Twynham TGS
Believe Enjoy Succeed Together

Twynham Learning

Behaviour Policy

Review by policy owners:	Christopher Hayward (Assistant Headteacher), September 2024
Review by LAB members:	Autumn Term 2024
Ratified by LAB:	Autumn Term 2024
Next review date:	September, 2026

This policy must be read in conjunction with the

Twynham Learning (TL) Behaviour Strategy

This policy reflects the legislation at the time that it was last reviewed. Any changes in legislation will take precedence over anything printed in this policy.

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1. Ethos and Values

Our fundamental principle for behaviour in schools is that 'all teachers have the right to teach and all students have the right to learn in an environment that is safe, highly focused and purposeful and absolutely free from low level distraction and disruption'. This is underpinned by the following research principles, as set out in the 'Core Principles of our Behaviour Curriculum' paper (Appendix 1):

- Leaders and staff need to 'make the weather'
- Senior leaders are highly visible, leading from the front
- Expectations are established
- Behaviour is 'taught not caught'
- Practice makes permanent
- 'Negative good behaviour' (quiet compliance, but not purposeful work) is not accepted
- Consistency is the foundation of all habits

These principles will allow all children to flourish at our school and beyond and we expect to see this demonstrated through the following student behaviours:

- Students behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- Students consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Students make a highly positive, tangible contribution to the life of the school and/or the wider community. Students actively support the well-being of other students.
- Students behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.

2. School Systems and Social Norms

a. TwynhamTGS DNA

We believe that good behaviour is essential in unlocking potential, supporting all students' personal development and promoting positive mental and physical well-being. We therefore believe that it is important to teach students what good behaviour looks like and place utmost importance on teaching certain core characteristics, providing plentiful opportunities for all children to become: Proud, Kind, Responsible, Respectful, Determined and Aspirational. This is known as our TwynhamTGS DNA (Appendix 2). We expect all students at The Grange School to demonstrate these values at all times when representing the school.

b. Behaviour Curriculum

The behaviour curriculum (Appendix 3) focuses on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g., lining up quietly outside the classroom before a lesson. Students are expected to follow these routines.

This will be taught to pupils during their transition to The Grange School and reinforced regularly through assemblies, tutor time and by all staff.

Whilst this curriculum is for all pupils, it will be applied differently in different year groups depending on student's ages and may be applied differently depending on individual's SEND needs. For example, students who have Autistic Spectrum Conditions may find it very uncomfortable to maintain eye contact with adults.

c. Attitude to Learning

During lessons, all students will be expected to aspire to excellence. To support students and parents understanding of what excellence in learning behaviours look like, we have published our Attitude to Learning framework for KS3/4 and Sixth Form (Appendix 4 and 5). This will be used to report students' attitude towards their learning both to the students themselves and to parents.

Within this, students will also be expected to:

- demonstrate STAR behaviours during lessons (Appendix 6). This will allow all students to show their readiness to learn leading to a purposeful atmosphere in every classroom.
- come to school prepared to learn and have all equipment from the equipment list (Appendix 7).
  follow the guidelines for Excellence as Standard (Appendix 8) in regards to their classwork and homework

d. Standards Cards

Every student is expected to have their Standards Card on them at all times. These will be responsive to the needs of the school and may change throughout the year. When this happens, the new expectations will be communicated to all students and parents via the student planner.

e. Rewards

The Grange School recognises and celebrates student's hard work. We are proud of our students' achievements and believe that rewards are essential to promote a positive, inclusive and successful culture across the school.

- Rewards will be issued in line with the Twynham Learning Behaviour Policy.
- Staff are expected to uphold the school's reward strategy (Appendix 9)

3. Pupil support and designated staff

To support students, we expect all staff to ensure that:

- They uphold the 4 strands of our Teaching and Learning Vision: Live Assessment, Behaviour for Learning, Explicit Instruction and Deliberate Practice
- There is a calm, orderly and positive environment in which students feel safe and happy
- There is a strong focus on consistency, with clear routines and expectations for students that allow students to focus on their learning, both in and outside of the classroom
- Staff apply this policy fairly and consistently
- Staff know and care about all students and create an environment in which students feel safe, and in which bullying, discrimination, sexual harassment, sexual abuse and sexual

violence – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur.
- Suspensions and Permanent Exclusions and are used as a last resort

Staff will also use a range of initial intervention strategies to help pupils manage their behaviour as outlined in the TL Behaviour Strategy.

School specific support may include:

- Extra-curricular clubs
- Careers appointments
- Diary of Success – these can be used as an early intervention to highlight a child's successes in school.
- Tutor, Head of Year or Leadership report cards – students will be put on report to monitor specific areas on concern.
- Behaviour contracts – where the school has concerns about a child's behaviour, we may use a behaviour contract to set clear standards of expected behaviour.
- Pastoral support plans – where a child is at risk of suspension we will hold regular meetings, using a pastoral to support plan to look at what support is needed for the student to be successful, alongside the consequences of any misbehaviour. Targets will be agreed upon and reviewed at each meeting.
- Edge of Permanent Exclusion Plan – for students who are at significant risk of permanent exclusion
- Pastoral Support – this includes a wide range of group work and 1:1 support
- Support from external services – for example, BCP Early Help Team
- Support from the Safer Schools and Communities Team (SSCT)
- Mentoring from older students, including sixth form and staff
- Use of 'Learning Support' – in instances where a child has a health need which prevents them from accessing our site
- Reasonable adjustments to the school day
- Managed Moves
- Alternative Provision

