

# BEHAVIOUR

<b>APPLICABILITY:</b>	All Staff, Parents and Pupils
<b>REVIEW DATE:</b>	June 2025
<b>AUTHOR:</b>	Assistant Head (Pastoral)
<b>REGULATORY REQUIREMENTS:</b>	9a

This document brings together the School's policies on promoting good behaviour amongst pupils and the sanctions to be adopted in the event of pupil misbehaviour. The document covers all pupils in the School, including those in the EYFS, and should be read in conjunction with the School's safeguarding policies and the separate policies for pupils who are found to have made malicious accusations against staff, searching pupils and their possessions, and the use of reasonable force.

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## CODE OF CONDUCT

### PURPOSE

1. The purpose of this Code of Conduct is to enable the School to function to the best advantage of all its members. It covers only certain specific points and assumes a basic code of behaviour regulated by common sense, self-discipline and good manners. All pupils should comply with instructions from staff and show due respect for their fellow pupils and for prefects.

### AIM

2. Our aim is to promote excellent behaviour so that all of the children are able to behave in socially-acceptable ways. Behaviour is the way we act and respond to people and to situations we find ourselves in.
3. We believe that children should:
  - a. Conduct themselves around School in a safe, sensible manner;
  - b. Arrive on time to lessons;
  - c. Complete all class work in the manner required;
  - d. Hand in homework at the time requested;
  - e. Treat other children and adults with respect;
  - f. Speak politely to other people;
  - g. Show respect for the opinions, beliefs and cultures of others;
  - h. Follow reasonable instructions given by the teacher; and
  - i. Follow the School code of conduct.
4. In the event of less serious pupil misbehaviour:
  - a. The member of staff will speak to the individual as soon as possible;
  - b. We will tell the child what is wrong and explain what they should have done or said [or not said]. If the behaviour is repeated, the child will be reminded again;
  - c. If the behaviour continues we will use relevant sanctions available to us, or remove the child from the class/ activity;
  - d. We will try to find out why the child is behaving this way and treat the situation accordingly;
  - e. If there is persistent repetition of the behaviour, or if the behaviour is more serious in the first instance, parents will be contacted either by telephone or in writing to discuss the behavioural issues and any potential reasons for the behaviour;
  - f. After discussions with parents and other relevant agencies (if appropriate), any necessary support will be identified and provided by the relevant member of staff;

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- g. Under the Equality Act 2010, there will also be consideration and appropriate and reasonable adjustments made for any pupils in the School with special educational needs and/ or disabilities;
5. The pupil Code of Conduct is sent to all new pupils and parents upon registration. House tutors remind their tutees of the School's non-negotiables at the start of each new academic year and copies are posted in every tutor room.

## **CODE OF CONDUCT – SENIOR AND PREPARATORY SCHOOL**

### **Attendance**

6. Pupils are expected to be punctual at all times;
7. Registration is at the times prescribed by the School;
8. Pupils arriving after registration must report at once to reception and sign in accordingly;
9. Parents should notify the, Form Tutor or Head of Section if they know their child will be absent from school in advance (a medical or dental appointment for example);
10. If a child is absent owing to illness, parents should telephone reception as soon as possible, but in any event no later than 8.30am on the first day of absence.

### **Work and learning**

11. All pupils will endeavour to:
12. Work and learn to the best of their abilities at all times;
13. Behave properly in lessons and not disturb other pupils' learning;
14. Complete all work set (including homework) on time;
15. Arrive properly equipped for all lessons.

### **Reading**

16. Reading is very important and pupils are always expected to have a reading book.

### **Vehicles**

17. Motor vehicles may only be brought into school with the permission of the Head of Sixth Form. No pupil may accept the offer of a lift in a motor vehicle driven by another pupil unless they have received the Head of Sixth Form's approval and produced a letter from their parents agreeing to the arrangement.

### **Signing Out**

18. All Year 7-11 pupils must remain on School premises during School hours. Sixth Formers may visit Tettenhall Village at lunch time, but must sign out and back in at Reception. Should any child leave School during the day, to attend a medical/ dental appointment for example, they should enter their name in the signing out book located in the Senior School or Preparatory School Reception as appropriate. On their return they must report to the relevant Reception and sign back in.

