

# THE TGS MANUAL



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**Standard Operating Procedures (SOPs)  
Classroom Management**



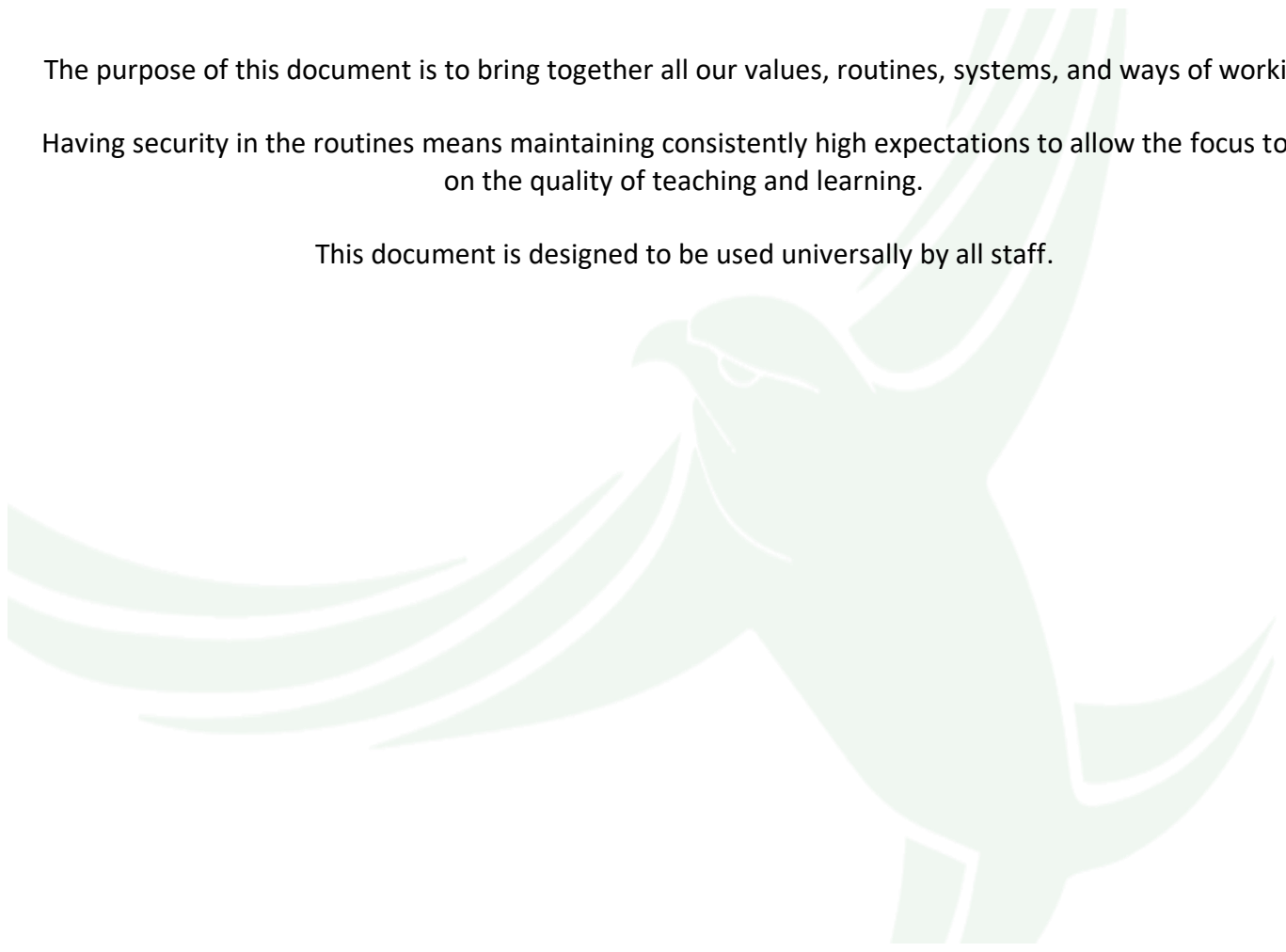
# Standard Operating Procedures (SOPs) Classroom Management

## *Academic Year 2025/2026*

The purpose of this document is to bring together all our values, routines, systems, and ways of working.

Having security in the routines means maintaining consistently high expectations to allow the focus to be on the quality of teaching and learning.

This document is designed to be used universally by all staff.



