High Tunstall College of Science

Inspire | Support | Achieve

Behaviour - Culture & Expectations Policy

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Stakeholder Consulted	-	Quality of Education Committee
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Responsibility for Review	-	Assistant Headteacher-Behaviour and Pastoral

V1.0

[THIS IS A COMPLETELY REVISED POLICY THAT SHALL BE READ BY ALL STAFF.]

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Statement of intent

At High Tunstall College of Science, we believe that high expectations are fundamental to creating a safe, inclusive and ambitious learning environment where every student can achieve their full potential. Our Behaviour - Culture & Expectations Policy exists not only to establish clear expectations but also to develop the knowledge, habits and character that enable students to become successful High Tunstall Learners.

We are committed to fostering a culture built on high expectations, mutual respect and positive relationships. Through consistent routines, explicit teaching of behavioural expectations and restorative practice, we support students to develop self-discipline, resilience, responsibility and respect for themselves and others. These behaviours underpin successful learning, positive wellbeing and future success beyond time at the college.

We recognise that behaviour is a form of communication and that some students may require additional support to meet expectations. Our approach is rooted in fairness, consistency and inclusion, ensuring that all students are supported to learn from their experiences while maintaining high standards across the college. Where appropriate, individual needs, including social, emotional and mental health (SEMH) needs and additional educational needs, are identified and addressed through a graduated and personalised approach.

The Behaviour - Culture & Expectations Policy is designed to ensure that every lesson is purposeful, every classroom is calm and every student feels safe, valued and able to learn. By working in partnership with students, parents, carers, staff and external agencies, we promote a shared responsibility for maintaining the high standards expected within our college community.

High Tunstall College of Science aims to develop confident, respectful and resilient young people who embody the values of Inspire, Support and Achieve by creating a culture where everybody is Ready, Respectful and Safe. Through this culture, we develop High Tunstall Learners who demonstrate the character, behaviours and attitudes needed to succeed both within the college and throughout their lives.

1. Legal Framework

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

- Data (Use and Access) Bill 2025
- 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)
- DfE (2023) 'Generative artificial intelligence in education' (2025 update)
- 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 'Mobile phones in schools' Guidance January 2026

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
- Students Personal Electronic Devices 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
- Use of AI in School Policy.

2. Inspire, Support, Achieve

Inspire, Support, Achieve represents the overarching culture and shared purpose of High Tunstall College of Science. We aim to create an ambitious, inclusive and supportive community in which every student is encouraged to achieve their full potential.

We inspire students to develop confidence, resilience and ambition; support them to overcome barriers, make positive choices and take responsibility for their learning and behaviour; and enable them to achieve academically, socially and personally. Every member of the College community has a role to play in creating an environment where we inspire one another, support one another and enable everyone to achieve.

3. Ready, Respectful, Safe

Ready, Respectful and Safe (RRS) are the core behavioural principles that underpin our expectations across the college and provide a consistent framework for how students conduct themselves, approach their learning and interact with others.

Being Ready means being prepared to learn, participating positively and taking responsibility for meeting expectations. Being Respectful means treating others with dignity, kindness and consideration, while valuing the college environment and the wider community.

Being Safe means making choices that protect the physical and emotional wellbeing of ourselves and others and contributing to an environment where everyone feels secure and able to learn. By being Ready, Respectful and Safe, students create the conditions in which they and others can Inspire, Support and Achieve.

4. The High Tunstall Learner

The High Tunstall Learner represents the positive behaviours, attitudes and characteristics that we want every student to develop throughout their time at High Tunstall College of Science.

A High Tunstall Learner is Ready to learn, Respectful towards others and the college community, and Safe in the choices they make. They demonstrate positive attitudes, self-discipline, resilience, responsibility and a willingness to engage, while taking ownership of their actions and contributing positively to the life of the college.

Through consistently demonstrating these behaviours and attitudes, students develop the habits and character that enable them to Inspire, Support and Achieve, both during their time at High Tunstall and throughout their lives beyond college.