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### **Out of Bounds**

19. From time to time certain designated areas are out of bounds unless a member of staff is present or special permission has been given. Form Tutors will notify pupils of these as and when required.
20. The woodland and Forest School are to be considered out of bounds to all pupils unless supervised by a member of staff. Access to the sports pitches for games lessons or matches is permitted but only by the most direct route and as quickly as possible.
21. The Swimming Pool, Sports Hall and Towers buildings are also out of bounds to all pupils other than for lessons and practices/ matches/ rehearsals/ performances that are supervised by a member of staff.
22. Boarding accommodation is reserved for the use of the boarders only. During the School day, boarders may only return to their boarding house with the permission of a member of boarding staff. After School, visitors to the boarding house are by prior arrangement only and must report to the member of staff on duty.

### **School Nurse**

23. Except in an emergency, any pupil wishing to see the School Nurse in lesson time must obtain a note from a teacher beforehand. Pupils may see the school nurse at break times without a note.

### **School Meals**

24. All pupils are expected to take School meals, and must come to meals properly dressed unless special permission has been granted. All food should be consumed in the Dining Room, unless pupils are taking part in an organised activity requiring a packed lunch. No pupil should be eating lunch whilst walking to an activity.

### **School Dress**

25. The way in which pupils appear and behave in Tettenhall village, in shops, on buses, or wherever the School uniform is worn, directly affects the reputation of the School. Pupils must arrive and depart in full School uniform or, if Sixth Form, appropriate clothes, and, unless special permission is given, School uniform should be worn at all school functions both on and off the premises.
26. School uniform and appearance regulations are posted in every tutor room.
27. Pupils are not allowed to wear heavy make-up or jewellery other than that stated in the uniform policy in the School Uniform and Appearance Regulations. Pupils are allowed to wear religious jewellery and symbols, subject of course to safety considerations.
28. Hair should be a natural colour and be cut in a respectable style.
29. All pupils must wear the approved kit for games and PE. All clothing must be clearly marked.

### **Organisation**

30. Pupils should make sure that they are properly equipped and prepared for all lessons and activities. Failure to attend lessons properly equipped shall be regarded as disruptive behaviour.

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### **School Property**

31. School property belongs to the whole community, and, as such, should be treated with care and respect. All breakages and damage should be reported to the Bursar's Office.
32. All pupils have the responsibility of ensuring that the School environment is clean and tidy. Litter should always be deposited in the bins provided.

### **Mobile Phones**

33. Pupils may not use their mobile devices at all during the School day. All phones and other devices (airpods; smart watches and ipads) must be placed in lockers as soon as a pupil arrives in School. Subject to full compliance with these rules and expectations, Sixth Form are accorded the privilege of using their phones in their common room during the lunch period and at no other time during the school day. A lack of compliance may result in the cessation of this privilege. It should be expressly understood and agreed that in all other places, mobile phones and other devices should not be used during the School day, including for taking photographs or videos. The School retains the right to confiscate mobile phones for up to 48 hours if they are being used inappropriately.

### **Whole School Network (WSN)**

34. Pupils are responsible for good behaviour in the use of the WSN, including the Internet, just as they are in a classroom. The WSN is provided for students to conduct academic research, present and communicate information and enhance their learning. Access is a privilege, not a right, and requires responsibility. Pupils are required to comply with the Acceptable Use Policy. Any misuse by students may lead to disciplinary action.

### **General Prohibitions**

35. Eating and drinking are not allowed in the classrooms, the corridors, Study Centre or Library. Chewing gum is forbidden at all times. Betting and gambling are not allowed in school. Knives, fireworks, firearms and pornographic images are prohibited. Pupils must not smoke or drink alcohol on the school premises or on their way to or from School. Pupils who possess, trade or consume illegal drugs must expect to be required to leave the School.
36. The verbalisation or vocalisation of discrimination on the grounds of race, culture, religious, gender, sexuality and ability/ disability is forbidden. There is a zero-tolerance attitude to this type of behaviour and sanctions could include suspensions or permanent exclusions.
37. This list is not exhaustive. Suspension or permanent exclusion may also be applied in cases of inappropriate sexual behaviour, where the School is brought into disrepute by a pupil's behaviour inside or outside of School or in instances where there are repeated misdemeanours.

### **Bullying**

38. Bullying is characterised by an intent to hurt, often planned and repeated over time, and accompanied by an awareness of the impact of the bullying behaviour. Bullying in any form is unacceptable and is regarded as a serious offence. Persistent bullies will be excluded from the School as we take bullying very seriously. For further information please refer to the Tettenhall College policy regarding bullying contained within the Safeguarding Policy.