## A simple starting point...

### Rules

#### We expect students ...

- to wear the correct uniform
- to arrive at school and lessons on time
- to respect the school environment
- to move between lessons in an orderly manner
- to line up (where possible) before lessons
- to enter classrooms in a professional manner
- to remove outdoor clothing
- to sit where directed by a teacher
- to move without question, if asked
- to bring the right equipment to each lesson
- to listen in silence when a teacher or other students are talking
- to speak clearly and politely
- to comply respectfully with all instructions
- to treat everyone with respect

### Routine

#### We expect staff ...

- to utilise whole school behaviour for learning systems and follow the standard operating procedures
- to teach, and insist upon, a routine for starts of lessons, transitions between activities and ends of lessons (Lesson Bookends)
- to insist on excellent standards of behaviour and uniform in all of their lessons
- to model respectful relationships
- to hold themselves to a high level of professional standards at all times

### Rewards

#### We expect staff to reward students at every opportunity in the following ways ...

- praise during lessons
- positive comments in written feedback
- use of the school rewards system
- phone calls home
- postcards
- displays of students' work
- public recognition in staff briefings, House and year assemblies
- positive internal communication amongst staff
- attendance postcards and prizes
- celebration Breakfasts
- awards Evenings
- nominations for Headteacher Award



# The TGS Way

**We are what we repeatedly do. Excellence is a habit.**



**The Learning Philosophy  
Our Values  
Our Attributes**



We ask our whole school community to embrace our values of Respect, Hard Work and Progress – these are the drivers for daily life at school, and our school behaviour and rewards system is built around these values. Additionally, we proactively teach our learning attributes of Professional, Aware, Enterprising, Resilient and Confident – the characteristics that top employers have told us they value the most in the workplace.



## Creating an Excellent Climate for Learning

### The role of form tutors and classroom teachers

- formally greet students at 8.35am and punctually at every lesson thereafter
- use entry routine consistently, this should include:
  - students line up outside the classroom (where practical)
  - students enter the classroom one by one in a calm manner
- check uniform
- ensure students are stationed according to the designated seating plan
- ensure that students are engaged from the start – establish “DNA” task or Retrieval Starter
- Habits acknowledged and issue of rewards where appropriate.
- when addressing the group, insist on **One Voice**, pens down, **Focus on** the source of information and **Silence**. use of the TGS 5 Count down supports this process.
- take the register on the Ed Gen platform
- report safeguarding and behaviour concerns on Class Charts.
- set Habits on Class Charts
- issue rewards on Class Charts
- clarify **intended outcome** of the lesson
- undertake Tutor Group activities as prescribed by the Head of Year
- ensure that there are clear starts and ends to activities
- transitions should include reflection on what has been achieved
- no instructions should be given unless the group is silent
- independent work = silent work
- ensure that use of school equipment is well managed
- ensure that the fabric of the school is well maintained
- dismiss the group, once stood behind their desks in silence
- use a silent exit routine consistently, this may include:
  - students pack away while seated
  - student stand behind chairs in silence
  - students leave the classroom in small groups

Excellent learning is underpinned by excellent conduct.

Our **Brilliant Basics** include ...

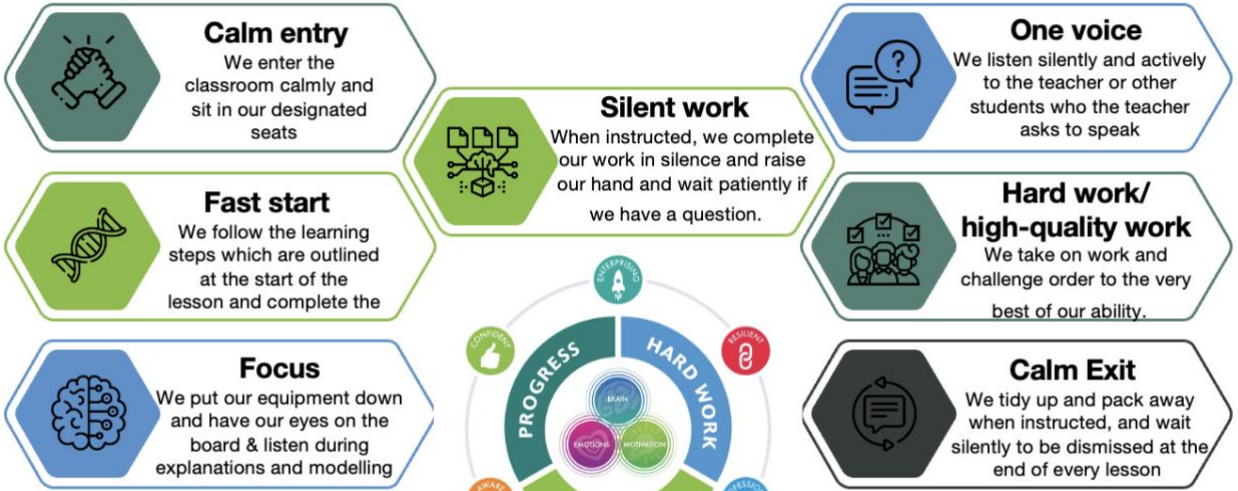
1. Excellent Conduct – The TGS Way
2. Excellent Learning – The TGS T&L Way