Staff will identify students who need to access support through a number of means:

- Students or parents self-identifying a need for support
- Positive relationships between staff and students, to notice patterns or changes in behaviour
- Close tracking and monitoring of data by tutors, Pastoral Leaders and the Leadership Team
- Fortnightly 'Gatekeepers' meetings with Pastoral Leaders
- Review and report data

We also have a number of staff roles within school whom students can ask for help and support with their behaviour:

Role	Responsibility
Tutors	Every pupil has a tutor who they register with each day.
Head of Year (HOY)	Every year group has a HOY who is responsible for the culture and ethos of their year group.
Curriculum Leaders	Each subject area has a Curriculum Leader who will be able to support with any subject specific concerns.

Pastoral Support	Staff who run and oversee support for students who need additional pastoral support or who are working with external agencies and professionals.
LAC Coordinator	Mrs Meg Loader Supports our Looked After Children.
Young Carers group	Additional support for any students who are registered as Young Carers, please contact your child's Head of Year.
School-based social worker	Mrs Deborah Harrison Specialising in safeguarding and attendance
SENDCO	Miss Emillie Thomas Our Special Educational Needs and Disability Co-ordinator Mrs Sadie Miller – Executive SENDCO
Leadership Team	Assistant Headteacher (Pastoral) – Mr Christopher Hayward Director of Safeguarding, Culture and Inclusion – Mrs Laura Concar

If you wish to speak to any of the above staff, please contact them directly via phone or email, or email office@thegrangeschool.com

4. Managing Behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will apply this strategy fairly and consistently. Staff will consider afterwards how to prevent such behaviour from recurring.

Heads of Year will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All incidents will be added to the schools Management Information System (MIS) and will remain on the child's record. Behaviour incidents will only be deleted by the member of staff who logged the incident (where an error was made) or with the express permission from a member of the senior leadership team.

Heads of Year will be expected to deal with behaviour incidents which are repeated or more serious and those which sit outside of the centralised sanction system. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable.

The Grange School will issue sanctions in line with the Twynham Learning Behaviour Strategy.

a. Classroom Behaviour

Staff will use a centralised sanctions system. Teachers' professional judgement will be employed in their use of the sanctions system.

All staff will be expected to follow clear routines to support students in meeting these expectations.

Parents will be contacted regarding sanctions, as detailed below:

• Verbal warning	students expected to inform parents
• Formal warning	students expected to inform parents
• On-call	a text, email, and phone call/email from the subject teacher
• Homework detention	for persistent refusal to complete homework, students will receive a lunch time detention and be expected to inform their parents
• Headteacher's detention	an email or phone call to parents

Sixth Form concerns over behaviour will be share via an e-mail or phone call to parents. Where there are persistent or significant concerns, these will be escalated to the Director of Sixth Form.

b. Other Occurrences of Misbehaviour

Senior leaders and Heads of Year may also issue sanctions outside of the centralised system, where appropriate. These sanctions may include, but are not limited to:

- A verbal reprimand
- Detention at break time, lunchtime or after school – this includes same day detentions
- Loss of privileges – for instance the loss of a responsibility, such as being a prefect, or not being able to participate in a school event, trip or visit
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring.
- Meeting with the Safer Schools and Communities Team (SSCT)
- Removal from a lesson or a series of lessons
- A period of time in Learn and Behave, at either The Grange School or another TL school
- Suspension or permanent exclusion, in line with the TL Suspension and Permanent Exclusion Policy

c. Edge of Permanent Exclusion (PEX) Support Plan

If a student demonstrates repeated or significant incidents of poor behaviour, their place at The Grange School School will be at risk. In this instance, the school may put the student on an Edge of Permanent Exclusion Support Plan. This will be decided on a case-by-case basis by the Associate Headteacher. Parents and the student will be asked to attend a meeting in school with senior members of staff to discuss a behaviour contract for the student. This contract will set out clear expectations for the student which must be met. If a student fails to meet the expectations set out in their Edge of PEX Behaviour Contract, they will likely be permanently excluded from school.

d. Support Systems for Staff

Support around managing behaviour must be available for all staff who feel they need it. Initially this would be provided by the Head of Year and can be escalated to a member of Leadership Team. A member of staff is 'on call' at all times should the need arise. Regular CPD on behaviour and attendance is provided, particularly to new staff who are appointed to the school, so that consistency is maintained.

e. Support Systems for Parents

We firmly believe that the best outcomes occur when school and parents work together to support young people. Heads of Year are able to discuss strategies to promote good behaviour and parents should contact the appropriate member of staff by phone or email to arrange a meeting, should they wish to come into school. Support for parents may include:

- Parental meetings with Heads of Year
- Offer of voluntary parenting courses
- Referral to a BCP, for example, through the school Navigator or Inclusion Team
- Referral to Early Help, or other outside agencies

5. Learn and Behave and Removal from the Classroom

Our Learn and Behave room is a classroom staffed by suitably trained members of staff, where students are expected to work silently to allow for reflection and reintegration to a normal classroom setting. Students will be always be provided with work, which will either follow the students' normal timetable or focus on the core subjects of English, maths and science. Students will be expected to work in Learn and Behave in the following circumstances:

Reason	Outcome
Having been 'on-called' from a lesson	Students will remain in Learn and Behave for the remainder of the lesson. They will then return to normal lessons for the remainder of the day but be expected to return for a 30-minute detention at the end of the day. Parents will be informed by text, email and a phone call/email from the subject teacher
Having failed one period in Learn and Behave	Students will be given the opportunity to redo the lesson and 'get it right'.
Having failed two periods in Learn and Behave	Students will remain in the Learn and Behave room for the remainder of the day and possibly spend more time there the following day.
Having received 2 on-calls in a day	Students will work in Learn and Behave for the remainder of the day, including break time and lunchtime, to help them 'get it right' and ensure they do not amass further sanctions. Parents will be informed by text, email and a phone call/email from the subject teacher for both on-calls.
Having received 3 on-calls in a week	Students will work in Learn and Behave for 5 subsequent lessons. This may be over 2 days and will include any break time or lunchtime during the 5 periods. Parents will be informed by email or phone call.
Refusal to attend Learn and Behave	If a student refuses to attend Learn and Behave they will likely be suspended, to be decided on a case-by-case basis.
Refusal to leave lesson when on-called	If a student initially refuses to leave a classroom they will receive a 'truancy sanction' for failing to be 'in the right place at the right time'.
Failed Excellence Cards	If a student receives 5 marks on their Standards Card, they will receive a lunchtime detention and be equipped with a new card

	If a student loses their Standards Card, they will work be awarded a same day detention and issued with a new card.
For incidents of serious unacceptable behaviour	Students will likely be suspended, to be decided on a case-by-case basis.
For uniform issues which are not able to rectified during the school day	For example, for non-compliance with jewellery expectations, which cannot be removed. The student will be in Learn and Behave for the remainder of the day. Parents will be informed by either a phone call or email.

6. Banned Items and Mobile Phone Use

Under the *DfE (2022) Searching, Screening and Confiscation* guidance, Headteachers, and staff they authorise, have the right to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited or banned item listed below.

If pupils are found to have a banned item, the school will decide on an appropriate sanction, which may include any of the full list of sanctions detailed in this policy or the TL Behaviour Strategy, including permanent exclusion. The same may apply to pupils who are caught with others who are using a banned item, for example, a pupil found in the presence of another pupil who is vaping, as it is reasonable to assume that the pupil is condoning the use of this banned item.

The following items are allowed on school site, but are banned for use on school site and must be kept away in a bag for the duration of the school day. If seen or heard by staff they will be confiscated. All of the items below are the responsibility of the owner. Under no circumstances will the school or Academy Trust accept any responsibility for their loss of theft.

- mobile phones, or other alternative electronic communication devices (smart watches are allowed, but all means of communication with other devices, i.e., mobile phones, must be disabled);
- ear phones/pods or similar devices (unless directed use by staff);
- hoodies
- any clothing or jewellery not permitted under the school uniform rules
- chewing gum

Sixth Form students are able to use mobile phones and ear pods in sixth form designated areas and when directed by staff in lessons. The sixth form uniform policy allows them to wear appropriate clothing and jewellery for a school environment.

All students are banned form bringing the following prohibited items on to school site:

- tobacco, cigarette papers, all forms of vapes and e-cigarettes, lighters, matches, or any smoking related paraphernalia (Sixth Form students may choose to have these items on their person however these items are for personal use off site).
- knives and weapons
- alcohol
- illegal drugs and drug paraphernalia
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used
    - to commit an offence, or

  - to cause personal injury to, or damage to property of; any person (including the pupil)
- fireworks; and
- pornographic images.

a. Mobile Phone Use

Mobile phones should be switched off or placed on 'Flight mode' during the school day. They should not be used to contact home in cases of medical need. Any student who is unwell during the day, must report to our Medical Room and staff will contact home, as necessary.

Photographs or audio/video recordings of any type are not permitted to be taken on site, unless given express permission by a member of staff. Photographs or audio/video recordings must never be shared or published on social media or video sharing internet sites/apps, including by text. Any breach of this policy will result in a sanction which will be decided on a case-by case basis, but could include the full range of sanctions as set out in this strategy and the TL Behaviour Strategy, including permanent exclusion should the incident be significant or repeated. If a mobile phone/device contains any inappropriate photos, videos or other digital content then the school reserves the right to delete this content. If appropriate the school may take copies of the content and pass this copy or phone to relevant agencies in line with the school's Child Protection and Safeguarding Procedures.

If a user of a mobile phone receives any communication that could be portrayed as threatening or causing harassment or offence to others, they should report it to a member of staff immediately. This will be dealt with on a case-by-case basis and sanctioned in accordance with the TL Behaviour Strategy and this Policy.

Any mobile phone which is confiscated by a member of staff will be taken to Reception. It may be collected by the student at the end of the school day. Repeat confiscation may result in the school requiring a parent to collect the mobile phone from school or the student being required to hand their phone in every morning.

In Sixth Form, mobile phones should be out of sight in lessons and tutor times.

Sixth Form students are able to use mobile phones and ear pods in sixth form designated areas and when directed by staff in lessons.