**CODE OF CONDUCT – PREPARATORY SCHOOL**

39. The Code of Conduct applies equally to all pupils, however the nature of dealing with the youngest children is reflected in the following ‘Golden Rules’ which apply in the Preparatory School and are especially relevant to Pre-Preparatory pupils:

**CLASSROOM & PLAYGROUND GOLDEN RULES**

- 40. We are gentle – We don’t hurt others
- 41. We are kind and helpful – We don’t hurt anybody’s feelings
- 42. We listen – We don’t interrupt
- 43. We are honest – We don’t cover up the truth
- 44. We work hard – We don’t waste our own or others’ time
- 45. We look after property – We don’t waste or damage things
- 46. We play well with others – We don’t spoil others’ games
- 47. We care for the playground – We don’t damage or spoil anything

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## **MANAGING PUPILS' TRANSITION**

48. We carefully manage the transition of the children, not only from EYFS through to Key Stage 1 and to Key Stage 2 but also in preparing children for Year 7. A particular strength at Tettenhall College is the relationship that staff develop with the children and families. Children always have a transition day with their new class and teachers, and we hold handover transition meetings at every move to enable clear communication for staff working with children. Because our staff team is in constant communication, any specific pupil support systems or strategies are seamlessly integrated as each child moves through the School to ensure consistency in their behaviour management. We are especially careful in ensuring that transitions for children with SEND are fully prepared at each stage both internally and externally. We are continually building relationships with feeder schools and children who are entering Tettenhall College from other schools are encouraged to attend taster days. Staff also visit feeder schools and liaise with their teachers in order to ensure smooth transition for the children.



**REWARDS - SENIOR SCHOOL****Aim**

49. The aim of rewards within Senior School is:
- To help promote a positive culture for work, activities and development in school;
  - To provide stimulus to enhance endeavour and excellence; and
  - To provide a reward system that may be applied consistently across the curriculum by all staff for all pupils.

**House Points**

50. iSAMS Points are awarded for:

Good attitude (+1), Kindness (+1), Good prep (+1), Good work in class (+1), Good progress (+2), Helpfulness (+2), Excellent quality prep (+2), Excellent quality classwork (+2), Creativity (+2), Attendance at Open Day (+2), Resilience (+3), Perseverance (+3) and Contributions to the School community (+3).

**Collecting House Points**

51. Teachers post iSAMS Points on the rewards and conduct module on iSAMS. At the end of each half-term, the total number of iSAMS Points awarded to each individual is calculated. Reward certificates are awarded to the pupils with the most iSAMS Points in each House in each year group. At the end of each term, the iSAMS Points awarded to all pupils in each House are added together, and the results contribute towards the House Cup competition.

**Progress Check Grades****Effort Points**

52. Individual effort points will be compiled as a result of the progress check effort grades awarded by each member of staff. Each pupil's score will then be calculated by the Assistant Head (Academic).

**Points Awarded**

53. The value of each effort grade in relation to the number of effort points is:

Excellent	10 Points
Good	5 Points
Satisfactory	0 Points
Concern	-5 Points

54. There are four reward levels that may be achieved – Bronze, Silver, Gold and Platinum:

Average Number of Reward Points (per subject)	Reward
8.25 - 8.74	Bronze Bronze certificate awarded in assembly
8.75 – 9.24	Silver Silver certificate to be awarded in assembly
9.25 – 9.74	Gold Gold certificate to be awarded in assembly
9.75 - 10.0	Platinum Platinum certificate to be awarded in assembly

**Achievement**

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55. After each progress check, reward certificates are also awarded to the highest achiever and the most improved pupil in each year group.
56. There are occasions when the School community as a whole can celebrate the successes and achievements of individuals and groups in a variety of activities – sport, music, drama etc. This usually takes place in assemblies. In addition to this, staff send praise postcards for outstanding pupil achievements throughout the year. Pupils are awarded colours for their sporting prowess at our annual Sports Awards evening, and receive vouchers for outstanding effort and achievement, and for services to the School, at our annual Prize Giving ceremony.

