



# **Conduct and Safety Policy & Procedure**

September 2023

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**Date of implementation:** January 2014

**Date of last review:** September 2023

**Date of next review:** September 2024

This policy and procedure document links with and is supported by the following other policy and procedure documents:

- Anti-Bullying Policy & Procedure
- Attendance and Absence Policy & Procedure

- Exclusions Policy & Procedure
- Mobile Phones & Other Devices Policy & Procedure – Students
- Safeguarding Policy & Procedure
- Screening, Searching & Confiscation Policy & Procedure
- Teaching and Learning Policy

## PRINCIPLES OF THE POLICY

Tytherington Schools conduct policy was produced in consultation with all stakeholders. It forms an integral part of our school curriculum, for at Tytherington School, we pride ourselves in setting the highest expectations of pupil's conduct and behaviour. These expectations are commonly understood by all stakeholders and applied consistently and fairly by staff to create a calm and safe environment for all. All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully, and any incidents of bullying, discrimination, aggression, and derogatory language and peer on peer abuse are dealt with quickly and effectively.



The key purpose of this policy is to create an effective learning environment through promoting students' self-esteem, encouraging pride and fostering mutual respect, co-operation and courtesy at all times. Through this, our students should be prepared in order to be successful in their future through transferring and adopting learning from their subject-based studies and their social and emotional aspects of learning whilst at Tytherington School.

## DEFINITIONS OF TERMS

**Alternative Provision** – any agreed alterations to a student's educational experience at school where a tailored curriculum is provided to better suit emotional needs and the ability of individual students, or as a way of managing negative conduct and supporting a return to positive conduct.

**Bullying** - behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

**Conduct** – the way that a person behaves in relation to rules and accepted ways of behaving; including both positive conduct that leads to success and achievement and negative conduct that leads to damaging prospects of themselves and possibly others.

**Contractual Strategies** – methods of developing effective working relationships through a stated/agreed pathway; involving offering a choice to the person that is not engaging positively, with consequences for a negative choice then being made.

**Interpersonal Strategies** – methods of developing effective working relationships through communication (both verbal and physical) and listening skills.

**Specialist Staff** – members of staff who have particular skills in working with students who present negative conduct (i.e. Heads of Year, Behaviour Support Co-Ordinator, Designated Safeguarding Lead, Mental Health Practitioner and members of our Inclusion Team).

**Stakeholders** – any person that is a part of the school community (i.e. students, parents/carers, staff, governors, partner agencies and community users of the school site).

## OUR VISION

Our vision is simple. We are an ambitious school at the heart of the community. We constantly strive to improve everything we do. Our mission is to provide all students with a high-quality education that encourages them to be articulate, resilient, courageous, curious and have the confidence to stand up for what they believe in.

## OUR VALUES

Our core values are central to everything we do here at Tytherington School. We expect all stakeholders to be Ambitious, Respectful, Prepared and be fully involved in the school and local community.

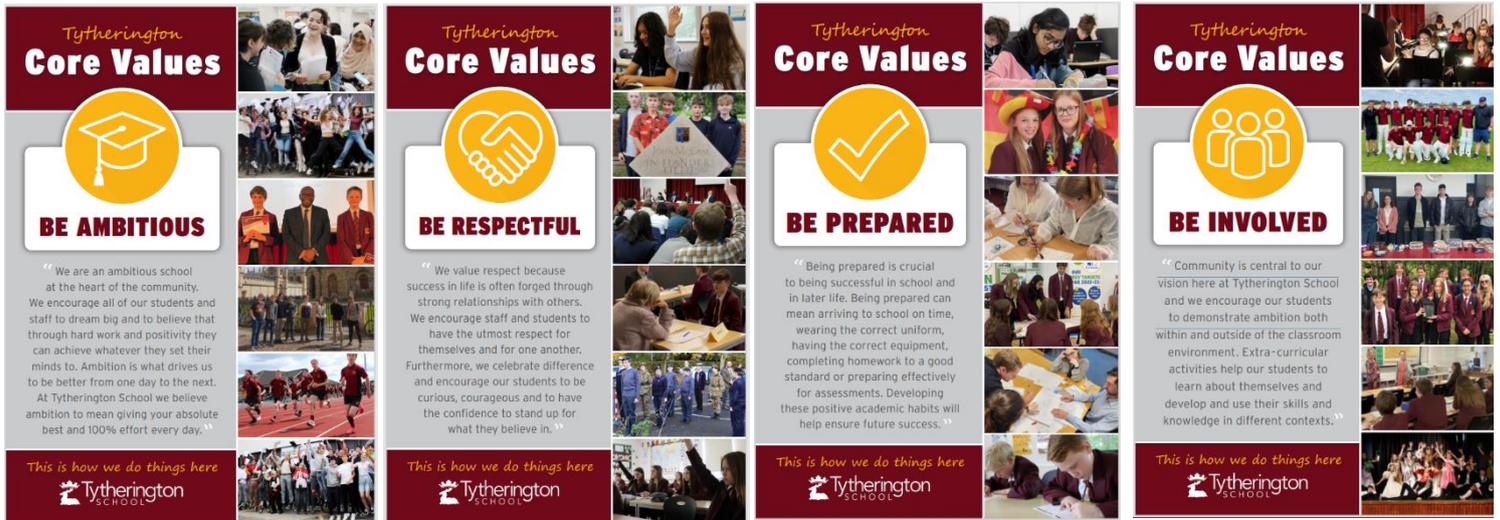
**Be Ambitious:** *"We are an ambitious school at the heart of the community. We encourage all of our students and staff to dream big and to believe that through hard work and positivity they can achieve whatever they set their minds to. Ambition is what drives us to be better from one day to the next. At Tytherington School we believe ambition to mean giving your absolute best and 100% effort every day."*