7. Specific Behaviour Issues

The school reserves the right to decide all sanctions on a case-by case basis, however, there are certain behaviours that will likely be sanctioned in the following way:

Behaviour Incident	Outcome
Failure to attend a 30 minute after school detention.	Attend a 90-minute Headteacher's detention after school on a Wednesday or Friday
Failure to attend a Headteacher's detention or misbehaviour during a Headteacher's detention	Attend Learn and Behave for 1 day until 3:05pm (including break time and lunchtime). This may be at The Grange School or Twynham School
Failure to complete a day in Learn and Behave	Decided on a case-by-case basis, but will likely result in a suspension.

Chewing gum	Students caught chewing gum will be issued with a strike on their Standards Card
Discriminatory language	Decided on a case-by-case basis, but will likely result in a suspension.
Mobile phone confiscated (not applicable for sixth form students)	Student may collect at the end of the day from Reception.
Truancy – from lesson or off site	From lesson - Students will spend two period in Learn and Behave and either a break or lunch time dependant on the time of day sanction is taking place Offsite- Students will receive the same sanction but parents will be notified
Vaping, smoking, being caught with students vaping or smoking or being in possession of vaping or smoking paraphernalia	This is prohibited across all areas of the school site. Students will be issued a suspension, the length of which will be decided on a case-by-case basis.
Student issued more than 3 on-calls in a week	Decided on a case-by-case basis, but will likely result in suspension.
For year 7-11 students, 2+ times late to AM registration in a week or 3+ lates to lesson in a week	30 minute lunch time detention after school on a Tuesday. Sixth form to attend a detention on a Wednesday for 60 minutes.
Sixth form late sanctions in a week 1 instance of truancy in a week 2 instances of truancy in a week 3 lates in a week Pattern of Consistent lateness	 Not eligible to train Not eligible to play in a game Not eligible to train Not eligible to play

8. Trips and Visits

Students will be expected to follow the TL Behaviour Policy and this behaviour strategy when attending all trips and visits. Failure to do so will result in the school sanctions being issued.

Eligibility for a place on a trip or visit will be at the discretion of the school and students may be precluded from trips and visits should their behaviour record be a cause for concern. Parents will be informed should a students' behaviour raise concerns about their eligibility for school trips and visits. Examples of behaviour that would cause concern regarding a student's eligibility for a trip or visit may include (but not be limited to) single incidents of violent or threatening behaviour, frequent and persistent disruption or defiance which may have led to internal or external suspension from school and any behaviour which may suggest that students could disrupt the smooth running of the trip of visit.

A student's place on a trip or visit may be withdrawn should their subsequent behaviour prior to the trip or visit give cause for concern as described above.

9. Appendices

1. Core Principles of our Behaviour Curriculum
2. TwynhamTGS DNA
3. Behaviour curriculum

4. Attitude to Learning
5. Sixth Form Attitude to Learning
6. STAR Behaviours
7. Equipment list
8. Excellence as Standard
9. Rewards Strategy

Twynham Learning

Core Principles of our Behaviour Curriculum

"Excellence then, is not an act, but a habit."[1]

All Twynham Learning schools have an approach to behaviour which is based on the following core principles and underpinned by the research set out below:

1. Leaders and staff need to 'make the weather'
2. Senior leaders are highly visible, leading from the front
3. Expectations are established
4. Teach – don't tell – behaviour
5. Practice makes permanent
6. 'Negative good behaviour' is not accepted
7. Consistency is the foundation of all habits

1. Leaders and staff need to 'make the weather'[2]

"Culture is set by the way that the adults behave"[3], and it is therefore essential that staff **intentionally focus on the positive** and outwardly, and purposefully, create the atmosphere within the school. If staff appear stressed or in a bad mood, this will certainly spread to the students, whereas a staff member who is positive, enthusiastic and energetic, who sets relentless high expectations with compassion and warmth, will encourage students (and colleagues!) to do the same.

2. Senior leaders are highly visible, leading from the front

Leaders do not, "wait for misbehaviour to occur", and, "hope that it doesn't rain"[4]. Instead they are proactive and adopt a 'fire prevention model'[5], with high visibility and presence across the school. Leaders are in corridors, visiting classrooms and address every inappropriate behaviour, no matter how small, wholeheartedly believing that **"the standard you walk past is the standard you expect"**[6]. Leaders are explicit with staff and students that behaviour is never done and that it takes relentless energy and drive to set and maintain standards. Norms are over communicated at every opportunity and students are "immersed in a [school] where good conduct is heard, seen, demonstrated, encouraged and expected all the time. They should be surrounded by constant displays of what good behaviour looks like."[7]

3. Expectations are established

High expectations are establish and clearly codified by leaders in line with the Twynham Learning Statement of Intent for Behaviour. Leaders understand that you **'establish what you establish'** and that, "if, in practice, you tolerate mediocre work, poor punctuality and off-task talking, you have established that this is the norm and so this is what you will get. On the other hand if you establish that you will not tolerate these things and will take actions to address them, students learn to function within those higher expectations. Whatever you establish and sustain becomes the norm"[8].