# Excellent Conduct – The TGS Way

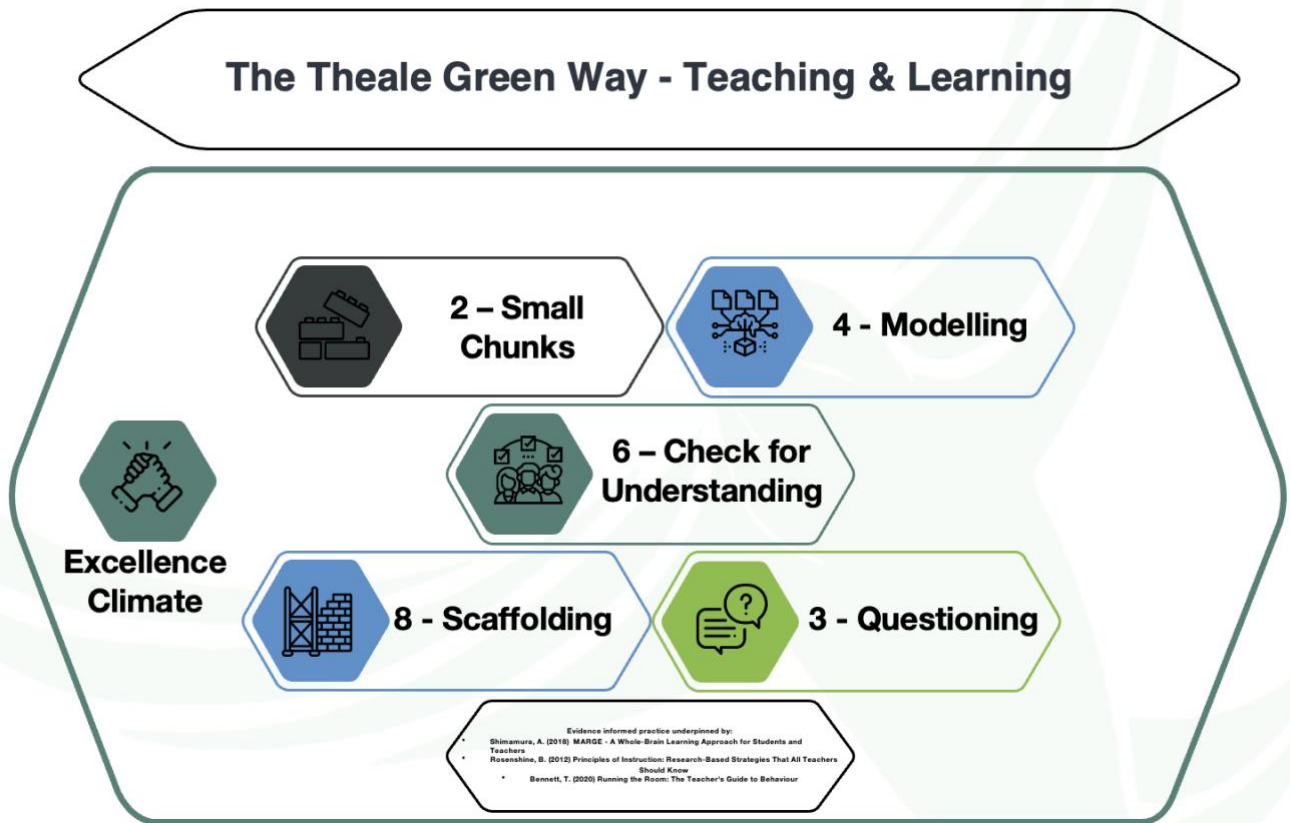


# Student Brilliant Basics



The Learning Philosophy  
Our Values  
Our Attributes

# Excellent Learning – The TGS T&L Way – Staff



## The Theale Green Way - Lesson book ends



# Staff Brilliant Basics



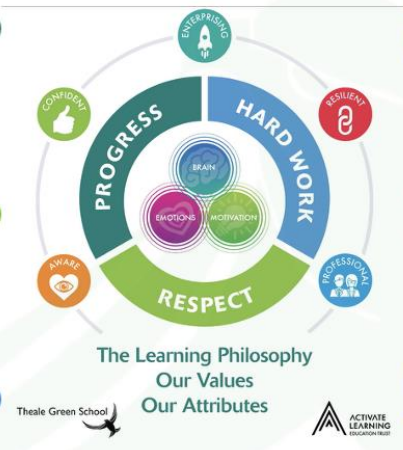
**Be encouraging and positive**  
so that we have high hopes for ourselves



**Be kind**  
so that we are feel comfortable in your classroom and ready to learn



**Be patient and calm**  
because we may have had a difficult day or time or need extra help




**Be polite**  
because this models good behaviour for us



**Show care and concern**  
as school may be our safe place



**Be considerate of pupils' needs and situations**  
because we are all different



## Theale Green School Uniform and Equipment

School uniform is compulsory for years 7-11

All Boys in years 7-11 should wear ...