5. Restorative Approach

Restorative practice is an important part of our approach to behaviour and relationships at High Tunstall College of Science. It provides students with opportunities to understand the impact of their behaviour, take responsibility for their actions and repair relationships where harm has occurred.

Through restorative conversations and interventions, students are supported to reflect on their choices, identify how they can make better decisions in the future and return positively to learning as a High Tunstall Learner.

Restorative practice reinforces our expectations of being Ready, Respectful and Safe, helping students to re-establish positive relationships and engagement with learning while contributing to a culture where everyone can Inspire, Support and Achieve.

Restorative practice does not replace high expectations or appropriate consequences; rather, it works alongside them to ensure that students are held accountable while being supported to learn from their experiences and make positive changes.

It can be used proactively to strengthen relationships and build a positive college culture, as well as reactively when behaviour or conflict requires reflection, accountability and repair.

6. Roles & Responsibilities

The Governing Body - The Governing Body has overall responsibility for reviewing and approving the college's Behaviour - Culture and Expectations Policy, monitoring the effectiveness of the culture and policy, and holding the Headteacher to account for its consistent implementation.

The Headteacher - The Headteacher is responsible for implementing and reviewing this Culture & Expectations Policy, ensuring that the college promotes a positive culture of behaviour and learning.

The Headteacher will ensure that staff apply the policy consistently and fairly, and will monitor its implementation to ensure that expectations, rewards and consequences are used effectively across the college.

Senior Leadership Team - The Senior Leadership Team (SLT) will support staff in implementing the policy through a visible presence across the college, including regular learning walks, coaching and guidance, and by providing timely support in responding to behaviour incidents.

Staff - All staff at High Tunstall College of Science are responsible for implementing the Culture & Expectations Policy consistently and fairly, modelling the high standards of behaviour and conduct expected across the college.

Staff should identify and address concerns at an early stage, using appropriate behaviour management and de-escalation strategies to prevent behaviour from escalating in both classroom and unstructured settings.

Staff are expected to establish and maintain high expectations, reinforce the principles of being Ready, Respectful and Safe, and support students to make positive choices and develop as High Tunstall Learners.

Staff should respond to behaviour in a calm, respectful and proportionate manner, applying the college's agreed systems and consequences consistently while recognising individual needs and making reasonable adjustments where appropriate.

Staff are responsible for recording behaviour incidents accurately and seeking appropriate support when required, including from HOY, SSO or SLT. All staff should contribute to a culture in which students are supported to Inspire, Support and Achieve.

Parents - Parents and carers are expected to support their child in meeting the expectations set out in the Student Code of Conduct. Work in partnership with the college to promote positive behaviour, attendance and engagement with learning. Inform the college of any changes in circumstances that may affect their child's behaviour.

Communicate promptly with the college to discuss any concerns relating to their child's behaviour and work collaboratively to identify appropriate support and solutions.

Students - Students are responsible for their own behaviour both inside college and out in the wider community. Making positive choices, demonstrating RRS, contributing to the learning environment and supporting others to Inspire, Support and Achieve.

7. Expectations for Student Conduct

Students will be expected to follow our behavioural principles of:

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

Ready

Entry to School – Students must arrive in full college uniform and be in their Period 1 lesson by 8:30 am.

Equipment – Students are expected to arrive ready to learn with the required equipment: a black pen, pencil and ruler.

Classrooms Arrival – Students must wait quietly outside classrooms until invited in by a member of staff. Students should line up in an orderly manner and enter only when instructed to do so.

Classroom Exit – Students must stand behind their chairs quietly at the end of the lesson and leave the classroom in an orderly manner when instructed by the teacher.

Toilets - Students are encouraged to use toilet facilities before college, during break and lunch, or after college to maximise learning time. Students may request to use the toilet during the final three minutes of a lesson, with staff recording this on Synergy. Only one student may leave a lesson at any time.

