, scarves, boots and coats.

A student's possessions will only be searched in the presence of the student and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.

The college is not liable for any damage to, or loss of, any confiscated item.

The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.

For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a student.

Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the college office.

The headteacher will always be notified when any item is confiscated.

Screening (taken from the DfE document 'Searching, screening and confiscation- Advice for headteachers, school staff and governing bodies').

What the law allows:

- Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.
- Schools' statutory power to make rules on students' behaviour and their duty as an employer to manage the safety of staff, students and visitors enables them to impose a requirement that students undergo screening.
- Any member of school staff can screen students.

21. **[New]** Use of AI

Students are strictly forbidden from using AI tools to target staff or other students in any way that is disruptive, unsafe, dishonest, or inappropriate. The college will not tolerate the use of AI to create or share inappropriate content, to deceive others, to engage in plagiarism, or to produce material that could harm or target staff or peers.

Any misuse of AI—including dishonesty, generating harmful or offensive content, or submitting AI-produced work as one's own—may result in serious behaviour sanctions being implemented by the college in line with this the college's behaviour policy. These measures are in place to keep everyone safe, to maintain a respectful learning environment, and to uphold the highest standards of integrity.

The college expects all students to act responsibly and ethically, respecting the rights and wellbeing of others at all times.

22. **[Updated]** Monitoring and review

This policy will be reviewed by the Assistant Headteacher (Behaviour and Pastoral) and governing body on an annual basis, who will make any necessary changes and communicate this to all members of staff.

This policy will be made available for Ofsted inspections and reviews by the chief inspector, upon request.

All members of staff are required to familiarise themselves with this policy as of their induction programme.

[Updated] The next scheduled review date for this policy is December 2026.

Appendix 1 SHINE & CREATE CENTRES

The Shine Centre

The Shine Centre is designated for KS3 students who are struggling to engage with mainstream education. The Shine Centre should not have any more than five (5) students to each adult. If possible, will offer additional PT places where circumstances allow.

We also know that the staff at the Shine Centre have skills sets that could support wider College leadership around supporting children with anxiety/SEMH and general vulnerabilities.

It is very clear that a gate keeper is required to ensure that all students have equal access to support from the Shine Centre as well as having the opportunity to be reviewed and reintegrated into mainstream education when ready.

Roles and Responsibilities within the Shine Centre:

The Lead Teacher of Alternative Education, is responsible for:

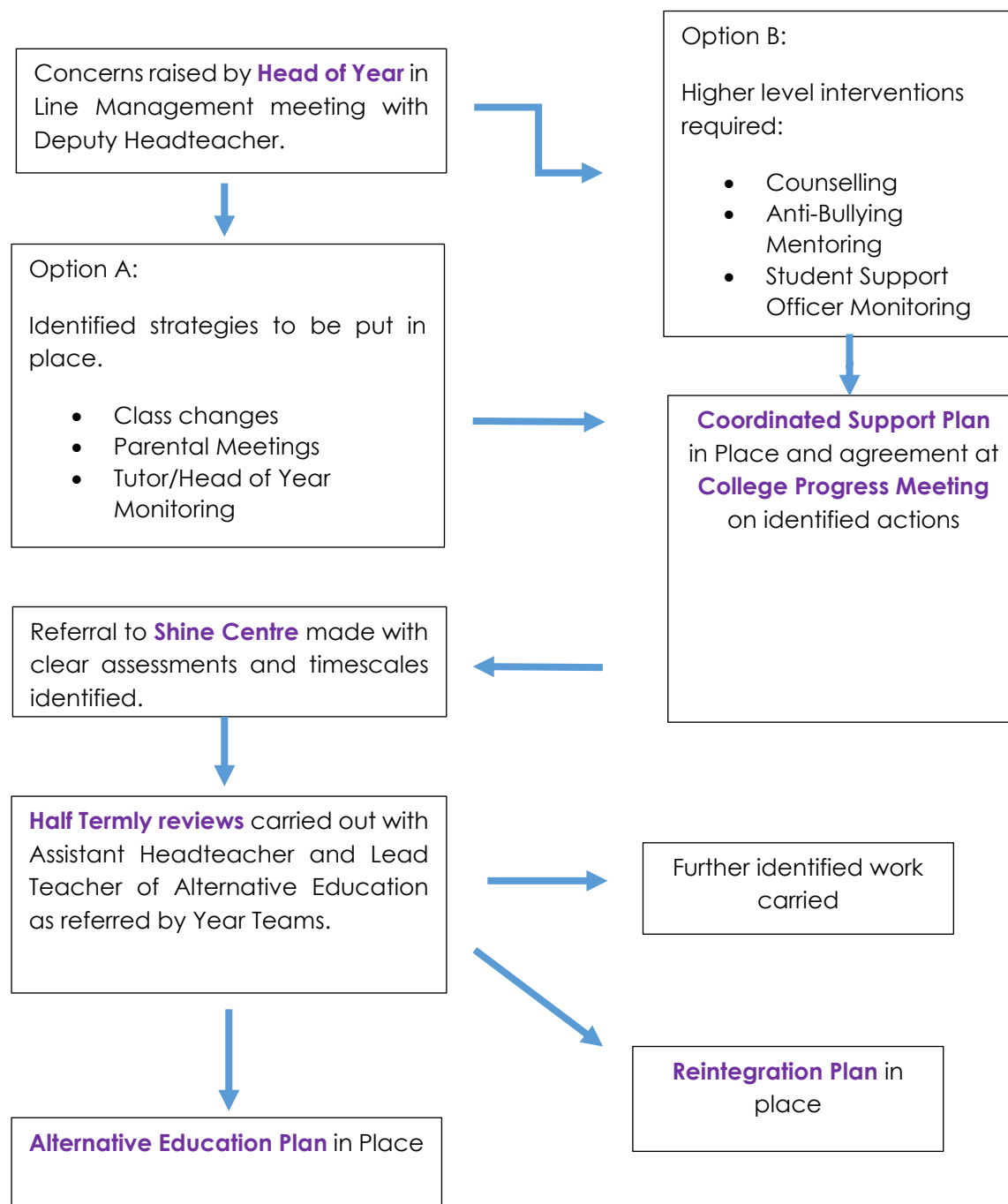
- The strategic and operational management of the Shine Centre
- The line management of all staff working within the Shine Centre
- Ensuring all students receive a curriculum and opportunities appropriate and suitable to their needs
- Coordinating and leading on the CSP process for students
- EHCP reviews for Shine centre students
- Providing statutory paperwork for funding and review meetings for Shine centre students
- Keeping behaviour management logs and trackers up to date
- Ensuring parental contact is strong
- Creating and reviewing risk assessments of students.

The Support Staff working within the Shine Centre are responsible for:

- Day to day delivery of the curriculum, including planning, marking and assessments
- Keeping in contact with parents
- Acting as a key worker to identified students
- Providing opportunities for students to develop their Social, Emotional and Mental well-being skills and strategies
- Ensuring risk assessments are carried out
- Ensuring behaviour management protocols are followed through in all aspects of the Shine centre
- Updating documentation on key students, including risk assessments, overview documents, work samples and evidence towards progress towards targets.