**Be Respectful:** *"We value respect because success in life is often forged through strong relationships with others. We encourage staff and students to have the utmost respect for themselves and for one another."*

Furthermore, we celebrate difference and encourage our students to be curious, courageous and to have the confidence to stand up for what they believe in."

**Be Prepared:** "Being prepared is crucial to being successful in school and in later life. Being prepared can mean arriving to school on time, wearing the correct uniform, having the correct equipment, completing homework to a good standard or preparing effectively for assessments. Developing these positive academic habits will help ensure future success."

**Be Involved:** "Community is central to our vision here at Tytherington School and we encourage our students to demonstrate ambition both within and outside of the classroom environment. Extra-curricular activities help our students to learn about themselves and develop and use their skills and knowledge in different contexts".



## EXPECTATIONS

We acknowledge that in order for any child to be successful the triangular relationship between the student, their home and the school needs to be strong. The foundation of this relationship is our "Home-School Agreement" (see Appendix A) that clearly sets out the expectations of all stakeholders within the school community, supporting the maintenance of the highest standards of conduct, support and encouragement from all members of our school community.

Each individual is responsible for their own conduct and uniform (see Appendix B), with others being able to support and guide a person to make choices that are positive. It is a key responsibility of parents and the school to educate children in how to conduct and present themselves in a positive manner that promotes self-esteem, encourages pride and fosters mutual respect, co-operation and courtesy at all times.

## RIGHTS & RESPONSIBILITIES

The key function of a school is to support parents'/carers' upbringing of their children through providing an education that allows them to be successful in their own lives.

Therefore, as part of the "safety and security" element displayed in Figure 1 it is the right of students to receive an education that is supported by the positive conduct of others. It is the responsibility of all stakeholders, within their individual roles, to ensure that education.

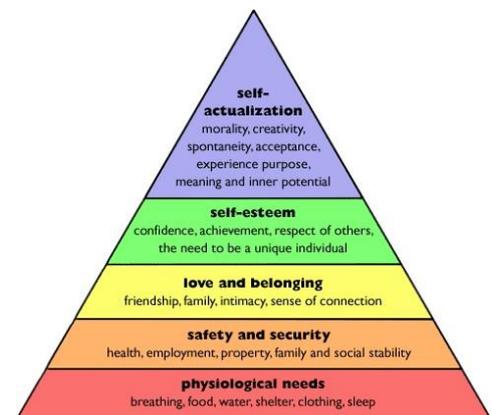


FIG 1 - MASLOW'S HIERARCHY OF HUMAN NEEDS

# THE ROLE OF STAKEHOLDERS

## THE ROLE OF SCHOOL LEADERS

At Tytherington School our Senior Leadership (SLT) team are highly visible, routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. Our SLT recognise the crucial role they play in making sure all stakeholders understand the behavioural expectations and the importance of maintaining them. The SLT ensure all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. The Headteacher and SLT ensure appropriate training for staff to enable them to fulfil their duties and functions as outlined within the conduct and safety policy.