Mobile Phones – Mobile phones must remain switched off and secured within their locked pouch throughout the college day. Any phone that is seen or used may be confiscated in accordance with the Students Personal Electronic Devices Policy.

Respectful

Movement Around School – Students are expected to follow the one-way system, where applicable, and use the designated stairs when moving between floors. Staff will support calm and orderly transitions through consistent "Meet and Greet" and "Stop and Drop" routines, maintaining high expectations at all times.

Eating and Drinking – Students may only eat in designated areas, including the dining hall and outdoor bistro areas. Water may be consumed throughout college and is freely available. Chewing gum, caffeine energy and fizzy drinks are not permitted on site and will be confiscated if brought into the college.

Good Manners – Students are expected to demonstrate kindness, respect and consideration at all times. They should communicate politely with each other and with staff, consistently displaying the High Tunstall Learner values.

Litter – Students are expected to respect the college environment by disposing of litter responsibly using the bins provided throughout classrooms, toilet areas and designated outdoor areas.

Social Media – Students must use social media and online platforms responsibly in line with the Acceptable Use Policy. Any online behaviour that breaches the college Behaviour - Culture & Expectations Policy may be treated as serious misconduct and result in appropriate sanctions.

Local Community – Students are ambassadors for High Tunstall College of Science and are expected to demonstrate respect and responsibility when wearing their college uniform, travelling to and from college, and representing the college in the wider community.

Students are expected to treat members of the public, including those on public transport and in local businesses, with courtesy and respect. Sanctions may be issued where students:

- Bring the reputation of the school into disrepute
- Engage in behaviour that impacts on the orderly running of the college
- Pose a risk or threat to other students, staff or members of the public.

High Tunstall College of Science takes student conduct in the community seriously. Any behaviour that breaches the Behaviour - Culture & Expectations Policy, whether on or off site, may result in appropriate sanctions.

The college reserves the right to share relevant information with the police and other agencies to support the identification and safeguarding of young people involved in antisocial behaviour or criminal activity, in line with the college 's Data Protection Policy.

Safe

Lesson Safety – At High Tunstall College of Science, we promote a love of learning through a wide range of experiences, including practical activities. Students must always follow all classroom safety expectations and staff instructions. Failure to comply with safety procedures may result in removal from the lesson.

Outside of the classroom – Students are expected to behave safely and responsibly when socialising and taking part in activities in and around the college. Students should demonstrate respect for others and follow staff instructions to ensure a safe and positive environment.

8. Recognition & Rewards

At the heart of our behaviour policy is a commitment to recognising, celebrating and reinforcing the behaviours and attitudes that enable every student to flourish as a High Tunstall Learner. We believe that acknowledging students' effort, achievement, character and contribution builds confidence, strengthens relationships and creates a positive learning environment where everyone can succeed.

Our rewards system encourages students to be Ready, Respectful and Safe in all aspects of college life, demonstrating the values, attitudes and behaviours that underpin excellent learning and positive relationships.

Recognition is given not only for academic achievement, but also for the commitment students show to their Learner Development and Personal Development, including resilience, responsibility, leadership, kindness, attendance, participation and service to the wider college community.

By consistently recognising success and celebrating positive choices, we foster a culture of high expectations, aspiration and mutual respect that enables others to Inspire, Support and Achieve. Through this approach, students are encouraged to take pride in their achievements, develop the qualities of a High Tunstall Learner, and make a positive contribution to our college community.

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

- Synergy Points
- Scratch Cards
- Certificates
- Postcards
- Communication home
- Fab Friday
- Headteacher awards
- Verbal and non-verbal praise

- Half termly awards ceremony
- Star of the Week
- Recognition at annual awards evening.

9. Managing Behaviour & Consequences

The college uses a graduated and proportionate approach to managing behaviour. Students are given clear opportunities to recognise, reflect on and correct their behaviour wherever appropriate.

Responses will be proportionate to the behaviour, taking account of the individual circumstances and needs of the student, while maintaining high expectations.