- white button up school shirt (tucked in)
- school tie with house colours or purple “Prefect Tie”
- black school trousers, suitable for an office-based environment (no cargo, combats, flares, drainpipe-style, ‘skinny’ trousers, cord, denim).
- black tailored knee length school shorts can be worn from Easter to October term. No other style of shorts can be worn, shorts must be worn with school shoes, not trainers.
- black belt, if required
- school blazer with school badge
- optional black V-neck jumper with a school logo
- polishable black school shoes (see guidance below)
- cotton socks
- a plain outdoor coat (hoodies, “Tech-Fleeces”, sports tops, leather jackets, denim jackets are not permitted)
- a small, plain, thin, discrete headband if required (baseball caps are not permitted)



**All Girls in years 7-11 should wear ...**

- white button up school shirt (tucked in)
- school tie with house colours or purple “Prefect Tie”
- black school trousers, suitable for an office-based environment (no leggings, cargo, combats, flares, drainpipe-style, ‘skinny’ trousers, cord, denim).
- black business-like pleated skirt of a “professional length” (worn on or just above the knee, no higher than lower-thigh)
- black tailored knee length school shorts can be worn from Easter to October term. No other style of shorts can be worn, shorts must be worn with school shoes, not trainers.
- black belt, if required
- school blazer with school badge
- optional black V-neck jumper with a school logo
- polishable black school shoes (see guidance below)
- black or natural tights
- cotton socks (socks worn with tights should be the same colour)
- a plain outdoor coat with no logo (hoodies, “Tech-Fleeces”, sports tops, leather jackets, denim jackets are not permitted)
- a small, plain, thin, discrete headband if required (Baseball caps are not permitted)



**Where to buy**

Our current uniform supplier is [YourSchoolUniform.com](https://www.yourschooluniform.com)

Website: <https://www.yourschooluniform.com/schools/index/theale-green-community-school-22272>

You can order uniform online via their website shop.

**Guidance on appropriate footwear**

**Suitable for School** 

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

To maintain consistent high standards of uniform we hope that this information provides some clarity for parents, students & staff.

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

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



**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.



**Not suitable for School** 

**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.



- “Leather look trainers” are permitted but should contain no sports branding (Nike Air-forces trainers are not permitted etc.)

**Hair, make-up and jewellery**

Theale Green School recognises that school uniform creates a sense of belonging and connection to our community, however we also recognise all students are individuals.

However, we request:

- no extremes of hair colour or hair style are permitted. Only naturally occurring hair colour will be permitted. This rule is considerate of different cultures and hair types.
- make up should be subtle for a “place of work” and be professional. When a member of staff judges that make up is not appropriate, students will be asked to remove it.
- nail varnish, gel nails or nail extensions may be worn in school as long as they are suitable for a “professional environment” and curriculum requirements, such as PE and Food Tech.
- students are permitted to wear discreet jewellery, suitable for a professional environment. Specifically, this means that students may wear stud/hoop/cuff earrings (snug to the lobe), one small ring, a bracelet and a necklace (worn underneath uniform). This rule is considerate of different cultures.
- no other piercings should be visible. Clear studs are acceptable (transparent, flat, invisible). Facial piercings must not be seen. Students with visible facial piercings will be required to remove them.
- students may wear watches but will be required to remove these for exams.

The final decision regarding uniform, hair, make-up and jewellery will be made by a member of the Leadership team.



Uniform for PE



**YOUR SCHOOL UNIFORM**

Theale Green Reversible Rugby Top      Theale Green Boys PE T-Shirt      Theale Green PE Short      Theale Green PE Socks

# BOYS SPORTSWEAR

Theale Green School  
Official Sportsweare Uniform 

This catalog displays four items for boys' sportsweare: a reversible orange and black rugby top, a white t-shirt with yellow and black accents, black shorts with yellow side panels, and black socks with yellow tops and 'THEALE GREEN' printed on the side.



**YOUR SCHOOL UNIFORM**

Theale Green Training Top      Theale Green Girls PE T-Shirt      Theale Green PE Skort      Theale Green PE Socks

# GIRLS SPORTSWEAR

Theale Green School  
Official Sportsweare Uniform 

This catalog displays four items for girls' sportsweare: a black and yellow long-sleeved training top, a black t-shirt with yellow accents, a black skort with yellow side panels, and black socks with yellow tops and 'THEALE GREEN' printed on the side.



**Our PE kit is as follows:**

<b>Boys</b>	<b>Girls</b>
White school PE T-shirt	Black school PE polo top
Black school PE shorts	Black school PE skort/shorts/plain black sports leggings (no large logo's/mesh panelling/other colours). Plain black cycling shorts that must be at least mid-thigh length. No branding/writing on any part of the shorts including the waistband.
Amber PE outdoor jersey	Black PE ¼ zip outdoor top
White socks	White socks
Trainers (no Converse/Vans)	Trainers (no Converse/Vans)
School football/rugby socks	School football/rugby socks
Football boots (not astro turf trainers)	Football boots (not astro turf trainers)
Shin pads	Shin pads
Gum Shield	Gum Shield
<p>Optional items for boys/girls:                      Plain black base layer (worn underneath outdoor PE top)                      Plain black base layer worn underneath school PE shorts/skort (for outdoor lessons only.)                      Boys will need their Football boots from the start of academic year.</p>	<p>All KS3 girls (Year 7 to Year 9), will need football boots, shin pads and football socks for their outdoor lessons from November with the exception being for those who have chosen to take part in Football Club.</p>

- School jumpers may not be worn for PE
- The PE kit is designed for body shape and comfort when playing sport and the table above is for recommendation, but one item must be worn from each row by every student
- Glasses are not permitted for a number of physical activities across the school year due to associated health and safety risks. It highly recommended that students have sports goggles or contact lenses to enable them to fully participate in these lessons.