## THE ROLE OF STAFF

Staff at Tytherington School play a vital role in developing a calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct. All staff are expected to communicate the school expectations, routines, values, and standards both explicitly through teaching behaviour and in every interaction with pupils.

## THE ROLE OF PUPILS

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil is made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils are taught that they have a duty to follow the school behaviour policy and uphold the school rules and should contribute to the school culture.

Pupils are regularly asked about their experience of behaviour and provide feedback on the school's behaviour culture. This helps support the evaluation, improvement, and implementation of the behaviour policy. Every pupil is supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture. Provision is made for all new pupils (including those who have joined mid-way through an academic year) to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction is provided.

## THE ROLE OF PARENTS

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, we ask parents to familiarise themselves with the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

At Tytherington School we aim to reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes, or holding sessions for parents to help them understand the school's behaviour policy. Where appropriate we aim to include parents in any pastoral work following misbehaviour via telephone, email or face to face meetings.

## REWARDS

Rewards and behaviour consequences aim to provide a framework by which all stakeholders can promote students' self-esteem and foster mutual respect, co-operation, and courtesy at all times.

It is the desire of all stakeholders that positive outcomes are achieved within all aspects of school and that is why great emphasis is placed upon the positive through a rewards system that has been developed in consultation with all stakeholders, including, students, staff, parents, and governors. Our Rewards System is linked to our core values of being ambitious, respectful, prepared and involved in the school and local community (See Fig 2). We prioritise the acknowledgment of positive behaviour and communicate this with students and parents via the **ClassCharts app**.



FIG 2 – REWARDS SYSTEM

Students will be issued positive points for exhibiting our core values i.e., completing an excellent piece of work (being ambitious), helping another student or member of staff (being respectful), submitting a good piece of homework on time (being prepared) or involvement in an extra-curricular activity (being involved). Students can then use these positive points to purchase items from the Rewards Store on ClassCharts whenever they choose to. Such items include:

- Chocolate bars and drinks.
- Equipment refreshers.
- A front of queue pass for The Refectory for one week.
- Attendance at termly rewards activities, such as, an end of term movie, an afternoon of Christmas shopping at the Trafford Centre, activity afternoons in school, trips to the cinema, Chester Zoo and Alton Towers.

### A\* STUDENT AWARDS

Consistently positive behaviour and attendance will be acknowledged through the awarding of end of term “A\* Student Certificates”.

**Bronze Certificate (Term 1):** 96%+ attendance and 50+ positive conduct points.

**Silver Certificate (Term 2):** 96%+ attendance and 100+ positive conduct points.

**Gold Certificate (Term 3):** 96%+ attendance and 150+ positive conduct points.

The awarding of certificates is linear, meaning, a Bronze certificate must be achieved during a single academic year before being eligible for the next level of reward. The first level of achievement (Bronze) can be achieved in any term.

In addition, positive behaviour is acknowledged in the following ways:

- Weekly assemblies.
- Half termly celebration assemblies.
- Positive phone calls home.
- Subject and pastoral post cards home.
- Student of the term Awards.
- Headteachers Celebration Breakfasts.
- End of year Awards Evenings

## BALANCING REWARDS & CONSEQUENCES

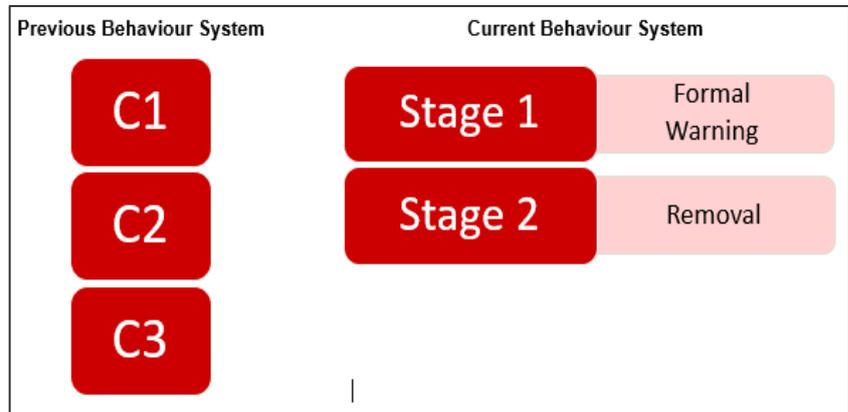
As in life, for every action there is a reaction and whereas a reward is gained for positive conduct there are also consequences for negative conduct. Both rewards and consequences that are issued are recorded by staff on ClassCharts and can be viewed live by both students and parents on the **ClassCharts App**.