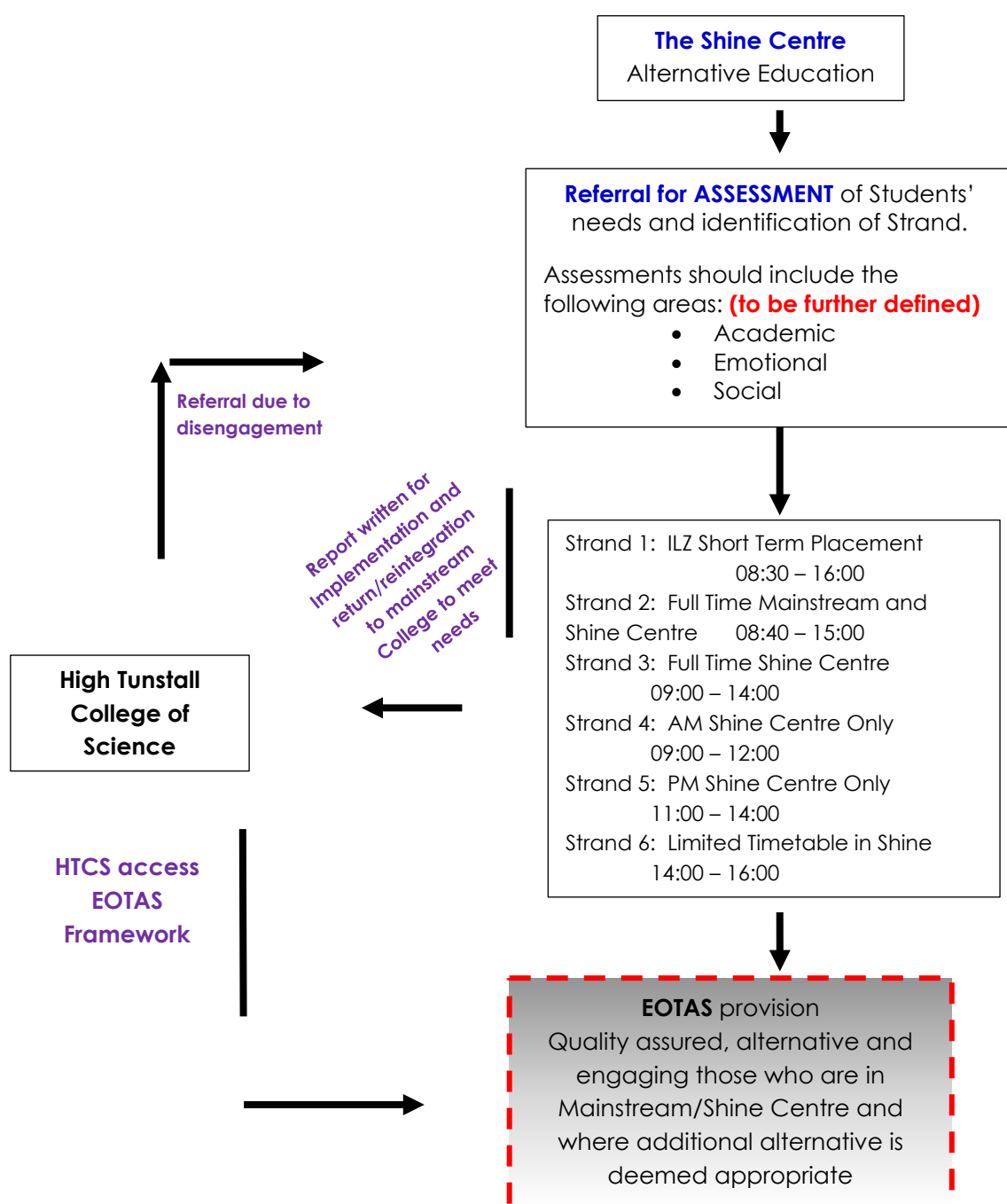
The tight management of the referral process is required to ensure all needs are met. The needs of the students in the Shine Centre are complex and the need for skilled staff to work with them. It is not an easy option to refer a student for assessment and work in the Shine Centre. A coordinated support plan should be in place for any student accessing Shine provision.

No student will be referred to the Shine Centre unless the following has been undertaken:



How should the Shine Centre Work?

[Updated]



[Updated] The CREATE Centre

[Updated] CREATE is a specialist provision for students in Year 9, 10 & 11 with social, emotional and mental health difficulties (SEMH), or students who may be at risk of permanent exclusion. Some students may have an Education, Health and Care Plan (EHCP). Students within this provision have found a mainstream setting difficult and require a bespoke curriculum that focuses on the child as a whole. We work closely with parents/carers and a host of external agencies to provide our students with a high level of support.

| | |
|--------------------------------------|---|
| Care & Safety | To be part of a caring and safe community where students are heard and understood. |
| Re-engagement to education | To have meaningful learning experiences in and out of the classroom. |
| Educational success | To have tangible experiences of success in the classroom. |
| Access to emotional support | To develop resilience and promote independence, allowing our students to grow as whole person. |
| Transition to KS5 | To rediscover academic and vocational interests and create appropriate links a seamless transition to KS5. |
| Experiences outside of the classroom | To discover a love for learning which surpasses the classroom, creating a love for the local area and beyond. |

Our goal is that our students can leave us with the relevant skills to move on successfully with their next step and ultimately go on to be a positive member of society. Students will be provided with a bespoke timetable which is to be adhered to at all times, this is non-negotiable. The CREATE provision is split into two sections, main and extension. Our school day is as follows:

[Updated] The core timetable runs from 9am until 2pm every day. Between 9am and 1pm students access four academic lessons per day, in addition to their break and lunch. During the final hour of the day students access enrichment lessons. These lessons focus on practical life skills tasks and they can opt in to sessions such as maintenance, games and salon skills in addition to spending time in the study skills room if they choose to complete any independent revision. The extension session runs from 1pm until 3pm. This session is not something that students access as part of their main timetable.

