TETTENHALL COLLEGE POLICY NUMBER 13

BEHAVIOUR

APPLICABILITY: All Staff, Parents and Pupils

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AUTHOR: Assistant Head (Pastoral)

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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;

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;

Staff should consider whether behaviour may indicate a safeguarding, wellbeing, SEND or unmet-needs concern. Sanctions must be applied consistently, proportionately and without discrimination, and reasonable adjustments must be considered where required.

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.

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. All pupils must comply with the School Uniform and Appearance Regulations, including the requirements on make-up, facial hair, jewellery, nails, hair and smart/internet-enabled watches. Discreet, simple religious jewellery and symbols are permitted subject to the School's guidance and 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.

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. Tettenhall College is a mobile-phone-free environment by default. All phones and other devices (AirPods, smart watches, iPads and similar smart technology) must be placed in lockers as soon as a pupil arrives in School and must not be used during lessons, the time between lessons, breaktimes or lunchtime. Subject to full compliance with these rules and expectations, Sixth Form are accorded the privilege of using their phones in their common room. 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. Exceptions, including for medical, accessibility, safeguarding or boarding-contact reasons, must be agreed by staff in advance and recorded where appropriate. The School retains the right to confiscate mobile phones for up to 48 hours if they are being used inappropriately, provided any sanction is proportionate and takes account of individual circumstances, including age, SEND and safeguarding considerations.

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 classrooms, corridors, the 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. Smoking and vaping, and the possession or use of cigarettes, e-cigarettes, herbal tobacco or any nicotine-based product, are prohibited on the School site, on journeys to or from School, on School activities or trips, and whenever pupils are under the School's jurisdiction. Pupils must not possess or consume alcohol while under the School's jurisdiction, except

where alcohol is provided at an authorised, supervised Sixth Form event in accordance with School rules. The possession, supply or use of illegal drugs is strictly prohibited and may result in permanent exclusion. The possession or misuse of aerosols or solvents for inhalation is also a serious breach of School rules.

36. Discriminatory, prejudiced or derogatory language, verbalisation, vocalisation, publication or sharing, whether in person or online, relating to race, culture, religion or belief, sex, sexual orientation, gender reassignment, disability or other protected characteristics, is forbidden. There is a zero-tolerance attitude to this type of behaviour and sanctions could include suspension or permanent exclusion.

37. This list is not exhaustive. Suspension or permanent exclusion may also be applied in cases of harmful sexual behaviour or sexual misconduct, 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. The School's anti-bullying strategy covers bullying face to face, online and through mobile or smart technology, including cyber-bullying, sexual harassment, abuse related to protected characteristics and prejudice-based bullying. Pupils are taught, in age-appropriate ways, how to recognise, report and respond to bullying, including how to seek help if bullying occurs. Pupils who bully others may be subject to serious sanctions, including suspension or permanent exclusion. 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

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:
    a. To help promote a positive culture for work, activities and development in school;
    b. To provide stimulus to enhance endeavour and excellence; and
    c. To provide a reward system that may be applied consistently across the curriculum by all staff for all pupils.

House Points

Rewards must be awarded fairly, consistently and transparently. Recognition should not be based solely on high attainment but should also reflect effort, progress, improvement, resilience, contribution, leadership, service, character, co-curricular involvement and scholarship. The School will make reasonable adjustments where

appropriate and will monitor reward patterns to ensure that pupils, including pupils with SEND, EAL pupils, boarders and day pupils, are recognised equitably.

50. Positive iSAMS Points and House Points are awarded in accordance with the Rewards and Prizes Policy. Points may recognise effort, progress, achievement, effective participation, contribution to the School community, co-curricular involvement, leadership, service, character, scholarship and other significant achievements. Staff should refer to the Rewards and Prizes Policy for the current categories and points arrangements.

Collecting House Points

51. Teachers record positive iSAMS Points through iSAMS. At the end of each half-term, the total number of positive points awarded to each pupil is calculated. Reward certificates are awarded to the pupils with the most points in each year group. At the end of each term and at the end of the academic year, points are counted and contribute towards the House Cup competition in accordance with the Rewards and Prizes Policy.