**REWARDS POLICY - PREPARATORY SCHOOL**

57. There are a wide number of Dojos to encourage and reward small positive behaviours, distributed by teachers and supervising staff. This translate into House Points and are awarded for excellent behaviour and work, and contribute to the Prep School House Cup competition.
58. Commendations are given for good pieces of work or behaviour. Each week, House Points are totalled and Commendation awards are given in our Celebration Assembly. Out of school awards are also celebrated, as we value all achievements made by the children. Children can bring in medals, trophies, certificates and badges they have gained for their out of school activities and these will be presented to them in our Celebration Assembly too.
59. Head's Commendations are awarded for the highest standard of work or behaviour, and presented in full school assembly (Prep School). A celebration letter is also sent home to parents in congratulation of their child's success.

**Individual Rewards****Effort**

60. Individual reward points will be compiled in the same way as in the Senior School, but with slightly different thresholds for certificates:

Average Number of Reward Points (per subject)		Reward
7.00 – 7.99	Bronze	Bronze certificate awarded in assembly and a mention in newsletter
8.00 – 8.99	Silver	Silver certificate awarded in assembly and a mention in newsletter
9.00– 9.99	Gold	Gold certificate awarded in assembly and a mention in newsletter
10.0	Platinum	Platinum certificate awarded in assembly and a mention in newsletter

**Achievement**

61. There are occasions when the School community as a whole can celebrate the successes and achievements of individuals and groups in a variety of activities – sport, music, drama etc. This usually takes place in assemblies. In addition to this pupils are also awarded prizes for outstanding effort and achievement, and for services to the School at the Annual Prize Giving Day. A separate Sports Awards Evening is held to reward sporting endeavour.

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<b><u>REWARDS and PRAISE</u></b>	
Verbal praise	Daily praise and positive concrete recognition and reinforcement of good work, effort and attitude
Written praise in books	
Individual Dojos	
House points (translated from Dojos)	
House Praise Post Cards	Formal recognition of specific achievement for the school community.
Commendations	Formal recognition of specific academic achievement.
Certificates for effort and achievement	Individual recognition in response to grade cards.
Honour Roll	Awarded to pupils who are good role models.  Purple badge worn with pride.
Head's Commendations	Formal presentation in assembly for significant and specific achievements.
Prize giving	Nominated by subject staff for formal presentation at annual event.

## **SANCTIONS**

62. Corporal punishment is not used or threatened. No unacceptable, excessive or idiosyncratic punishments should be used including any punishment intended to cause pain, anxiety, humiliation, corporal punishment, deprivation of access to food or drink, enforcing eating or drinking, prevention of contact with parents/ independent listener or helpline, requirement to wear distinctive clothing as a punishment, use of or withholding medical, optical or dental treatment, deprivation of sleep, fines exceeding two thirds of the boarders available pocket money provision or locking in a room or area of a building.

## **SANCTIONS POLICY - SENIOR SCHOOL**

63. In any classroom situation minor incidents will be dealt with quickly and effectively by the subject teacher.

64. Negative iSAMS Points are issued for:

Lateness to lessons (-1), Incorrect uniform (-1), Missing equipment (-1), Not listening (-1), Shouting out (-1), Straying off-task (-1), Poor quality prep (-1), Eating/ chewing gum (-1), Not submitting prep (-2), Mobile phone infringements (-2), Poor quality class work (-2), Poor attitude to learning (-2), Poor effort (-2), Uncooperative behaviour (-3), Arguing (-3), Swearing/inappropriate language (-3), Failure to follow instructions from staff (-3), Disruptive behaviour (-3), Unsafe behaviour (-3), Rudeness (-3) and Teasing/ name-calling (-3).

65. Other sanctions could include a verbal reprimand, moving seat, being sent to a temporary alternate location (supervised by a member of staff) or a phone call home.  
66. Within the classroom, each pupil should have 2 warnings to allow them to correct their behaviour and negative iSAMS points issued. On the 3<sup>rd</sup> warning, an added time should be issued and recorded on iSAMS (see below):

### **Level 1 – Added Time**

67. The individual teacher should detain offenders themselves at break or lunch time.

### **Level 2 – Behavioural Support - Monday lunch, 12:55pm to 1:50pm**

68. This sanction should be applied for persistent behavioural issues, infringement of the daily routine, e.g. absence/ lateness for registration, absence from assembly etc., or other regular breaches of the Code of Conduct, e.g. untidy dress etc. At this point, the teacher or tutor issuing the detention should contact home and record this in iSAMS notes. Behavioural support is supervised by the Subject Leaders. Pupils will be escorted to lunch at the end of their detention.