## Punctuality

At Theale Green School, punctuality is a cornerstone of student success and allows our students to practice being Professional. Being on time for school and lessons ensures that students maximise their learning opportunities, develop strong time-management skills, and foster a sense of responsibility. This commitment to punctuality not only enhances academic performance but also prepares students for future professional environments where timeliness is crucial. By valuing and practicing punctuality, students at Theale Green School are better equipped to achieve their full potential and contribute positively to their community.

- Students in Year 7-11 are expected to be on school site for 8.30am ready to attend Tutor Time or Morning Musta at 8.35am.
- The only exception to this may be that a student that arrives late to school due to exceptional circumstances.

### Late-Gate Procedures

- At 8.30am site staff will lock the Deadman's Lane Gate, preventing access to the school site.
- All students arriving after 8.30am will therefore be expected to come through the main school entrance.
- The gate will be staffed by members of the Pastoral Leadership Team and Leadership Team.
- If students arrive after 8.35am without a valid excuse, then they will be placed in a same day 30 minute after school detention (SDDT).
- Senior staff will relay names of those arriving late via radio to the Attendance Officer.
- Failure to attend the 30-minute SDDT will result in 1 hour DT on a Friday with a senior member of staff.
- Failure to attend a 1 hour on a Friday will result in a day with RFL and parental meeting with HOY to ensure school policy support.
- Late Gate duty staff will ensure the main entrance is locked and students are required to buzz in after 8.50am
- Any student arriving on school site after 8.50am will be buzzed by reception and the attendance officer informed.



## Punctuality during the school day

<u>Year 7&amp;8 Late to Lesson:</u>	<u>Year 9-11 Late to Lesson:</u>
P1 – 9.01am	P1 – 9.01am
P2 – 10.16am	P2 – 10.01am
P3 – 11.21am	P3 - 11.16am
P4 – 13.00pm	P4 – 13.00pm
P5 – 14.06pm	P5 – 14.06pm

- if a student arrives at a lesson after the above time the individual is marked as a “L” on the register and the number of minutes recorded. (For example, a Year 7 student arrives to P2 at 10.17am they are marked “L” and 2 minute recorded.)
- a student that is late to 5 or more lessons across 5 school days will be placed onto Purple Punctuality report for a whole school week (Monday – Friday). This will be shared via Class Charts with the parents and issued during tutor on a Monday morning.
- if a student is 8 or more minutes late to a lesson this will be treated as truancy and the individual removed to the RFL for 3 blocks of time (8 minutes starts from the advertised start of the lesson and includes 5-minute travel time).
- RFL staff will support students to identify barriers and overcome these if truancy relates to an individual subject/lesson.
- when identified as a subject specific issue the HOD will be required to support the class teacher and contacting parents and carers.
- when identified as a school wide issue the HOY will support and contact parents and carers.
- Leadership Team detention on a Friday
- this detention will now be based in the LRC for 1 hour
- a member of the Pastoral Leadership Team will start collection of students from 2.45pm and walk them to the allocated space.
- Pastoral Leadership Team staff will register and settle the students in the space (silent working on computers or tables or silent reading)
- timetabled member of the Leadership Team will arrive at LRC to supervise the 1hr, in which students will be required to studying in silence.
- Heads of Year will visit the LRC to identify missing students within their year group and take to wash- up for decision making and actions.



### The Role of the Classroom Teacher

- insist on a punctual start
- mark on the register that the student is late and log how many minutes.
- if the student is rude and disruptive on arrival, please follow the classroom behaviours system (C1/C2).
- for any student who arrives after 8 minutes, issue a C2 and remove the student to RFL

### Repeated Lateness to Tutor Time and Lessons

- a student that is late to 5 or more lessons across 5 school days will be placed onto Purple Punctuality report for a whole school week (Monday – Friday). This will be shared via Class Charts with the parents and issued during tutor on a Monday morning.
- if a student is placed onto report for the second time within a term the tutor will contact and discuss barriers and concerns with the parents.
- if a student is placed onto report for the third time within a term the HOY will organise a parental meeting to identify and remove the barriers to punctuality and learning.
- from the second occasion of the punctuality report the student will be placed automatically into a 1hour Friday afterschool detention.
- repeated failure to attend lessons on time could result in uncapped time in the RFL

### Refusing to attend lessons and Onsite and offsite Truancy

#### The student will be:

- placed in RFL until further notice.
- repeated failure to attend lessons will result in parent meetings, application of Graduated Response and possibly suspension for non-compliance or persistent disruptive behaviour.



## Managing disruptive behaviour in lessons – A Relational Approach

At Theale Green School, everyone has the right to belonging, to safety, and to learning. All members of our school community should show respect to each other, ensuring they demonstrate kindness in their interactions to make others feel valued, and show curiosity when faced with the unexpected.