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 their Head of Section.

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

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 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 may be awarded School Colours for sustained and significant contribution to College life, including sport, the arts, service, leadership, scholarship and co-curricular involvement, in accordance with the Rewards and Prizes Policy. Pupils also receive awards for outstanding effort and achievement, and for services to the School, at our annual Prize Giving ceremony.

Scholarship recognition, annual prizes, School Colours and other formal awards are administered in accordance with the Rewards and Prizes Policy.

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. These 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 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.

REWARDS and PRAISE	
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. Gold 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 boarder's available pocket money provision or locking in a room or area of a building. Restrictive interventions, including reasonable force, seclusion, restraint or immobilisation, must not be used as a disciplinary sanction.

62A. Restrictive interventions, including reasonable force, seclusion, restraint and immobilisation, must only be used where lawful, necessary, proportionate and for the shortest time needed to keep pupils, staff or others safe, to prevent a criminal offence, to prevent damage to property or to prevent serious disorder. Staff must use prevention and de-escalation wherever possible and must consider the pupil's age, SEND, medical needs, known triggers and any behaviour support plan.

62B. Any significant incident involving the use of force, and any incident of seclusion, restraint or immobilisation, must be recorded in writing as soon as practicable, ideally the same day. Parents must be informed as soon as practicable, ideally the same day, unless doing so would be likely to result in significant harm to the pupil. Records should include the pupil and staff involved, time, date, location and duration, reasons for the intervention, de-escalation used, the type and degree of force or restriction, injuries, medical or pastoral support and follow-up actions. If reporting to parents may create a significant risk of harm, the DSL must be consulted immediately and the relevant local authority must be informed where required.

SANCTIONS POLICY - SENIOR SCHOOL

63. Senior School behaviour is managed through the Behaviour Escalation Framework set out below. It is a graduated framework identifying responsibility, examples of behaviour and possible actions at each level. Staff must use professional judgement and respond consistently and proportionately, taking account of the circumstances, the pupil's age, SEND, medical needs, safeguarding information and any relevant support plan. A concern may enter the framework at any level; it is not necessary to begin at Level 1.

64. Negative iSAMS Points are issued for a range of categories including:

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), 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), Use of mobile phone during the school day (-5).

65. Negative iSAMS points support recording and monitoring but do not automatically determine the escalation level. Concerns involving child-on-child abuse, sexual harassment, sexual violence, bullying, racist incidents, homophobic or other discriminatory behaviour, online abuse, sexting or sharing images, vaping, drugs or alcohol, or another serious safeguarding concern must be referred immediately to the Head of Section, the DSL/DDSL or a member of SLT. These concerns do not need to progress through the behaviour stages. The Safeguarding Policy must be followed and the DSL/DDSL consulted as appropriate. Immediate referral provides oversight; the appropriate behaviour level and sanction will be determined in light of the facts and safeguarding advice.

Level 1 – Teacher / Tutor: Classroom sanction

66. **Examples include:** low-level disruption, uniform issues, lateness, homework concerns, mobile phone use and inappropriate language. **Possible actions include:** a reminder of expectations, seating move, added time, lunchtime detention, supervised removal from class where repeated disruption is affecting the learning of others, negative iSAMS points and informing the tutor. Repeated or unresolved concerns should be referred to the Subject Leader.

Level 2 – Subject Leader / Tutor: Department support

67. **Examples include:** repeated Level 1 behaviours, persistent disruption, homework concerns, repeated detentions and unkind or inappropriate behaviour towards another pupil. **Possible actions include:** a subject report, after-school detention, parent contact, Subject Leader involvement and tutor intervention. Repeated or unresolved concerns should be referred to the Head of Section.