### **Level 3 - School Detention – Wednesday after School, 4.10pm to 5.10pm**

69. The weekly detention should be used for more serious misconduct, refusal to comply with other sanctions or poor academic performance. The relevant Head of Section will inform the pupil's parents/ guardians. School Detention is supervised by the Heads of Section.

### **Level 4 – Parents invited into School**

70. The pupil may be asked to sign a behaviour contract and the parents may be sent a formal letter from the Assistant Head Pastoral.

### **Level 5 – Suspension, Removal and Expulsion.**

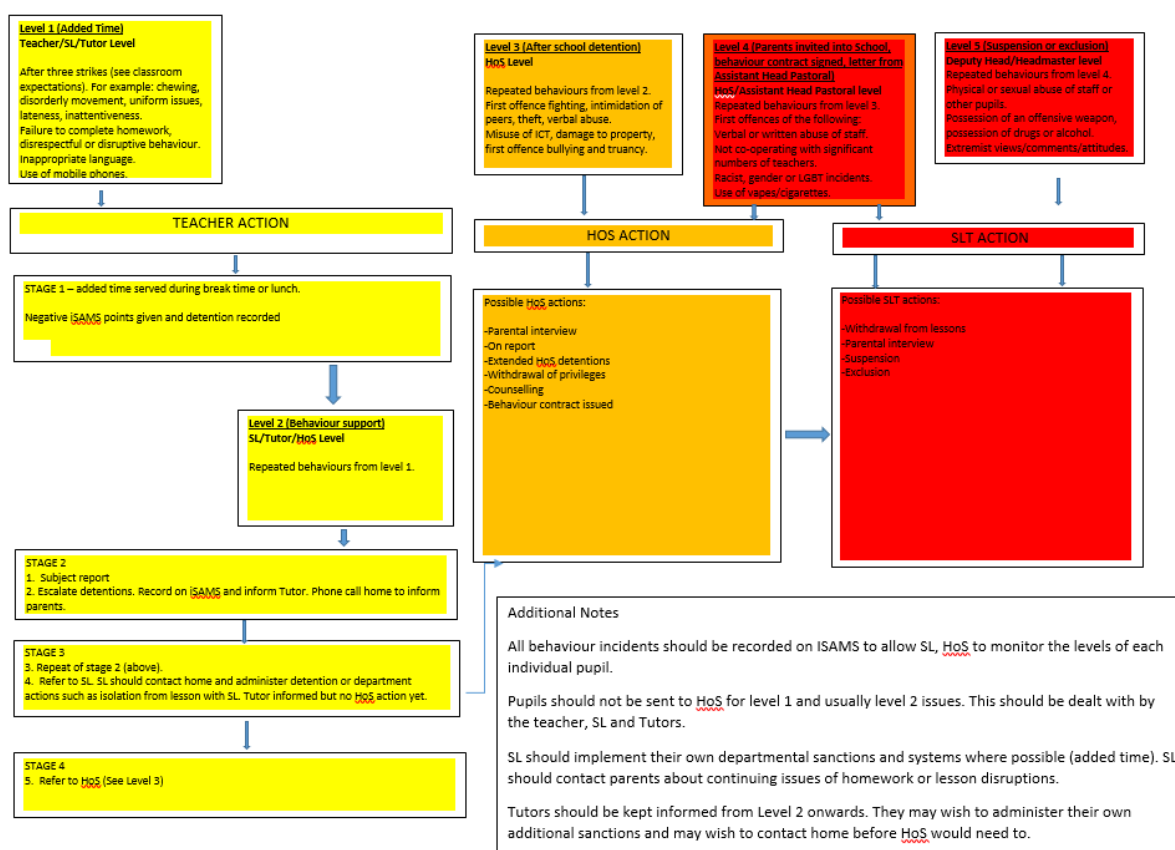
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71. These sanctions may be imposed by the Headmaster (or a member of the SLT deputising for the Head) for the most serious offences such as theft, bullying, sexual contact, involvement with drugs or alcohol, or physical aggression towards another pupil or a member of staff. In the case of all exclusions, parents/ guardians are informed in writing of the reasons for the exclusion. These sanctions can also be used in the event of repeated undesirable behaviours at the previous 4 levels of sanction. For further details, please see Exclusions Policy.