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[1] Durant, W (1991) *The Story of Philosophy, The Lives and Opinions of the World's Greatest Philosophers*
[2] Bennett, T. (2020) Running *the Room*: 50
[3] Dix, P. (2017) *When the Adults Change Everything Changes, Seismic changes in school behaviour*: 2
[4] Bennett, T. (2020) *Running the Room*: 43
[5] Bennett, T. (2020) *Running the Room*: 44-45
[6] Taken from a transcript of a speech delivered by Chief of the Army, Lieutenant-General David Morrison in 2013
[7] Bennett, T. (2020) *Running the Room*: 56
[8] Sherrington, T. (2020) *Teaching Walkthrus, Five Step Guide to Instructional Coaching*: 38-39

4. **Teach – don't tell – behaviour**[9]

Leaders do not assume that students know how they want them to behave, in fact, they assume that students do not...yet. They understand that, "all students will have a different starting point with their behaviour, and they aim to level the playing field"[10]. This does not mean that students simply need to be taught 'to behave' – this in itself is an, "impossibly dense concept which could mean anything"[11]. Instead we should break all good behaviour into its smallest pieces. How do we line up? How do we sit in a classroom? In other words, students are taught what good behaviours look like through **deliberate practise of precise routines**.

Leaders should:

- **IDENITIFY** the behaviour we expect
- Explicitly **TEACH** behaviour
- **MODEL** the behaviour we are expecting
- **PRACTISE** behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour

5. **Practice makes permanent**[12]

Routines are not simply a poster on the wall but a lived experience by every member of the Twynham Learning community. These routines are, **'not just practised till students get it right...but until they can't get it wrong'**[13]. Routines are positively framed with leaders using language which tells students *what to do* rather than what *not* to do. Leaders think about, 'improving behaviour **when things are going well**, not only when there are problems to fix'[14]. They look for opportunities to reinforce the behaviours students have demonstrated well and emphasise how they achieved this: 'Thank you for coming into the classroom quickly and quietly and for sitting up straight in your chair. This shows me you are ready to learn'.

In classrooms, teachers use Rosenshine's *'Principles of Instruction'* as a way to build behaviour routines into their day-to-day classroom practice[15].

6. **'Negative good behaviour'**[16] **is not accepted**

Leaders believe that good behaviour is much more than just the absence of misconduct and understand the difference between the **compliance of boredom and quiet focus**[17]. Negative good behaviour (or passive compliance) is robustly challenged and all stakeholders have a strong, shared understanding of what 'positive good behaviour' look like in the classroom.

7. **Consistency is the foundation of all habits**

Underpinning our whole approach to behaviour is the notion that **consistency is key**; "When adults *really* know the rules, you hear them referenced in every interaction on behaviour"[18].

As Bennett surmises, "Habits only last as long as they are performed. As soon as we stop practising, we start to lose the habit"[19].

Somebody has to be responsible for keeping watch![20]

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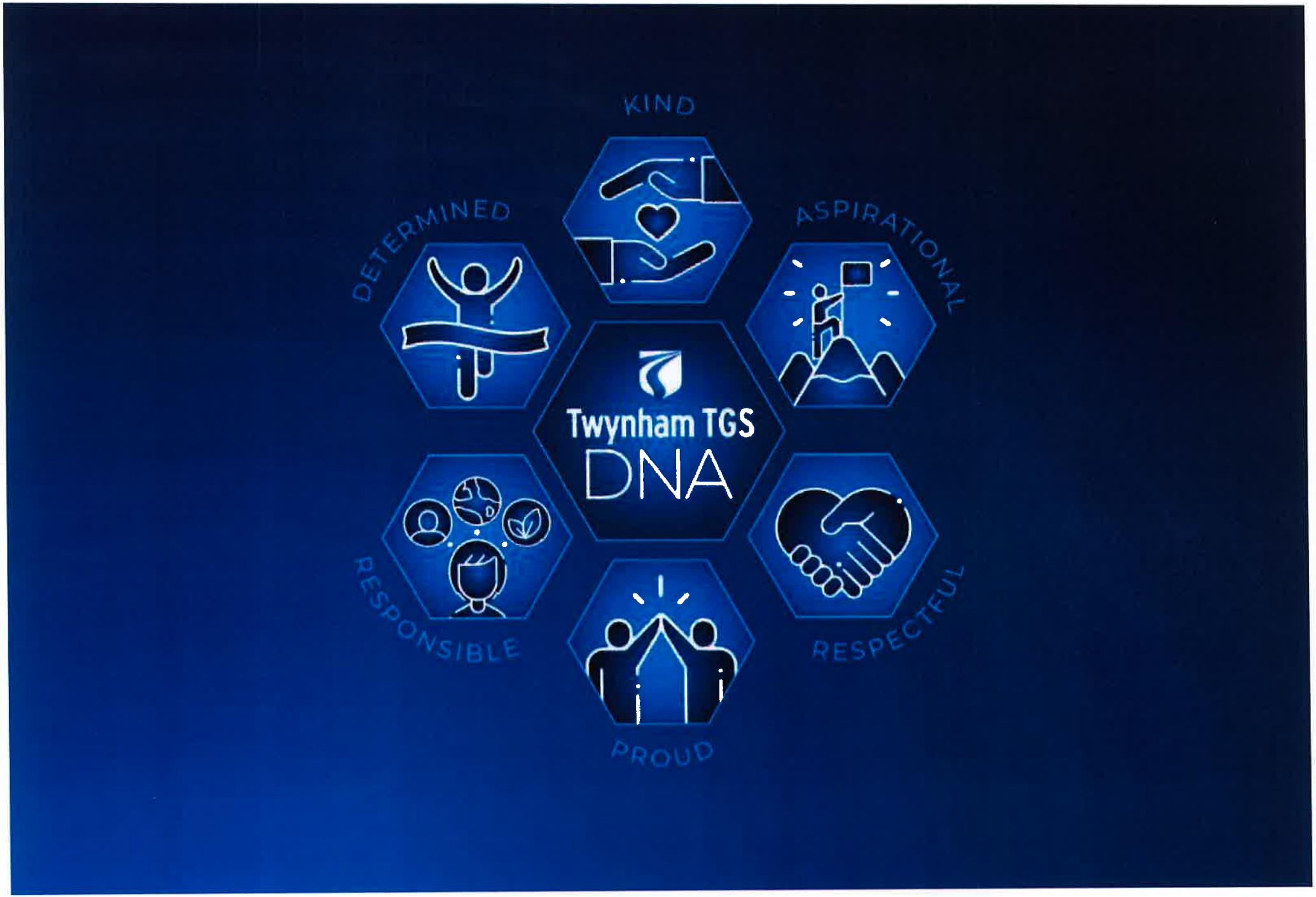
[9] Bennett, T. (2020) *Running the Room*: 170
10 Forrester, A. (2022) The Complete Guide to Pastoral Leadership: 32
[11] Bennett, T. (2020) *Running the Room*: 174
[12] Lemov, D., Woolway, E. and Yezzi, K. (2012) Practise Perfect, 42 Rules for Getting Better at Getting Better
[13] Lemov, D cited in Bennett, T. (2020) *Running the Room*: 178
[14] Taylor, C. cited in Bennett, T. (2020) *Running the Room*: 147
[15] Rosenshine, B. cited in Bennett, T. (2020) *Running the Room*: 173-175
[16] Bennett, T. (2020) *Running the Room*: 39
[17] Bennett, T. (2020) *Running the Room*: 17
[18] Dix, P. (2017) *When the Adults Change Everything Changes, Seismic changes in school behaviour*: 163
[19] Bennett, T. (2020) *Running the Room*: 279
[20] Dix, P. (2017) *When the Adults Change Everything Changes, Seismic changes in school behaviour*: 16