Level 3 – Head of Section: Formal intervention

68. **Examples include:** repeated classroom concerns, truancy, ICT misuse, property damage, a first offence of bullying, intimidation of peers and a first

incident of fighting. **Possible actions include:** a Head of Section detention, parent meeting, behaviour report, behaviour contract, withdrawal of privileges and support intervention. Concerns requiring further escalation should be referred to the Assistant Head (Pastoral) or SLT. Any bullying or safeguarding concern must also follow the immediate referral arrangements above.

Level 4 – Assistant Head (Pastoral) / SLT: Significant concern

69. **Examples include:** serious bullying, racist incidents, homophobic incidents, significant defiance, vaping or smoking and persistent Level 3 concerns. **Possible actions include:** a formal parental meeting, internal withdrawal, behaviour contract, enhanced monitoring and additional support. Concerns requiring further escalation should be referred to the Headmaster. Safeguarding procedures must be followed where applicable.

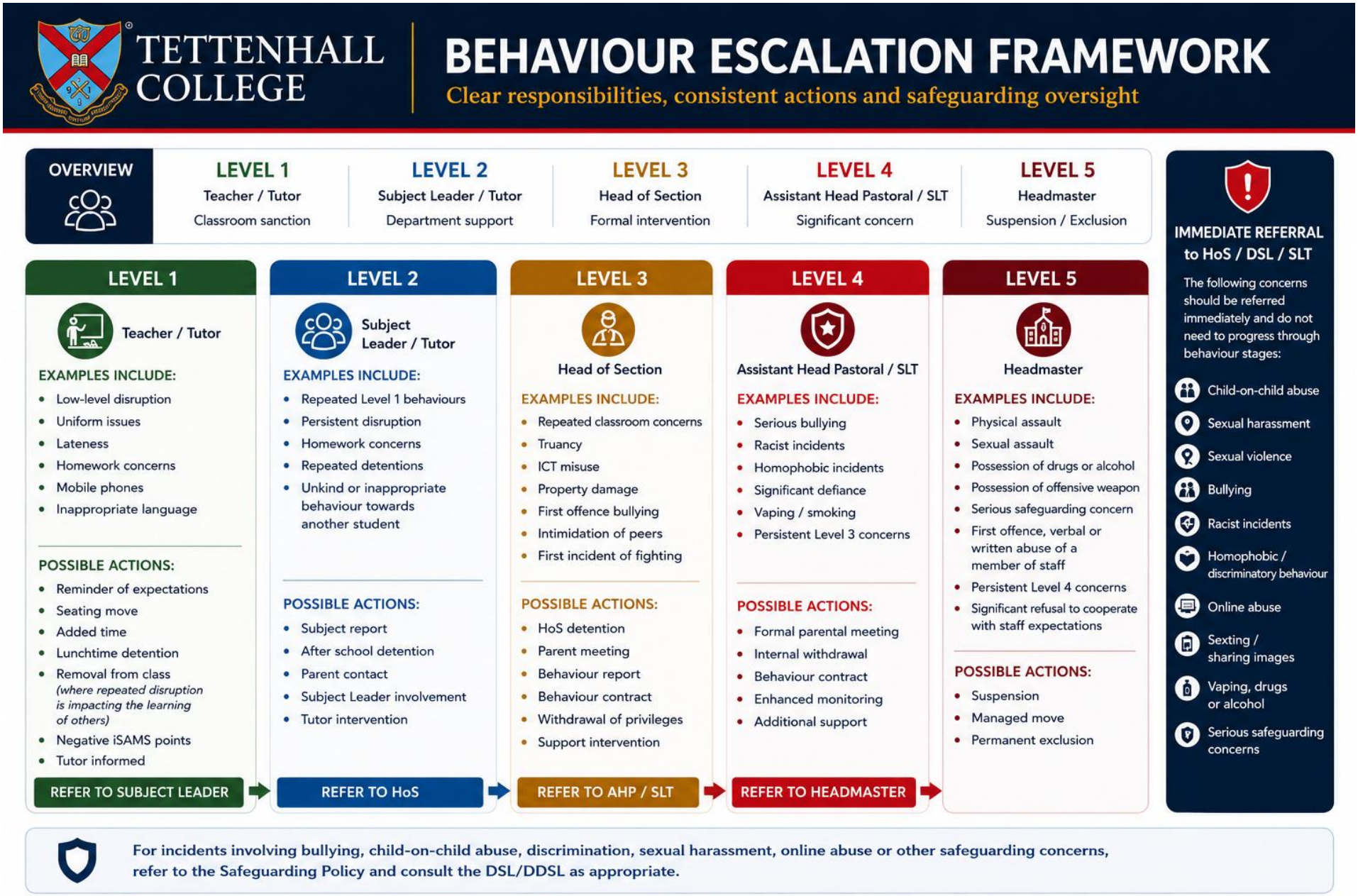
Level 5 – Headmaster: Suspension / Exclusion