The aim of each intervention is to restore positive engagement, protect the learning environment and support students to return to being Ready, Respectful and Safe.

Classroom Behaviour

During a lesson, students who disrupt the learning environment will be subject to a graduated series of consequences, with staff responding proportionately to the behaviour displayed:

Nudge → Warning → IRST → Triage

With each consequence a clear, calm verbal warning will be given to the student, making them explicitly aware of the behaviour causing concern. Expectations will be clearly restated and boundaries reset, with reference to the need to be Ready, Respectful and Safe at all times.

Where appropriate, students will be reminded of their previous positive behaviour and capacity to make the right choices, supporting them to reset and re-engage as a High Tunstall Learner. The student is given a clear opportunity to correct their behaviour and make a positive decision moving forward.

Behaviours that are deemed to go beyond disruptive behaviours will be dealt with by Year Teams & SLT and may result in the withdrawal of student from the lesson.

TRIAGE

Staff will contact for support and the student will be removed from the lesson. The student will be relocated to an alternative classroom containing students from a different year group. This is used to ensure the learning environment is maintained for all students while also providing the opportunity for the individual to reset their behaviour.

Students will receive a fifteen (15) minutes restorative at the end of the college day, unless notified otherwise.

Students' behaviour will be logged at the end of each lesson with the highest behaviour being added to synergy (excluding Nudge's).

Restorative Conversations

The purpose of the restorative conversation is to help the student reflect on what happened, understand the impact of their behaviour, take responsibility and identify how they can repair any harm and successfully return to being Ready, Respectful and Safe.

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. Students will sit in the RST room and wait for staff to come and have their restorative conversation with them.

Students are expected to engage in restorative processes. If staff feel that the restorative conversation is not progressing effectively, the HOY or SLT will help support the student to complete the restorative conversation.

Failing to complete Restorative

If a student fails to complete a restorative conversation in the presence of a member of the Year Team or SLT.

If a student fails to attend a scheduled restorative conversation and is not already completing an SLT detention, an SLT detention will be issued.

Late Gate

Students who are late to Period 1 will attend a 10-minute Late Gate detention at the start of lunch in WA10. Students are responsible for making their own way to WA10 and remaining for the full detention.

Students who do not attend their Late Gate detention will be issued with an SLT detention for the following college day.

If the student arrives on time for Period 1 the next day, they will be given another opportunity to complete the Late Gate detention, and the SLT detention will be deferred by one day.

Students who are late to Period 1 again will forfeit this second opportunity and will be required to complete both the Late Gate detention and the SLT detention.

Students who demonstrate improved punctuality and complete the rescheduled Late Gate are able to avoid the escalation to SLT detention.

SLT Detention

Students will be collected by staff at the end of the day and will complete a one-hour SLT detention.

If a student has a pre-arranged college commitment that coincides with the scheduled SLT detention, the student will be expected to attend the college event and complete the SLT detention at the next available opportunity.

Multiple Triage

If a student receives two (2) Triage within one (1) college day, they will be placed on SLT detention the following evening.

If a student receives three (3) Triage within one (1) college day, they will be internally suspended.

Internally Isolated Within Faculty

Heads of Faculty (HoFs) may temporarily isolate students within their department where there are ongoing concerns regarding repeated Triage referrals. This intervention is intended to be short term, providing additional support and reducing disruption while enabling students to remain engaged in their learning.

Where a student is educated within a department through this arrangement, staff will continue to apply the College Culture & Expectations Policy consistently.

Behaviour will be managed using the agreed classroom systems and staged consequences, including Nudges, Warnings, IRST. Triage and any subsequent sanctions, as appropriate.

Internal Suspension

Internal suspension provides students with an opportunity to reflect, regulate and continue their education away from mainstream lessons, while maintaining high expectations and reducing the need for fixed-term suspension wherever appropriate.

Internal suspension may be used for the remainder of the college day where there has been a serious behaviour breach. Where a student is required to complete an internal suspension on the following day, parents/carers will be notified. The internal suspension will run from 8:30am until 4:00pm.