KIND
DETERMINED
ASPIRATIONAL
Twynham TGS
DNA
RESPONSIBLE
RESPECTFUL
PROUD

Twynham Learning Behaviour Curriculum

Our Culture

Our Trust Principles	**Equality** - that everyone deserves a great education; whatever their social background and wherever they live. **Humility** - that, as individuals or as an organisation, we are not the finished article; that we still have much to learn and that there is always room for improvement **Community** - that we should work collaboratively for the greater good...whether that's within a school, between Trust schools, with other learning organisations and with our communities more generally.		
Our Fundamental Principle for Behaviour in Schools	All teachers have the right to teach and all students have the right to learn in an environment that is safe, highly focused and productive and absolutely free from low level distraction and disruption.	**A research-led Approach**	Our behaviour curriculum is underpinned by the following research principles: • Leaders and teachers need to 'make the weather' • Senior leaders are highly visible, leading from the front • Expectations are established • Teach – don't tell – behaviour • Practice makes permanent • 'Negative good behaviour' is not accepted • Consistency is the foundation of all habits

Creating our Culture

The process for explicitly teaching behaviour routines	• **IDENITIFY** the behaviour we expect • Explicitly **TEACH** behaviour • **MODEL** the behaviour we are expecting • **PRACTISE** behaviour • **NOTICE** excellent behaviour • **CREATE** conditions for excellent behaviour	**SEND**	While this curriculum is for all students it will be applied differently in different year groups depending on students' ages and may be applied differently depending on individual students' SEND needs. For example, students who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults.

Maintaining our Culture

Our classroom behaviours	• Good behaviours are explicitly and regularly refreshed to ensure all students understand the expectations of them. • The Key Stage Curriculum Maps set out clear parameters for behaviour routines so that we have a shared and consistent language of expectations across our schools. • The curriculum is taught and retaught explicitly during the first week of every half term and at all other opportunities throughout the year. • The responsibility to teach these routines lies with every staff member. • Teachers will demonstrate these behaviours and ensure students have many opportunities to practise these (particularly in the first week of each half term). It is expected that all students will be able to demonstrate these routines.

Behaviour Curriculum Map - Key Stage Three and Four

Our students will be taught the following routines:

Manners	Uniform	Moving around School	During Lessons	Dining Area
• Say 'please' when asking for something • Show gratitude by saying 'thank you' when receiving something, or someone does something nice for you and at the end of the lesson • Let anyone waiting through a doorway before walking through yourself • Say 'Hello', or something similar, to others when greeted • Be polite and give eye contact to the people you talk to • Be respectful by being kind and listening to the opinions, beliefs and ideas of others • Be responsible by being trusted to do the right thing, even when no one is watching	• Wear the full uniform correctly at all times • Remove outdoor clothing (coat, hats, gloves, scarves etc.) when in a classroom • Ensure no items are worn which are not part of the school uniform • Bring the correct PE kit as appropriate • Prefects must wear their lanyards at all times.	• Walk around school calmly and sensibly, talking quietly, and keeping your hands to yourself • Line up outside of classrooms and wait for a teacher to arrive • Be polite and courteous to adults / other children with a greeting • Open doors for others • Pick up litter, coats and resources if on the floor or untidy • Knock on doors and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom)	• Be ready for the lesson e.g., had a drink, toilet break etc. • Enter calmly and quietly when given permission by staff • Show STAR behaviours • Sit up straight with feet on the floor • Have all your equipment on the desk ready for the lesson • Start all activities immediately • Keep your workspace tidy • Use silent hands-up to contribute • Place chairs under the table when leaving seat • Walk in a quiet, calm manner around the classroom • Treat equipment appropriately and respectfully • At the end of a lesson, close windows and put away any equipment used e.g., whiteboards / text books	• Wherever possible, wash hands before eating • Line up and don't push in front of others • Talk quietly and calmly and don't shout across the room • When eating, sit at a table, when available • Use cutlery appropriately • Be polite and chew with your mouths closed • Collect your own rubbish and put in the bin • Clear away your table space and leave tidy • Walk calmly and quietly • Be polite and respectful to canteen staff • Do not use or take equipment from the canteen without permission
Attendance	**Assembly**	**Communal Areas**	**Social Time Behaviour**	**Outside of School**
• Attend school every day, unless you are too ill to attend • Arrive on time every day • Arrive on time for every lesson or activity • Apologise for any lateness	• Enter and exit calmly and in an orderly manner • Ensure full uniform is worn correctly and outdoor clothing removed • No eating or drinking • Respect the speaker • Sit according to seating plans • Sit up straight • Track the speaker • Use silent hands-up to contribute • Use manners when speaking • Participate actively when required – clapping etc. • Take responsibility for their own chair	• Be respectful of the learning environment • Take care of all displays and do not cause damage • Place all litter in a dustbin, do not walk past it • Pick up lost property, dropped items and hand to a member of staff • Do not sit on tables • Sit appropriately on the chairs and respect the furniture in the room	• Be kind by including people in your games/conversations and sharing equipment. • Act safely without hurting anyone • Understand that we do not 'play fight' or 'take down' others because we may hurt someone by accident • Only play ball games in designated areas • Act in a gentle, caring and helpful way towards other people • Move calmy and quickly at the end of social times so that you are punctual to lessons	• When you are wearing your school uniform you are representing the school community and must always behave responsibly and respectfully • Be kind and considerate of other people when arriving and leaving school. For example, walking not running, giving people plenty of space, using a quiet voice not shouting, following cycle safety rules

Behaviour Curriculum Map - Key Stage Five

Our students will be taught the following routines:

Manners	Dress code	Moving around School	During Lessons	Dining Area
• Say 'please' when asking for something • Show gratitude by saying 'thank you' when receiving something, or someone does something nice for you and at the end of the lesson • Let anyone waiting through a doorway before walking through yourself • Say 'Hello', or similar, to others when greeted • Be polite and give eye contact to the people you talk to • Be respectful by being kind and listening to the opinions, beliefs and ideas of others • Be responsible by being trusted to do the right thing, even when no one is watching	• Remove outdoor clothing (coat, hats, gloves, scarves etc.) when in a classroom • As directed by the uniform policy • Wear lanyard at all times	• Walk around school calmly and sensibly, talking quietly and not on your mobile phones • Be polite and courteous to adults / other children with a greeting • Open doors for others • Pick up litter • Knock on doors and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom)	• Be ready for the lesson e.g., had a drink, toilet break etc. • Have all your equipment on the desk ready for the lesson, wearing your lanyard • Phones should not be visible • Start all activities immediately • Keep your workspace tidy • Use silent hands-up to contribute • Place chairs under the table when leaving seat • Walk in a quiet, calm manner around the classroom • Treat equipment appropriately and respectfully • At the end of a lesson, close windows and put away any equipment used e.g., whiteboards / text books	• Wherever possible, wash hands before eating • Sit appropriately being aware of other students in the room • Collect your own rubbish and put in the bin • Clear away your table space and leave tidy • Walk calmly and quietly • Be polite and respectful to canteen staff • Do not use or take equipment from the canteen area when unsupervised
Attendance	**Assembly**	**Communal Areas**	**Social Time Behaviour**	**Outside of School**
• Attend school every day, unless you are too ill to attend and inform CG/HoY • Arrive on time every day for registration • Arrive on time for every lesson or activity • Apologise for any lateness • Swipe at lunchtimes if no P5 • If you choose to leave site in the day time you must register appropriately on the iPad • Sign back in on return • If unwell during the day see CG / medical or HoY before leaving the site	• Enter and exit calmly and in an orderly manner • No eating or drinking • Respect the speaker • Use manners when speaking • Participate actively when required • Take responsibility for their own chair	• Be respectful of the learning environment in relation to other students • Take care of all displays and do not cause damage • Place all litter in a dustbin, do not walk past it • Pick up lost property, dropped items and hand to a member of staff • Do not sit on tables • Sit appropriately on the chairs and respect the furniture in the room	• Be kind by including people in your games/conversations and sharing equipment. • Act safely without hurting anyone • Understand that we do not 'play fight' or 'take down' others because we may hurt someone by accident • Only play ball games in designated areas • Act in a gentle, caring and helpful way towards other people • Move calmy and quickly at the end of social times so that you are punctual to lessons	• During the school day you are representing the school community and must always behave responsibly and respectfully • No vaping / smoking should take place in sight of the school • Students who drive to school should park and drive considerately, respecting the local neighbourhood • Be kind and considerate of other people when arriving and leaving school. For example, walking not running, giving people plenty of space, using a quiet voice not shouting, following cycle safety rules