## CLARITY ON CONSEQUENCES

The learning that takes place in our classrooms is our most valuable resource therefore it is vital that our teachers have disruption free classrooms in which they can teach, and students have disruption free classrooms in which they can learn. A two-stage classroom management system has replaced what was previously a three-stage system of C1, C2 and C3.

A **Stage 1 Warning** aims to support a return to positive conduct. A Stage 1 warning is only used by members of staff once interpersonal strategies and contractual strategies have not led to the student choosing to engage with positive conduct.

Lateness to lesson without a valid reason will result in a student being placed on a Stage 1 Warning.



If negative behaviour persists a **Stage 2 Lesson Removal** will be issued. This will result in the student being asked to leave the lesson and make their way independently to the Reflections room within **five minutes**. Once in Reflections the student will be expected to continue to complete their work from the lesson which they were removed. In normal circumstances, a student will then return to normal lessons at that end of that period unless it is felt the behaviour exhibited requires further sanction or the lesson removal has occurred close to the end of the lesson. Any student in receipt of a Stage 2 Lesson Removal will be issued with a 60-minute afterschool detention for the following evening. A one-day internal suspension will be issued in instances where a student does not make their way to Reflections within the allocated **five-minute** period.

As with rewards, consequences allow for monitoring of a student's conduct and carry sanctions for the negative conduct that leads to them being issued (please see Appendix C for full details of the consequences).

Although not an exhaustive list, examples of sanctions may include:

- A verbal reprimand and reminder of the expectations of behaviour
- The setting of written tasks such as an account of their behaviour
- Loss of privileges
- Detention
- School based community service, such as tidying a classroom.
- Being placed "on report" for behaviour monitoring
- Internal Suspension
- SLT Internal Suspension
- Suspension
- In the most serious of circumstances, permanent exclusion

## THE USE OF ON CALL

On Call may be requested if a student exhibits extreme and unsafe behaviour which causes serious disruption to the learning environment, such as:

- Student refuses to leave the classroom on a Stage 2.
- Verbal aggression (extreme rudeness)
- Verbal abuse (swearing)
- Physical aggression (threatening behaviour)
- Physical abuse (physical contact)
- Defiance

When “On Call” is requested, a member of senior staff will attend and act to resolve the situation. This action could include withdrawal from learning of the disruptive student, to allow others to continue unhindered. If this happens, the senior member of staff will ensure that the situation is dealt with in the following way at Reflections:

- An On Call is recorded on ClassCharts, with the correct “lesson information” and a “comment” about why the student had an On Call.
- The student is added to the next evenings after school detention.
- A phone call is made to a parent/carer of the student to inform them of what has happened and that the student will be in the after-school detention the next evening.
- When a matter is of a more serious nature, the senior staff member will lead the investigation and pass evidence to the student’s Head of Year or the Assistant Headteacher with responsibility for behaviour.
- The amount of time spent in Reflection is dependent upon the seriousness of the offence.

## DETENTIONS

Students can be placed into detention for issues owing to:

- Lateness
- Transgression of the uniform and equipment policies
- Poor behaviour
- Incompletion of homework

LEVELS OF DETENTIONS/SANCTIONS:



NON-ATTENDANCE OR POOR BEHAVIOUR IN A DETENTION:

- If a student does not attend a detention, they should be placed in the next level of sanction (as shown above).
- Should a student exhibit poor behaviour during a detention (break, lunch or after school) they should be removed immediately and be placed in Reflection for one day (Internal Suspension).
- Internal Exclusion includes break, lunch and afterschool detentions.
- On return from Fixed-Term Exclusion, students are to complete any outstanding detentions.

SLT INTERNAL SUSPENSION:

- This should always be a full day and pre-booked sanction.
- Poor behaviour in internal suspension will by SLT Internal Suspension and result in a Fixed-Term Suspension being issued.

EXPECTATIONS OF BEHAVIOUR IN DETENTION:

- On arrival, students should be directed to a seat by the member of staff overseeing the detention (where possible students should be sat at individual desks).
- Mobile phones and other mobile devices are not permitted.
- It is not acceptable for a student to refuse to work.
- Students may eat and drink in break and lunchtime detentions. At other times, only water may be consumed.
- Students are not permitted to use headphones in detention.