CREATE

High Tunstall provides an alternative off-site provision, CREATE, for students who require additional support to successfully engage with mainstream education. CREATE offers an adaptive curriculum that meets individual needs while maintaining high expectations for behaviour, attendance and achievement, enabling students to make positive progress and reach their full potential.

Where appropriate, the Headteacher may decide that placement at CREATE is the most suitable educational provision for a student whose behaviour places them at risk of permanent exclusion. In such cases, placement at CREATE may be used as an alternative to permanent exclusion, where it is considered to be in the best interests of the student and the wider college community.

Decisions will be made on an individual basis, taking account of the student's needs, the seriousness and persistence of the behaviour, and the college's statutory duties.

10. Specific Behaviour Procedures

Uniform & Appearance

High Tunstall College of Science is proud of its strong reputation within the community and the high standards of uniform expected of all students. Parents/carers are expected to support the College's uniform and appearance policy.

Where a student is not compliant with the College's uniform and appearance expectations, they may be temporarily withdrawn from mainstream lessons if a reasonable resolution cannot be reached.

Searching, Screening & 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.

Prohibited items include, but are not limited to, the following:

- Mobile devices, including mobile phones, headphones, smartwatches, tablets and similar electronic devices
- Knives, bladed articles, weapons or any other items that could be used to cause harm, threaten the safety of others, damage property or commit an offence
- Alcohol, tobacco products, cigarettes, vapes, e-cigarettes or any other nicotine-containing products

- Illegal drugs, controlled substances, or any items intended for the use, preparation or distribution of illegal drugs
- Stolen property or any items suspected to have been obtained unlawfully
- Fireworks, explosives or any other items that could cause fire, injury or harm
- Pornographic or sexually explicit images, videos or other material
- Any item reasonably suspected of being used, or likely to be used, to commit an offence, cause injury or damage property.

Physical Intervention and Positive Handling

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

Use of Artificial Intelligence (AI)

Students must use artificial intelligence (AI) tools responsibly and appropriately. The use of AI to target, harass, deceive, or harm staff or other students; create or share inappropriate or offensive content; engage in plagiarism or other forms of academic dishonesty; or otherwise disrupt the college community is strictly prohibited.

Any misuse of AI may result in serious behaviour sanctions in accordance with the college's Behaviour - Culture & Expectations Policy. The college expects all students to use AI ethically, act with integrity, and respect the rights, safety, and wellbeing of others at all times.

Further information regarding the use of AI can be found in the use of AI in school policy.

Off-site Behaviour

Students are expected to uphold the high standards set out in this policy and to always act as High Tunstall learners. These expectations apply both on and off the college site including online behaviour.

The college has the authority to apply behaviour sanctions for incidents that occur off-site where a student's conduct:

- Brings, or is likely to bring, the college into disrepute
- Poses a risk to the safety or wellbeing of another student, member of staff or the public
- Has the potential to disrupt the orderly running of the college.

The college takes reports from members of the public regarding the conduct of its students seriously. Such concerns will be investigated and addressed appropriately, in line with the Behaviour - Culture & Expectations Policy and the college's Complaints Procedure.

11. Suspensions & Permanent Exclusion

Suspension will only be used as a last resort.

All suspensions will have a planned return from suspension meeting as outlined in the letter sent home and communicated in the telephone call to parent/guardian/carer.

Actions will be identified, where possible for and parents and staff to help support with deadlines highlighted. Students will also have actions that need to meet to ensure behaviours do not re-occur.

Further information regarding suspensions and permanent exclusion can be found in the Suspension and Permanent Exclusion Policy.

12. Monitoring & Review

This policy will be reviewed annually by the Assistant Headteacher (Behaviour and Pastoral) and the Governing Body, who will make any necessary amendments and communicate these to staff.

The policy will be available for inspection by Ofsted and other authorised bodies upon request. All staff are required to familiarise themselves with this policy as part of their induction.

The next scheduled review date is October 2027.