70. **Examples include:** physical assault, sexual assault, possession of drugs or alcohol, possession of an offensive weapon, a serious safeguarding concern, a first offence of verbal or written abuse of a member of staff, persistent Level 4 concerns and significant refusal to cooperate with staff expectations. **Possible actions include:** suspension, a managed move or permanent exclusion. These decisions are made by the Headmaster, or the member of SLT deputising for the Headmaster, in accordance with the Exclusions Policy. Parents/guardians will be informed in writing where a pupil is suspended or permanently excluded.

Reporting and monitoring

71. At Level 2, a pupil may be placed on a subject report, monitored by the Subject Leader with tutor involvement. At Level 3 or above, a pupil may be placed on a behaviour report, monitored by the Head of Section or Head of Sixth Form. Reports should set clear targets, record lesson-by-lesson or other agreed feedback, and be reviewed with the pupil and parents. Relevant incidents, interventions and referrals must be recorded on iSAMS.

The updated Senior School Behaviour Escalation Framework is reproduced on the following page as a full-page landscape diagram.



Last Review Date: July 2026
Next Review Date: July 2027

SANCTIONS POLICY - PREPARATORY SCHOOL

72. 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.
73. For serious and persistent offences, pupils may lose breaktimes for a sustained period. Any breaktime restrictions for preparatory pupils must be age-appropriate, proportionate, supervised and communicated to parents where appropriate.
74. More serious incidents may result in a period spent with a member of SLT/Headmistress and/or suspension or permanent exclusion, where proportionate and in accordance with the Exclusions Policy.

SANCTIONS - PRE-PREPARATORY SCHOOL

Aim

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

Method

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

Children under three years in Nursery

82. 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.

83. We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.

84. In cases of hurtful behaviour, such as racial, discriminatory or other prejudice-based abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

85. 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

86. 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'.

87. 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

88. 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.

89.

Sanctions		
Stage	**Action**	**Behaviour recorded**
1. Low level behaviour	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
2. Concern - Repeated low-level behaviour	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
3. Concern - Elevated behaviour concern Such as: hitting out, verbal altercation, spitting	The class teacher will alert a parent Sanction such as missing breaks 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
4. Serious concern Serious one-off incident of aggressive physical behaviour, swearing aggressively etc.	Child will be taken to the Headteacher, and the child will remain with them until the end of the day. The Headteacher will alert the parent. Restorative work will be undertaken Further internal exclusion considered	ISAMS
5. Issue	Formal meeting with the Headteacher.	ISAMS

	Sanctions and next steps discussed with parents Internal exclusion considered	
6. Unresolved	Head of Preparatory and/or Head of College to discuss further options with the parents. Suspension or permanent exclusion possible, in accordance with the Exclusions Policy.	ISAMS

EXCLUSIONS – WHOLE SCHOOL

90. Please see separate Exclusions Policy.

All suspensions, removals and permanent exclusions must be considered and recorded in accordance with the separate Exclusions Policy and the School's safeguarding, SEND and equality duties.

THE ROLE OF PARENTS AND GUARDIANS

91. 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. Parents will be informed as soon as practical of any significant use of force or any seclusion, restraint or immobilisation incident, unless doing so would be likely to result in significant harm to the pupil, in which case the DSL will determine and record the appropriate safeguarding response.

92. 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.