Students will attend the main provision unless students and parents are informed otherwise. The extension provision is there to support students who are struggling with main provision. If students are unsettled in the main provision and all attempts to help students regulate have failed, students will be asked to go home and return at 1pm where staff can work with them in a quieter setting. Details of when extension provision will be used can be found on the CREATE rewards and Sanctions page.

[Updated] Miss Dodds is Senior Teacher for Inclusivity at High Tunstall College of Science and will lead all staff across SHINE and CREATE provisions on a daily basis.

[Updated] Mrs Laidler will oversee CREATE provision on a daily basis.

All students study English, Maths and Science to GCSE level. On occasions Entry Level may be offered as an alternative, this will be done so in consultation with parents/carers.

Students will the study a minimum of two option subjects. This could be GCSEs, BTECs or a combination of the two. In addition to these options, we offer a range of additional qualifications including Functional Skills ICT, Prince's Trust and a variety of ASDAN awards. Alternative activities will be on offer such as bike riding, outdoor education, walking, climbing and local area attraction visits.

Name Plan

My High Tunstall Coordinated Support Plan

My name is
I like to be known as

| | |
|-------------------|--|
| Date Plan started | |
| Year Group | |



High Tunstall
College of Science

Inspire | Support | Achieve

Personal details

| | | | |
|--|--|----------|--|
| *Name: | | | |
| *Date of birth: | | *Gender: | |
| *Home address: | | | |
| *Ethnicity | | Religion | |
| *Name of parent(s)/person(s) with parental responsibility/Next of Kin: | | | |
| Address: | | | |
| Telephone number: | | | |
| Email address: | | | |
| | | | |
| *Who I live with: <i>c/o address (if different from above):</i> | | | |
| | | | |
| ID number (CareFirst, ICS etc): | | | |
| Legal status: | | | |
| Main Area of Need | | | |
| Range | | | |

This plan has been written in conjunction with NAME's carer and the professionals currently involved. The views reflected in Section (A) were gathered as part of a child centred planning meeting and include NAME's views and those of the adults who support him/her.

All About Me (views, interests and aspirations - The C/YP's aspirations and views, the parents/carers aspirations and views)

What do people like and admire about me

| |
|--|
| |
|--|

My Hopes and dreams for the future.

| |
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Other people's hopes for me

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These are the things that are important TO me now and in the future

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|--|

These are the things that are important FOR me now and in the future

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These are the things that are working well for me at the moment

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|--|
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|--|

These are the things that are not working so well

| |
|--|
| |
|--|

My current Needs (Education, Health, Social).

Background / information

Cognition and learning

Evidence of the C/YP's development/attainment and progress over time

Strengths

Needs

Communication and interaction

Strengths

Needs

Social, emotional and/or mental health difficulties

Strengths

Needs

Sensory and/or physical needs

Strengths

Needs

How my School currently support me

The support I need to succeed and achieve

Details of how additional support would be used

Actions

Support Plan

| The outcome sought for the child or young person. Long Term Outcome/Goal (What child/young person wants to achieve in the future) | | | | |
|--|-----------------|---|---|---|
| Medium Term Goal | | | | |
| Area of Need | Desired Outcome | Provision – What will be provided to meet the need? | Who will provide this and how often will this happen? | Monitoring Achieved, Partially achieved, not achieved |
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Key People: Details of any external supporting agencies/professionals

| Name | Position | Address | Telephone number | Report attached |
|------|----------|---------|------------------|-----------------|
| | | | | |
| | | | | |
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| | |
|-------------------------------|--|
| This plan was agreed on | |
| This plan will be reviewed by | |

Completed by:
Child/young person:
Parent/carer:

Date:
Date:
Date:

Appendix 2A Conduct Support Plan - Level 1

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-------------|---------------|---|------|--|--------|-------|--------|--------|---------|-----------|---------|-------------|---------------|--------------|-------------|-------------|----------|------------|---------|-----------|------|--------|---------|-------------|-------|----------|---------|----------|-------|---------|--------------|--|--|--|--|
| Conduct Support Plan: Level 1 Use this board to reflect on your current behaviours and plan your next steps. Think carefully and honestly as you complete the tasks to ensure you get the most possible moving forward. | | | About me: Name/Tutor Group: _____ Current Behaviour Points: _____ Date: _____ | | Likes: Dislikes: Favourite Subject and why: In the future, i want to: I want to make _____ proud because: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | My influences People who influence my poor behaviour are: People who are good influences on my behaviour are: Knowing my influences, I know I need to: | | Favourite subject: Worst subject: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| My strength and skills: Look at the table below. 1. Highlight/underline your strengths 2. Reflect on your biggest strength and how you use it. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <tr> <td>Responsible</td> <td>kind</td> <td>loyal</td> </tr> <tr> <td>Caring</td> <td>brave</td> <td>strong</td> </tr> <tr> <td>Honest</td> <td>sincere</td> <td>energetic</td> </tr> <tr> <td>Helpful</td> <td>trustworthy</td> <td>a good friend</td> </tr> <tr> <td>Enthusiastic</td> <td>open-minded</td> <td>independent</td> </tr> <tr> <td>Creative</td> <td>respectful</td> <td>careful</td> </tr> <tr> <td>Confident</td> <td>fair</td> <td>sporty</td> </tr> <tr> <td>Hopeful</td> <td>team-player</td> <td>funny</td> </tr> <tr> <td>friendly</td> <td>Musical</td> <td>loveable</td> </tr> <tr> <td>Funny</td> <td>sharing</td> <td>hard-working</td> </tr> </table> | | | Responsible | kind | loyal | Caring | brave | strong | Honest | sincere | energetic | Helpful | trustworthy | a good friend | Enthusiastic | open-minded | independent | Creative | respectful | careful | Confident | fair | sporty | Hopeful | team-player | funny | friendly | Musical | loveable | Funny | sharing | hard-working | | | | |
| Responsible | kind | loyal | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Caring | brave | strong | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Honest | sincere | energetic | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Helpful | trustworthy | a good friend | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Enthusiastic | open-minded | independent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Creative | respectful | careful | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Confident | fair | sporty | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hopeful | team-player | funny | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| friendly | Musical | loveable | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Funny | sharing | hard-working | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sometimes our poor conduct choices come from us believing that we cannot behave in other ways. Part of breaking this cycle is recognising we <u>CAN</u> do better. | | | When my behaviour is below expectations, you will see: When i am working at my best, you will see: When i am working below expectations, I would like my teachers to: | | My learning: I am motivated by: The best reward you could give me is: I learn my worst when: I learn by best when: One thing I find difficult in lessons is: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| My school currently supports me by: | | | | | Agreed Targets moving forward: 1. _____ 2. _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student signature: _____ Staff signature: _____ Review Date: _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Internal support within HTCS | Date completed/initiated | Next Step Action | Next Step Action Date due by: |
|--|--------------------------|------------------|-------------------------------|
| WRAT 5 | | | |
| Diagnostic Reading Analysis | | | |
| Detailed Assessment of Speed of Handwriting (DASH) | | | |
| TOMAL 2 | | | |
| Sensory Profile | | | |
| Strengths and Difficulties Questionnaire | | | |
| Measures of children's mental health and psychological wellbeing | | | |
| Boxall profile | | | |
| High Tunstall Student Survey | | | |
| Emotional Literacy | | | |
| Other SEND support | | | |
| | | | |
| Mentor | | | |
| Young Carer/EAL support | | | |
| THRIVE | | | |
| ELSA | | | |
| MAD Team | | | |
| Alternative Provision support – short term or long term | | | |
| Other – please specify: | | | |

External Services involved:
Include key worker/contact number.
 (ie) social care/Alliance/CAMHS/School
 Nurse/GP/Police/Changing Futures/ABC/other

Appendix 2B

CONDUCT SUPPORT PLAN – LEVEL 2

| | |
|----------------------------------|--|
| Student name: | Tutor Group: |
| Date plan starts: | Medical conditions/needs: |
| Date of next review: | External Agencies currently involved: |
| Challenging behaviours | Targets 1. 2. 3. |
| Reasons for the behaviour | Any special educational needs (SEN) that may affect behaviour What internal assessments have been carried out for the student to ensure SEN needs are not missed? |