We set high expectations for behaviour, but recognise that this also needs to be paired with high support for those who need it, in order for all children to meet our expectations. We also recognise that, without a culture that promotes belonging for our whole community, other interventions to support behaviour may be limited in their effectiveness.

We ensure a consistent expectation for behaviour across all adults within our school, which includes a consistent understanding of the relational approaches children need. We promote strong relationships between members of our community, which are foundations on which we can build curiosity, understanding and restoration when things go wrong. Our adults are skilled in identifying the needs that drive the behaviours we may see in school, and also the reasonable adjustments we can make to support these needs (and therefore improve behaviour).

Throughout their school careers, we support children's personal development by ensuring we equip them with a toolkit to manage their emotions and engage with the world around them. Our adults notice the positive behaviours we see from children and praise them using precise language. We ensure our environment is calm and supports optimal brain states for learning, without being over-stimulating. We ensure a consistency of language from all adults so that all our children know what to expect when they approach an adult for support.

We also recognise that, like much of the academic curriculum, our curriculum for behaviour needs to be taught regularly, if we want children to meet our expectations. This means we constantly model the behaviours we expect to see, use precise praise when we see it, and seek to learn from inappropriate behaviours, instead of placing shame on children who make mistakes. We also recognise that, as is true across the whole curriculum, children will join our school at different relational and behavioural starting points, and therefore we need to make adjustments to allow them to reach our expectations, as we would in any academic lesson.

Our approach to behaviour starts with **relationships** – with our children and with each other. When children feel like they belong as part of a school community, they are more likely to act in pro-social ways, and benefit from the security of knowing any mistakes they make will be supported, not criticised or rejected. We have clear expectations around behaviour which are shared regularly with our school community, and we teach behaviour, self-regulation and safe relationships as part of our curriculum for personal development. We use precise praise when we notice examples of positive behaviour, so that all children are made aware of how our expectations have been met.

Our school holds high expectations for the behaviour of our community, however when things go wrong, we listen to each other without judgement or blame. This helps us to reflect on what went wrong and to find a solution. We do this in a timely way to ensure that everyone impacted is seen and heard, and to ensure that all impacted relationships can be restored. We approach any incidents with curiosity about what need the behaviour in question is seeking to communicate and what actions we can collectively take to avoid recurring issues. In order to support these reflections, we give time and space to children, when it is safe and appropriate, so they can self-regulate before we support them to reflect on what has happened.



## Classroom Behaviour Escalation- The “C” System

### C1

If a student does not follow your instructions or refuses to correct their behaviour despite clear and calm requests to do so ...

- Issue a first verbal warning: “I have noticed that you have chosen to not follow my instruction to... this is your C1 and final warning. If I have to speak to you again about your poor behaviour you will be issued with a C2.
- Class teacher to add C1 to class charts

**Ensure a change has been made and communicated with the student.**

### C2

If there is no improvement ...

- Student is informed they have been provided with a C2 and asked to make their way to the RfL room.
- Staff member records the C2 onto Class Charts, recording behaviour and change made to support.
- The RfL will be alerted that the individual has been awarded a C2 and prepare for their arrival.
- The individual will remain in RfL for 3 blocks of time and complete the following: self-reflection of the behaviour, focusing on the impact of all involved and completion of directed work.
- At the end of the 3 blocks of time students will return to circulation.
- If an individual is removed for the second time in 1-day they will be placed into RFL for the whole of the next day and this will be communicated home by the HoY.

*“Removal from the classroom is a serious disciplinary sanction, used when a student's behaviour disrupts the learning environment. It should only be used when necessary and after other strategies have been tried, unless the behaviour warrants immediate removal.” – Department For Education*

### Support from OCS

- OCS is available every hour to support and assist with behaviour for learning. Please email OCS if assistance is required. The inbox will be monitored by the member of staff in the RFL. OCS is staffed by members of the middle and leadership team.
- Students removed on a C2 do not need to be collected by OCS staff unless you feel support is required.
- Please email [OCS@thealegreen.w-berks.sch.uk](mailto:OCS@thealegreen.w-berks.sch.uk)

### Refusing to leave a lesson

In this situation, request support from On Call Staff, to repeat the instruction to leave the class. If this fails, then either the class should be moved to another room, or the second person remains in the lesson until it ends and then deals with the student in question.

Should a student refuse to move, and an entire class be disrupted, an appropriate sanction will be determined.



## Immediate Removal

Please note that verbal aggression (extreme rudeness), verbal abuse (swearing), physical aggression (threatening behaviour) and physical abuse (physical contact) require immediate removal from lesson.

## The Ready for Learning Room- RFL

When students are removed from lessons they are placed in RFL for three blocks of time. During this time students are expected to reflect of the behaviour that resulted in the lesson removal and work in silence. Take-up time, support and a restorative conversation may also occur following a removal. Upon successful completion of the three blocks of time in RFL the student is released back into lessons.