## WHAT THE LAW ALLOWS:

- Teachers have authority to issue detention to pupils, including same day detentions.
- A detention can be held at any of the following times:
  - Any school day where the pupil does not have permission to be absent.
  - Weekends during term - except a weekend during, preceding or following the half term break.

- Non-teaching days – usually referred to as ‘training days’ or ‘INSET days’, except if it falls on a public holiday, on a day which precedes the first day of term, during the half-term break, or after the last school day of the term
- Parental consent is not required for detentions.
- With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

## MEETINGS BETWEEN STAKEHOLDERS

Outcomes of any meetings in relation to conduct that occur between parents/carers and the school where actions are agreed, including where alternative provision is an action, are to be confirmed in writing.

## REFERRAL TO LEADERS OF YEAR TEAMS & SENIOR LEADERS

At the point where the management of persistent negative conduct is taken on by leaders of year teams and/or senior leaders in the school, students and parents will be fully aware of the steps already taken and therefore prepared to actively work together in order to support a return to positive conduct.

## ALTERNATIVE PROVISION

Senior leaders, or leaders of year teams through consultation with senior leaders, can form an agreement between stakeholders to arrange alternative provision for a period of time if it is deemed to support a return to positive conduct.

Alternative provisions can include:

- Peer mentoring
- Working with members of our specialist staff, individually or within nurture groups
- Working with partner agencies to provide further support both inside and outside of school
- Alterations to timetable
- Alterations to students Individual Education Plans (where applicable)
- Adjustments in the way that sanctions are applied
- Arrangement of a “Managed Move” to another school

Any alternative provision is to be agreed by all stakeholders and a full and complete record is to be kept in order to allow for analysis against the following objectives:

- To support a return to positive conduct with key indicators demonstrating improvement in conduct.
- To continue to provide a learning experience that allows academic progress to be made.

Once an appropriate length of time has been given in order to assess the impact of alternative provision against the above objectives a review will take place involving all stakeholders. If these objectives are not being met then the school reserves the right to do one or any combination of the following:

- Make adjustments to the alternative provision (including removing elements) and review again at a later date
- Move to make arrangements for a “Managed Move” to another school
- Issue a further/higher level sanction

## INCIDENTS OF SERIOUS NEGATIVE CONDUCT

Where an incident of serious negative conduct occurs, the following procedure is to be followed:

1. Parents to be informed immediately that an incident has occurred, is being investigated and that they will be contacted again once the investigation is complete.
2. Where appropriate, students involved in the incident to be situated in the Reflections Room.
3. A full investigation led by an appropriate member of specialist staff or a middle/senior leader.
4. A nominated decision maker (i.e. a Head of Year or Senior Leader) to consider evidence from the investigation and decide upon outcomes or refer up where appropriate.
5. Students and parents to be informed of the outcomes that are a result of the serious negative conduct and a record to be made within ClassCharts.
6. Support of students in a return to positive conduct and their normal educational experience which can include elements of alternative provision shown above.

In the event of any period of alternative provision or exclusion from a student's normal educational experience a full and complete record is to be kept in order to allow for analysis against the following objectives:

- To support a return to positive conduct with key indicators demonstrating improvement in conduct.
- To continue to provide a learning experience that allows academic progress to be made.

## USE OF SUSPENSION

Suspension from a student's normal educational experience is a sanction available to the school that can take a number of forms and are generally used by the Headteacher, or Deputy Headteacher in consultation with, and when acting on behalf of the Headteacher in his absence, as a last resort or in response to an incident of serious negative conduct.

If, following investigation and the consideration of any safeguarding concerns and learning needs, a form of suspension is thought to be an appropriate course of action then the nominated decision maker (i.e. a Head of Year or Senior Leader) is to complete a Referral for Exclusion Form (please see "Exclusions Policy & Procedure") and pass it to the Assistant Headteacher – Behaviour with all evidence attached.

Suspensions can take several forms, such as, internal suspension, SLT internal suspension and fixed term suspension. Further information about them can be found within the school's "Exclusions Policy & Procedure".

As stated above, in the event of any period of suspension from a student's normal educational experience a full and complete record kept in order to allow for analysis against the following objectives:

- To support a return to positive conduct with key indicators demonstrating improvement in conduct.
- To continue to provide a learning experience that allows academic progress to be made.

## ANTI-BULLYING

If bullying is reported then it is to be treated as an "Incident of Serious Negative Conduct (i.e. C4-C5)" and the procedure above, from point 3 onwards (using points 1-2 where appropriate), is to be followed. If, following investigation any student is found to be carrying out bullying as per the definition within "definitions of terms" then outcomes are to be decided by the nominated decision maker.