	RESPONSIBLE	DETERMINED	RESPECTFUL	KIND	ASPIRATIONAL	PROUD
Excellence	You complete all work to the very best of your ability. You seek out additional tasks to progress further once you have completed your work. You always take responsibility for being fully equipped for learning. Once completed, you always look to improve your work.	You are positive in your approach to learning, even if you are struggling with a new topic or difficult task. When you are stuck, you think about what you have learnt in previous lessons to help you. You look for different solutions to overcome problems and are always purposeful in your learning.	You show respect towards your own learning and that of others by being punctual and purposeful in lessons. You go above and beyond for your peers by actively listening and collaborating with others where appropriate. You are always polite in your discussions with your teacher and your peers.	You go out of your way to support your teacher and other students in your lessons and their learning. You consider how they are feeling and look to offer your help in any way that you can.	You always exhibit a willingness to challenge yourself to seek greater knowledge and to do the very best you can. You recognise the importance of each lesson in your learning journey and aim to make links between lessons.	You recognise the importance of taking pride in your work by meeting the expectation of 'excellence as standard' in all that you do. You also seek to go beyond this in all independent practice. You seek out and are receptive to feedback.
Active	You take responsibility for all your equipment and are well prepared for learning. You complete your work to the best of your ability. You sometimes ask for extension work or look for ways to improve independently.	You attempt to overcome 'struggle', but do not always manage to find a solution independently. You recognise that struggle is an important part of learning and try to overcome this, using the resources in front of you.	You show respect toward your own learning and others by being punctual to lessons and ready to learn. You show respect to your peers by supporting the learning environment and actively listening to other student's ideas.	You help others when asked and support the lesson to run smoothly by handing out and collecting resources when asked.	You understand that you can push yourself further and have the desire to do so.	
Passive	You take responsibility for equipment and work when prompted by your teacher.	You look to overcome 'struggle' at times, but you may often wait for others to help.	You are on time to lessons and do not interrupt learning, but you do not always actively listen.	You follow instructions and do not disrupt the learning of other students or the classroom environment.		
Below Expectation	You are rarely prepared for your learning. You frequently arrive at school without the correct equipment.	You rarely approach your learning in the most purposeful way. You are often distracted or distract others in the classroom.	You are rarely polite to staff and others in the classroom. You are frequently late to lessons and rarely say "please" or "thank you".			

EXCELLENCE IS IN OUR DNA

Twynham TGS

Believe · Enjoy · Succeed · Together

ATTITUDE TO LEARNING

INDEPENDENT LEARNING

Excellence	You are always proactive in your learning, demonstrating independence where necessary. You are consistently reflective and highly responsive to teacher feedback. You always show resilience and determination when learning something new or difficult.
Active	You strive to be proactive in your learning and often demonstrate independent learning. You are usually reflective and often seek feedback, but are inconsistent in responding to it. You often show resilience and determination when learning something new or difficult.
Passive	You are passive in your learning and are inconsistent in completing work when directed. You reflect on your work sometimes but take little opportunity to respond to teacher feedback. You sometimes show resilience and determination when learning.
Below Expectations	You rarely meet deadlines and your work is often inadequate. You don't engage with feedback and your attendance may be inconsistent. You show limited resilience and determination when learning.

Twynham Sixth Form

ATTITUDE TO LEARNING

RESPONSIBLE

3, 2, 1....

OUR SCHOOL IN LESSONS

S Sit/stand up straight

T Track the speaker

A Ask & answer questions

R Ready to learn

RESPECTFUL

OUR SCHOOL EQUIPMENT LIST

- SCHOOL PLANNER
- READING BOOK
- PENCIL CASE - TO CONTAIN:
  - BLACK, BLUE AND RED PENS
  - PENCILS
  - PENCIL SHARPENER
  - ERASER
  - 30CM RULER
  - PROTRACTOR
  - PAIR OF COMPASSES
  - SCIENTIFIC CALCULATOR
  - WIRED HEAD/EARPHONES
  - SCISSORS
  - GLUE STICK
  - WHITEBOARD PEN
  - HIGHLIGHTER
- WATER BOTTLE

EXCELLENCE AS STANDARD

100% for a 100%. Everyone tries their best all of the time

Do not leave work unfinished

Complete all written work in blue or black ink

Complete all work in your best handwriting

Underline all dates and titles using a ruler

Complete retrieval practice in the back of your books

Write dates and titles in full (eg Monday 2nd February)

Use subject terminology and academic language as often as possible

Write on every page, do not leave blank pages

Respond to teacher or peer feedback in a different coloured pen

EXCELLENCE IS IN OUR DNA

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OUR SCHOOL REWARDS

ASPIRATIONAL

You can collect Achievement Awards "AA"s for particularly good work or trying hard at something that you find difficult.

Staff might send home an "Excellence" email to your parents to acknowledge when you've gone the extra mile. This will result in 5 AAs!

Every half term, and at the end of the year we will hold celebration assemblies where top students and tutor groups will win a prize!

DETERMINED

You can also earn badges referred to as "Colours" for regularly taking part in activities!