Please see the ‘Sanctions Ladder’ below.

## Reporting

72. If a pupil is consistently poorly behaved and/ or produces work which is unsatisfactory, he or she may be placed on a weekly report. The pupil will be given a sheet on which class teachers comment every lesson. It is the responsibility of the Head of Section, or Head of Sixth Form, to monitor this.



## SANCTIONS POLICY - PREPARATORY SCHOOL

73. We believe that the best approach is positive discipline - looking for, and rewarding the good behaviours. We use the code of conduct known as ‘Classroom & Playground Golden Rules’ throughout the Preparatory School.

74. For serious and persistent offences, pupils may be put into detention for up to one hour.

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75. More serious incidents will result in a 2 hour Saturday morning detention with the Headmaster and/or exclusion.

## **SANCTIONS - PRE-PREPARATORY SCHOOL**

### **Aim**

76. We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others.

### **Method**

77. We will meet this aim through the following procedures:
78. The Head of Preparatory School has overall responsibility for supporting issues concerning behaviour. Members of staff are encouraged to ask for advice or guidance;
79. We require all staff, volunteers and students on placement to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy;
80. We familiarise new staff and volunteers with our behaviour management policy and its guidelines for behaviour;
81. We expect all members of our setting children, parents, staff, volunteers and students to keep to the guidelines, requiring these to be applied consistently; and
82. We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key worker, teacher or the Headmaster.

### **Children under three years in Nursery**

83. When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children, as we recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them learn to do this. Staff treat children calmly and patiently, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
84. We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.
85. In cases of hurtful behaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
86. Hurtful behaviour incidents that give cause for concern are recorded on a 'Behaviour Incident Form' and brought to the attention of the Head of Preparatory School. These forms are kept in a folder in the staffroom and a photocopy is placed in the child's personal file. The child's parent is informed on the same day or following morning, either in person/by phone, by the child's teacher, key worker or Head of Preparatory School.

### **Rough and tumble play**

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87. We recognise that rough and tumble play is normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'.
88. We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

### Fantasy Aggression

89. Young children often engage in play that has aggressive themes, such as superhero and weapon play. These are often linked to television programmes or computer (PlayStation, X-Box) games. Some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to bullying, although it may be inconsiderate, or even hurtful, at times and may need addressing using the strategies as above.

90.

Sanctions		
Stage	Action	Behaviour recorded
<b>1. Low level behaviour</b>	Red dojo point given with reason  Time out may be used  For persistent low level behaviour some break time may be lost	Red dojo point
<b>2. Concern - Repeated low level behaviour</b>	Class teacher will alert the parent, with red dojo point given  Sanction such as missing break put in place  An individual behaviour plan may be used – appendices 1  If no improvement the child may be removed from class to work with a member of PLT for ½ a day, or the remainder of the day	Red dojo point
<b>3. Concern - Elevated behaviour concern</b>  Such as: hitting out, verbal altercation, spitting	The class teacher will alert a parent  Sanction such as missing break put in place  The child may be removed from class to work with a member of PLT for ½ a day, or the remainder of the day	ISAMS
<b>4. Serious concern</b>  Serious one of incident of aggressive physical behaviour, swearing aggressively etc.	Child will be brought to the Assistant Head teacher or Head teacher and the child will remain with them until the end of the day. The Assistant Head teacher or Head teacher will alert the parent Restorative work will be undertaken  Further internal exclusion considered	ISAMS
<b>5. Issue</b>	Formal meeting with the Head teacher or Assistant Head teacher  Sanctions and next steps discussed with parents	ISAMS

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	Internal exclusion considered	
6. Unresolved	Head of Prep and/or Head of College to discuss further options with the parents. External suspension and expulsion possible	ISAMS

### **EXCLUSIONS – WHOLE SCHOOL**

91. Please see separate Exclusions Policy.

### **THE ROLE OF PARENTS AND GUARDIANS**

92. Parents and Guardians who accept a place for their child at Tettenhall College undertake to uphold the School's policies and regulations, including this Policy when they sign the Parent Contract. They will support the School's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.
93. We hope that parents will not feel the need to complain about the operation of our Behaviour Policies, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, we are always happy to consider suggestions from parents and hope that you find the school responsive and open-minded. The Complaints Procedure is available on the Tettenhall College website.

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