A full and complete record of any incidences where bullying is found to be being carried out are to be kept within the SIMS system with the "type of bullying" being recorded within "behaviour management" against the recorded consequence.

## ATTENDANCE & ABSENCE NEGATIVE CONDUCT OUTSIDE OF SCHOOL PREMISES

It is widely acknowledged that attendance has a direct impact upon achievement, success and welfare. Strong evidence shows that where any individual student's attendance percentage is below 95% it will have a detrimental effect on their achievement, becoming increasingly damaging as their attendance percentage becomes lower. It can also impact upon a student's welfare and standards of conduct, where a student's low attendance leads to them falling behind in their learning and subsequently to further disengaging from learning when in school.

The "Attendance and Absence Policy & Procedure" provides further details concerning attendance and absence.

## NEGATIVE CONDUCT OUTSIDE OF SCHOOL PREMISES

Schools have the power to sanction pupils for misbehaviour outside of the school to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include:

- When taking part in any school-organised or school-related activity.
- When travelling to or from school.

- When wearing school uniform.
- When in some other way identifiable as a pupil at the school.
- Involvement in an incident that could have repercussions for the orderly running of the school.
- Involvement in an incident that poses a threat to another pupil.
- Involvement in an incident that could adversely affect the reputation of the school.

## ONLINE BEHAVIOUR INCIDENTS

The way in which pupils relate to one another online can have a significant impact on the culture at school. Pupils are made clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect, and dignity. Many online behaviour incidents amongst young people occur outside the school day and off the school premises and parents should be responsible for this behaviour. Incidents that occur online that effect school culture, poses a threat or causes harm to another pupil, brings the school into disrepute, or could have repercussions for the orderly running of the school will likely lead to a sanction being imposed by the school.

## PEER ON PEER SEXUAL ABUSE AND SEXUAL HARASSMENT

At Tytherington School we understand that any incidents of sexual abuse, violence or harassment are never acceptable and will not be tolerated.

As a school we ensure that incidents of sexual harassment are never normalised. Through a robust Personal Development curriculum, we ensure students are educated on such topics. The use of sexually abusive language is never considered 'banter', an inevitable fact of life or an expected part of growing up. We make clear to all staff the importance of challenging all inappropriate language and behaviour between pupils. Pupils whose behaviour falls below expectations will be sanctioned.

Any report of child-on-child sexual violence or sexual harassment offline or online is referred to our Designated Safeguarding Lead. Each incident is then considered on a case-by-case basis. In instances where reports of sexual abuse or harassment are proven possible next steps could be as follows:

- The pupil is sanctioned in line with the school behaviour policy.
- Referral to the Police for further investigation/action.
- Referral to Social Care.

As a school we ensure all victims are reassured, supported, kept safe, and are taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school is never downplayed and is treated equally seriously.

## SEARCHING AND CONFISCATION

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening, and confiscation. Any pupil who is found in the possession of prohibited items will have their items confiscated. Where there is a suspicion that a pupil has a prohibited item, they will be required to empty their bags, pockets, locker etc. Refusal to do so will be classed as refusal to follow teacher instruction.

If there is suspicion that the pupil is in possession of a dangerous or banned item, the school will consider seeking police guidance. The school reserves the right to search a pupil where there is a suspicion that the pupil may be carrying knives or weapons, alcohol, illegal drugs, tobacco, cigarette papers, vapes, fireworks, pornographic images or stolen items. Where there is suspicion that a mobile phones or electronic devices contains pornographic images or indecent images of a child or evidence of online bullying, the school reserves the right to search the mobile phone or device. Prohibited items include any items that may endanger the health and safety of others. The school reserves the right to deem an item prohibited. The prohibited items listed about are not exhaustive, and the school reserves the right to deem an item banned.

## VAPING AND SMOKING

Vaping and smoking are not for children. Here at Tytherington School we actively discourage pupils from smoking and vaping for the following reasons:

- It is injurious to health.
- It is addictive.
- It promotes, in a school context, secretive and unsafe behaviours.
- It presents health and safety risks; and
- There is evidence to suggest that those who smoke are more likely to try other addictive chemicals such as drugs.

We educate student about the dangers and consequences of smoking and vaping through a robust Personal Development Curriculum. In addition, we utilise the support of outside agencies and develop a partnership with parents in order to dissuade pupils from smoking and vaping.