Appendix 2B

CONDUCT SUPPORT PLAN – LEVEL 2

| | |
|--|---|
| Strategies for maintaining positive behaviour | Triggers and warning signs |
| Reactive strategies | Support after an incident |
| Agreement on Conduct Support Plan. Student name: Parent/carer name: Staff name: Date: | Student Signature: Parent/carer signature : Staff signature: Date: |

Support Plan

| | | | | |
|--|------------------------|--|--|--|
| The outcome sought for the child or young person. Long Term Outcome/Goal (What child/young person wants to achieve in the future) | | | | |
| Medium Term Goal | | | | |
| Area of Need | Desired Outcome | Provision – What will be provided to meet the need? | Who will provide this and how often will this happen? | Monitoring Achieved, Partially achieved, not achieved |
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Key People: Details of any external supporting agencies/professionals

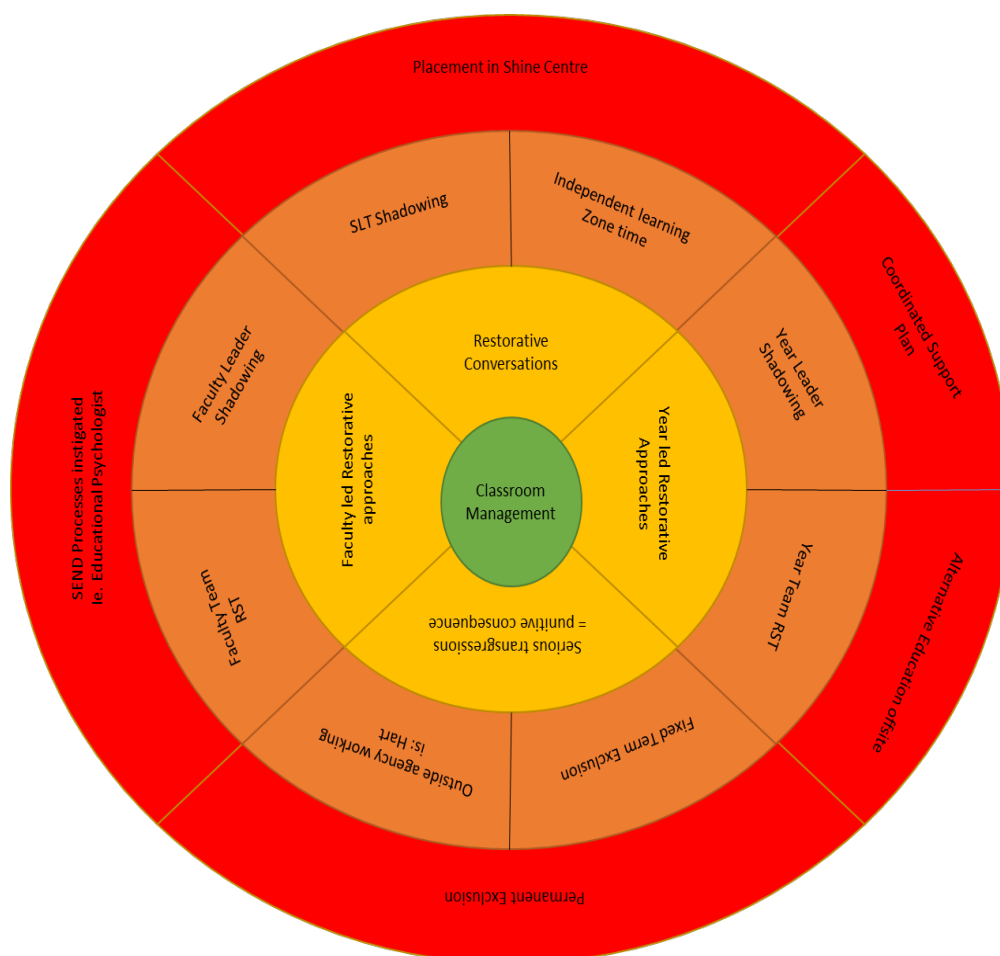
| Name | Position | Address | Telephone number | Report attached |
|------|----------|---------|------------------|-----------------|
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| | |
|-------------------------------|--|
| This plan was agreed on | |
| This plan will be reviewed by | |