## The Support for Learning Room- SFL

The Support for Learning Room runs alongside the RFL. This space is designed to provide more therapeutic intervention for students who require take-up time or have additional and different built into their provision. Students are expected to attend the SFL if:

- they have an identified need that means they will struggle in the RFL
- they are on a RAG (Red, Amber, Green) timetable, reduced timetable or receiving intervention from Pastoral staff.
- they have a timeout card. If a student requests timeout staff are required to alert R2 by using the button on Class Charts (Time Out). All students having time out will be expected to take this in R2.

Theale Green School will, where appropriate, use the RFL and SFL as an alternative to suspension.

When a student is repeatedly removed or suspended pastoral staff will utilise the Graduated Response Document to ensure that school provision alters to support the young person to be successful within our community.

## The Role of the Head of Department

### To support outstanding behaviour...

- support department colleagues to establish and maintain the highest standards of behaviour for learning
- lead on department sanctions and contact with parents for students whose behaviour is problematic in your subject but is not problematic across their timetable
- quality assure lesson changeover / use of seating plans / rewards / uniform within the department
- be proactive about behaviour for learning – invite support of TLR holders and OCS drop-in
- encourage and support teachers to phone parents to celebrate positive progress and behaviour for learning.
- encourage and support subject teachers to phone parents and address low level disruption in their classroom same day.



### Repeat Removals

Issue	Consequence	Ownership
Removed x 1 in a specific lesson	RFL for 3 blocks of time	Communication* home by subject teacher (*Phone call is the preferred method, particularly following the first removal from a subject lesson).
Removed x 2 in a day	A calendar day in the RFL from the point of the second removal Apologies made, if appropriate	Phone call home by Head of Year speaking with class teachers to support the communication.
Removed repeatedly from one specific subject lesson (shared teacher or not)	Potential for removal to RFL for the subsequent week for those specific subject lessons Work to be set by subject teacher	Readmission to lesson with parents, subject teacher and Subject Leader. Student may be placed onto a subject report.



**Positive behaviour reinforcement**

To achieve a culture where students learn in a calm, safe and supportive way combination of actions are needed from our staff; explicit teaching of routines and behaviours expected, positive reinforcement when expectations are met. When these expectations are met on a frequent basis and/or exceeded a staff member can provide a House Point for either of the School Values: Hard work, Progress and Respect. Furthermore, when a student demonstrate expectational Hard work, Progress or Respect a Super House Points worth 3 HP's can be provided. Additionally, a phone call to a parent can be made and is highly recommended as a tool for positive home/school connection.

As well as getting House points for Progress, Hard Work and Respect during the school day, students can also win points for the House Quiz every Friday in tutor time, for taking part in House competitions, charity fairs and key events such as Sports Day, House Performance, House Quiz Night and Theale's Got Talent. Students will also get

points for attending clubs, being part of school productions, representing the school and for supporting performances!

For every hundred House Points students get a certificate. Each 100 points moves them up the House Ladder towards The Philosopher's Stone.

HOW HIGH WILL YOU GO?

PROGRESS  
HARD WORK  
RESPECT

HOUSE POINT CERTIFICATES

**THE PHILOSOPHER'S STONE**  
1000 POINTS

**PLATINUM**  
900 POINTS

**DIAMOND**  
800 POINTS

**EMERALD**  
700 POINTS

**GOLD**  
600 POINTS

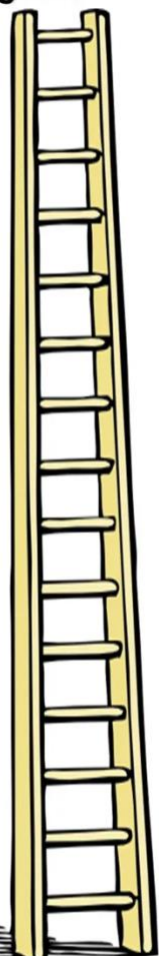
**SAPPHIRE**  
500 POINTS


**RUBY**  
400 POINTS

**PEARL**  
300 POINTS

**SILVER**  
200 POINTS

**BRONZE**  
100 POINTS







## Habits (homework) expectations-

At Theale Green School we strongly believe that learning and retrieval of knowledge outside of timetabled lessons is integral to students' learning. Learning should take place in and outside of the classroom and establishing habits to support this process will provide students the opportunity to increase their knowledge and skills set. Furthermore, it provides a toolkit to support learning in later life within any context. The purpose of these habits are to consolidate and extend work covered in class, prepare for new learning experiences and support well-being.