Tytherington School is a no-smoking site. Smoking and vaping paraphernalia are prohibited items at Tytherington School and should not be brought onto the premises or taken on any trips or outings that take place as part of school life. A pupil may be searched if they are suspected of carrying such items. Smoking or vaping in Tytherington School uniform outside of the school site is also not prohibited and incidents such as these will be sanctioned.

Sanctions for breaches of the school rules about smoking and vaping are set out in this policy below:

- Any pupil who is caught or found to have been smoking/vaping in school or outside of school (in uniform) will be issued with a one-day internal exclusion (C5 – smoking/vaping). This will be communicated with parents.
- Any pupil found in possession of smoking or vaping paraphernalia will be issued with a one-day internal exclusion (C5 – smoking/vaping). This will be communicated with parents.
- Selling or distributing smoking or vaping paraphernalia, or actively encouraging others to possess or consume cigarettes or e-cigarettes, will result in a pupil being referred directly to the Assistant Headteacher with responsibility for behaviour, who will coordinate a thorough investigation. The sanction will ordinarily be a suspension from school; however, further action may be required.

## MOBILE PHONES & OTHER DEVICES

The “Mobile Phones and Other Devices Policy & Procedure” provides further details on measures taken to prevent unacceptable use of mobile phones, headphones and other mobile devices by students, and thereby secure a more positive learning environment in which they can work.

## APPENDIX A – HOME-SCHOOL AGREEMENT

### STUDENT AGREEMENT:-

- I will conform to 'The Tytherington Way', expectations, rules and e-Safety & Internet Acceptable Usage Agreement.
- I will behave in a polite, courteous and considerate manner at all times and to all members of the school community.
- I will not use electronic methods, social networking sites e.g. Facebook, text messaging or email to post or share pictures, videos or comments relating to any member of the school community without their expressed permission.
- I will work to the best of my ability in school and complete all my homework.
- I will ensure that my behaviour within lessons and around the school site does not prevent either the learning, happiness or progress of other students.
- I will seek help and advice from staff when difficulties arise.
- I will maintain a very good attendance and punctuality record.
- On the occasions that I make mistakes I will own up to them, learn from them, attempt to repair the damage I may have caused and try my best not to repeat them.

### PARENTS/CARERS AGREEMENT:-

- I will ensure that my child attends school regularly, in the correct uniform, on time and properly equipped.
- I will ensure that my child is well-rested and nourished in readiness for learning.
- I will inform the school of any concerns or problems that might affect my child's work or behaviour.
- I will actively support the school's policies and guidelines on discipline, behaviour and uniform.
- I will work with the school to make sure that my child understands and adheres to the school's rules and policies, and to promote the values and guidelines of 'The Tytherington Way'.
- I will support my child in the completion of their homework and attend Parents' Evenings and other meetings with the school to discuss my child's progress.

### SCHOOL AGREEMENT:-

- We will provide a carefully planned curriculum geared to each student's individual needs.
- We will set, mark and monitor work on a regular basis.
- We will provide regular assessments and reports for students and parents that will detail progress and ways to further improve.
- We will provide a safe environment in which students can be healthy and enjoy and achieve in their learning.
- We will provide opportunities for students and parents/carers to access appropriate services & support if required.
- We will arrange opportunities to discuss students' progress with parents.
- We will contact parents if there are problems with such things as attendance, punctuality or equipment and let parents know about concerns or problems affecting their child's work or behaviour.

This agreement is to be understood and upheld by every member of the school community. Copies of this agreement that are signed by students, their parents and a representative of the school are to be kept within students' records.

# BE READY FOR

# LEARNING



- WHITE FITTED, SLEEVED BLOUSE**
- HOUSE CLIP-ON TIE**
- PLAIN BLACK V-NECK JUMPER (OPTIONAL) WITH OR WITHOUT SLEEVES AND WITH SCHOOL LOGO**
- MAROON BLAZER WITH SCHOOL BADGE**
- PLAIN BLACK BELT (OPTIONAL)**
- BLACK TYTHERINGTON SCHOOL LOGOED SKIRT OF A MODEST FIT AND LENGTH (SKIRTS MUST NOT BE ROLLED AT THE WAIST) OR BLACK TAILORED 'STRAIGHT LEG' TROUSERS (NOT SKINNY JEANS OR CHINOS)**
- BLACK SOCKS OR BLACK TIGHTS (BUT NOT BOTH)**
- PLAIN BLACK LEATHER SHOES WITH LOW HEELS (NOT BOOTS, CANVAS BLACK PUMPS OR TRAINERS)**
- NAIL VARNISH AND FALSE NAILS ARE NOT PERMITTED**