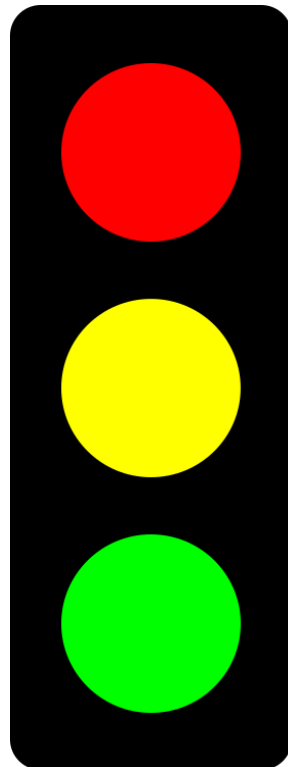
Completed by:
Child/young person:
Parent/carer:

Date:
Date:
Date:

Appendix 3 – Sanctions and Processes



Are you
READY
RESPECTFUL
SAFE



Appendix 5

Definitions

For the purpose of the policy the term '**teacher**' refers to all adults working within the College environment. Adults may include: teachers, support teachers, lunchtime staff, caretakers, office staff and volunteers.

For the purpose of this policy, the College defines "serious unacceptable behaviour" as: any behaviour which may cause harm to oneself or others, damage the reputation of the College within the wider community, and/or any illegal behaviour, including, but not limited to:

- ✓ Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- ✓ Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- ✓ Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- ✓ Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- ✓ Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- ✓ Possession of legal or illegal drugs, alcohol or tobacco
- ✓ Possession of banned items
- ✓ Truancy/absconding
- ✓ Refusing to comply with disciplinary sanctions
- ✓ Theft
- ✓ Swearing, racist remarks or threatening language
- ✓ Fighting or aggression, biting and spitting
- ✓ Using Mobile phones or other devices to take images of, or record staff or students
- ✓ Unauthorised access to and use of the college network or devices.

For the purpose of this policy, the College defines "low level unacceptable behaviour" as: behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to:

- ✓ Shouting out in class
- ✓ Talking when others are speaking
- ✓ Swinging on chairs
- ✓ Fidgeting
- ✓ Running around the classroom or College
- ✓ Inappropriate body language with others, such as not keeping hands to oneself
- ✓ Throwing items either in the classroom or on the playground
- ✓ Failure to complete classwork and not concentrating on tasks
- ✓ Rudeness and not using manners
- ✓ Telling lies
- ✓ Refusing to complete homework, incomplete homework, or arriving at college without homework
- ✓ Not following classroom rules
- ✓ Use of mobile phones (calls, viewing, texting, surfing, playing music or videos)
- ✓ Graffiti

"Unacceptable behaviour" may be escalated as "serious unacceptable behaviour" depending upon the actions of the student.

Common SEMH difficulties according to Mental Health and Behaviour in Schools (DfE, 2018)

Anxiety: Anxiety refers to feeling fearful or panicked, breathless, tense, fidgety, sick, irritable, tearful or having difficulty sleeping. Anxiety can significantly affect a student's ability to develop, learn or sustain and maintain friendships. Specialists reference the following diagnostic categories:

- ✓ *Generalised anxiety disorder:* This is a long-term condition which causes people to feel anxious about a wide range of situations and issues, rather than one specific event.
- ✓ *Panic disorder:* This is a condition in which people have recurring and regular panic attacks, often for no obvious reason.
- ✓ *Obsessive-compulsive disorder (OCD):* This is a mental health condition where a person has obsessive thoughts (unwanted, unpleasant thoughts, images or urges that repeatedly enter their mind, causing them anxiety) and compulsions (repetitive behaviour or mental acts that they feel they must carry out to try to prevent an obsession coming true).

Specific phobias: This is the excessive fear of an object or a situation, to the extent that it causes an anxious response such as a panic attack (e.g. College phobia).

- ✓ *Separation anxiety disorder:* This disorder involves worrying about being away from home, or about being far away from parents, at a level that is much more severe than normal for a student's age.
- ✓ *Social phobia:* This is an intense fear of social or performance situations.
- ✓ *Agoraphobia:* This refers to a fear of being in situations where escape might be difficult, or help would be unavailable if things go wrong.