- WHITE SHIRT**
- HOUSE CLIP-ON TIE**
- BLACK TROUSERS (NOT SKINNY JEANS OR CHINOS)**
- PLAIN BLACK LEATHER SHOES (NOT BOOTS, CANVAS BLACK PUMPS OR TRAINERS)**
- BLACK SOCKS**



## WEAR YOUR UNIFORM WITH PRIDE!



- Full school uniform is to be worn on your journey to and from school and at ALL TIMES in school.
- All students who wish to wear a skirt must only wear the drop waisted pleated skirt embroidered with the school logo and it must be of modest length.
- Skirts must not be rolled at the waist.
- Students are not allowed to wear over-knee socks or leg-warmers.
- Your shirt / blouse must be tucked into your trousers or skirt and buttoned to the neck.
- Only school related badges are to be worn on your blazer lapels.
- The sleeves of your blazer must not be pushed or rolled up.
- The cuffs of your jumper must not be pulled or rolled down below the sleeves of your blazer.
- Shirt or blouse cuffs must not be turned up over your blazer.

- When weather requires an extra layer, a scarf and an appropriately smart coat or anorak with no large logos may be worn over your school blazer outside in the school site, but not in the classroom or refectory.
- Hoodies and tracksuit tops are not permitted.
- Trousers bottoms must not be tucked into socks.
- Piercings: Students are allowed to wear one stud or sleeper, only in the lobe of each ear.
- No nose, lip, eyebrow, tongue or stomach studs or piercings. Clear plastic retainers are not permitted.
- Jewellery: One unobtrusive ring and necklace may be worn. Additional jewellery will be confiscated.
- Bracelets and charity bands are not permitted.
- Hair: Only conventional styles, cuts and natural colours are permitted.
- Extreme colours and styles are not allowed, particularly shaven designs, number one clipper grades and excessive braiding.
- Only natural looking make-up is permitted.
- Excess facial or hand make-up will have to be removed.
- Plain black or plain white hijab (if required).

**PLEASE ENSURE ALL UNIFORM, INCLUDING PE KIT, IS CLEARLY NAMED**

**THE FINAL DECISION ON THE APPROPRIATENESS OF UNIFORM LIES WITH THE HEADTEACHER OR DEPUTY HEADTEACHER**

# ✓ Suitable Footwear



The following are examples of shoes which ARE permitted to be worn at school:

In order to maintain consistent high standards of uniform we hope that this information provides some clarity for parents, students and staff.

Shoes are deemed to be acceptable if they are plain black in colour, made of leather and not overly decorative. Essentially, shoes which can be described as flat, black, sensible school shoes.

Velcro fastenings are permitted, on shoes such as Clarks Monte Lite and Maris Fire – sports branded footwear is not permitted.



The final decision on the appropriateness of uniform lies with the Headteacher or Deputy Headteacher

# X Unsuitable Footwear



The following are examples of shoes, trainers and brands which are NOT allowed to be worn at school:

In order to maintain consistent high standards of uniform we hope that this information provides some clarity for parents, students and staff.

Shoes are deemed to be unacceptable if they are not plain black in colour, are made of canvas, overly decorative or have white soles.

Trainers, boots and brands such as Vans, Converse, Nike and Adidas are also not permitted.

**CONVERSE**

**VANS**

**adidas**

**NIKE**



The final decision on the appropriateness of uniform lies with the Headteacher or Deputy Headteacher

## APPENDIX C - CONSEQUENCES AND RELATED SANCTIONS

### Be Ambitious

- Be Ambitious - Stage 1
- Be Ambitious - Stage 2 (Afterschool DT)

### Be Respectful

- Be Respectful - Stage 1
- Be Respectful - Stage 2 (Afterschool DT)

### Be Prepared

- Late to lesson - Stage 1
- Not equipped/no PE kit (lunchtime DT)
- Lack of books (lunchtime DT)
- Homework issue (Afterschool HW DT)

### Other Sanctions

- Late to school (lunchtime DT)
- Uniform issue (lunchtime DT)
- Out of lesson behaviours (lunchtime DT)
- Mobile phone confiscation
- Internal/SLT/External Suspension
- On Call