Substance misuse: Substance misuse is the usage of harmful substances, e.g. drugs and alcohol.

Deliberate self-harm: Deliberate self-harm is a person intentionally inflicting physical pain upon themselves.

Depression: Depression refers to feeling excessively low or sad. Depression can significantly affect a student's ability to develop, learn or maintain and sustain friendships. Depression can often lead to other issues such as behavioural problems. Generally, a diagnosis of depression will refer to one of the following:

- ✓ *Major depressive disorder (MDD):* A student with MDD will show a number of depressive symptoms to the extent that they impair work, social or personal functioning.
- ✓ *Dysthymic disorder:* This is less severe than MDD and characterised by a student experiencing a daily depressed mood for at least two years.

Hyperkinetic disorders: Hyperkinetic disorders refer to a student who is excessively easily distracted, impulsive or inattentive. If a student is diagnosed with a hyperkinetic disorder, it will be one of the following:

- ✓ *Attention deficit hyperactivity disorder (ADHD):* This has three characteristic types of behaviour: inattention, hyperactivity and impulsivity. While some students show the signs of all three characteristics, which is called 'combined type ADHD', other students diagnosed show signs of only inattention, hyperactivity or impulsiveness.
- ✓ *Hyperkinetic disorder:* This is a more restrictive diagnosis but is broadly similar to severe combined type ADHD, in that signs of inattention, hyperactivity and impulsiveness must all be present. The core symptoms must also have been present from before the age of seven, and must be evident in two or more settings, e.g. at college and home.

Attachment disorders: Attachment disorders refer to the excessive distress experienced when a student is separated from a special person in their life, like a parent. Students suffering from attachment disorders can struggle to make secure attachments with peers. Researchers generally agree that there are four main factors that influence attachment disorders, these are:

- ✓ Opportunity to establish a close relationship with a primary caregiver.
- ✓ The quality of caregiving.
- ✓ The student's characteristics.

✓ Family context.

Eating disorders: Eating disorders are serious mental illnesses which affect an individual's relationship with food. Eating disorders often emerge when worries about weight begin to dominate a person's life.

Post-traumatic stress: Post-traumatic stress is recurring trauma due to experiencing or witnessing something deeply shocking or disturbing. If symptoms persist, a person can develop post-traumatic stress disorder.

Appendix 6

Items banned from College premises

Fire lighting equipment:

- Matches, lighters, etc.

Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

Weapons and other dangerous implements or substances:

- a firearm of any description, including starting pistols, air guns and any type of replica or toy gun, pellet guns or BB guns
- Knives (including all variations of bladed objects i.e., pocketknives, craft knives, Stanley knives, etc.
- explosives, including fireworks, aerosol sprays, gas canisters, lighters, matches
- laser pens or other objects, even if manufactured for a non-violent purpose but has a potentially violent use i.e., the purpose of keeping or carrying the object is for use, or threat of use, as a weapon
- Nunchucks, death stars and other martial arts objects
- Screwdrivers, hammers, chisels, bradawls and any tool that could be offensively used
- Razor, razor blades or chains
- Catapults
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays
- Dangerous chemicals

Other items:

- Jewellery (The only permitted jewellery is a wristwatch) *1 Below
- Mobile Phones (These are not allowed to be seen in college and are recommended to be kept in student lockers)
- Liquid correction fluid
- Chewing gum
- Fizzy drinks
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- Aerosols including deodorant and hair spray
- Anything that may be deemed as hazardous or that might cause disruption within college.

****1: To support our families when we ask students to remove ear/nose piercings we will ask them to replace them with one of our clear piercings when in college. Refusal to comply with this request will result in the behaviour policy being followed accordingly.***

We would like to inform you that it is the responsibility of the student and not the college for any loss or damage to items. Lost or damaged items will not be refunded. All jewellery must be removed by the student and placed by the student in a secure place during practical lessons, including PE lessons and science experiments.

Appendix 7

List of ACE's

- verbal abuse
- physical abuse
- sexual abuse
- physical neglect
- emotional neglect
- parental separation
- household mental illness
- household domestic violence
- household alcohol abuse
- household drug abuse
- incarceration of a household member.

Appendix 8 - RST overview