Theale Green School sets all habits on Class Charts. Parents can see the habits set, and when these are due through the Class Charts application. Teachers' can look at every piece of habits that a student has been set or completed. The leadership team, Heads of Year and Head of departments will monitor the setting, feedback and completion of habits

### Year 7 & 8 Habits

Subject	Frequency of Habit	Example of task	Time per Habit (no more than 60 minutes)
English, Maths, Science and MFL (French)	Weekly	<ul style="list-style-type: none"> <li>Independent recall tasks</li> <li>Independent research tasks</li> <li>Extension of work covered in class</li> <li>Literacy tasks such as extended writing tasks</li> </ul>	20 minutes
All other subjects (excluding RSHE & PE).	Fortnightly	<ul style="list-style-type: none"> <li>Purposeful use of ICT or online platforms</li> <li>Learning habits that aid memory skills</li> <li>Reading tasks</li> <li>Creative tasks</li> </ul>	

- The purpose of these habits is to enable knowledge to be relearnt or allow for pre learning to occur.
- One habit should take a minimum of 20 minutes and no longer than 1 hour to complete.
- Students (and parents) will be given clear expectations of when habits are due through Class Charts.
- All students are encouraged to complete a reading and exercise habit to support their own well-being.
- Habits will be acknowledged by the class teacher, House Points awarded if required and "submitted" "Not submitted" assigned to the student on Class Charts.

***Over the course of a fortnight, a minimum of 5 hours of time should be devoted towards completing habits.***



### Year 9-11 Habits

Habits will be timetabled on a two-week basis. Week A Habits will require students to independently recall knowledge and Week B will be set by the class teacher.

Subject	Frequency of Habit	Example of task	Time per Habit (no more than 60 minutes)
English, Maths, Science and MFL (French)	Weekly	<ul style="list-style-type: none"> <li>• Independent recall tasks</li> <li>• Independent research tasks</li> <li>• Extension of work covered in class</li> <li>• Literacy tasks such as extended writing tasks</li> <li>• Purposeful use of ICT or online platforms</li> <li>• Learning habits that aid memory skills</li> <li>• Reading tasks</li> <li>• Creative tasks</li> </ul>	25 minutes
All other subjects (excluding RSHE & PE. Habits for Music, Computing and Art will only be set in Week B for Year 9 students.)	Fortnightly		

- One habit should take a minimum 25 minutes and no longer than 1 hour to complete.
- Students (and parents) will be given clear expectations of when habits are due through Class Charts.
- Habits are planned as part of the department curriculum to enable progress and learning.
- All students are encouraged to complete a reading and exercise habit to support their own well-being.
- Habits will be acknowledged by the class teacher, House Points awarded if required and “submitted” “Not submitted” assigned to the student on Class Charts.
- Students taking practical GCSEs e.g. P.E, Dance, Drama, Music, Art, Photography, Tech will be expected to spend time rehearsing/practicing and refining work independently in the appropriate environment.

***Over the course of a week, a minimum of 3 hours and 25 minutes of time should be devoted towards completing habits.***



## Managing disruptive behaviour outside of lessons

- if on duty, please collect a radio from reception.
- please ensure you are wearing a high-viz jacket. Staff are readily identifiable and easily located.
- students are expected to remain in the allocated lunch spaces and use either the specified year group toilets:  
Canteen- All ages  
Main Block- All female, lower and upper school  
Main Block- Upper school male  
Brooks- Lower school male  
\*Students will be placed in RFL if found in the incorrect toilet or caught loitering in toilets.
- ball games are permitted with tennis balls, footballs, rugby balls, basketballs and American footballs.
- if at any point a member of staff requires support to issue a sanction, please radio for PLT or LT support.
- if staff are concerned by the lack of duty presence or absence of colleagues, please radio reception/LT for support
- if a student has not followed the instructions of a member of staff, LT/PLT should be contacted via radio or email to facilitate the collection of the student(s) and place into the RFL for the remainder of the day.
- if you do not know the name of a student, please request support from LT/PLT who will support in identifying the individual

<p style="text-align: center;"><b>S2 behaviours</b></p> <p style="text-align: center;">Student behaviours that will be issued a S2 on Class Charts. This S2 will result in a 30-minute next day after school detention.</p>	<p style="text-align: center;"><b>Immediate removal to the RFL</b></p> <p style="text-align: center;">Students can be sent to the RFL at any point during non-contact time. Details must be communicated via telling the duty lead, using a radio or emailing RFL staff.</p>
<p><b>We are kind</b></p> <ul style="list-style-type: none"> <li>• Disrespect to staff- Low level discourtesy</li> <li>• Swearing overheard by staff</li> <li>• Squirting water</li> <li>• Throwing food</li> <li>• Disrespectful behaviour to other students</li> </ul> <p><b>We accept and respect</b></p> <ul style="list-style-type: none"> <li>• Being found out of bounds during social time</li> <li>• Queue jumping</li> <li>• Refusing to pick up litter if asked</li> </ul> <p><b>We care for the school site</b></p> <ul style="list-style-type: none"> <li>• Dropping litter</li> </ul> <p><b>We follow the hands-off policy</b></p> <ul style="list-style-type: none"> <li>• Non aggressive pushing and shoving- Hands on “play”</li> <li>• Large physical football games that do not disperse immediately upon request</li> </ul> <p><b>We move around the site calmly</b></p> <ul style="list-style-type: none"> <li>• Running in the corridors</li> <li>• Corridor wandering</li> <li>• Eating in the school building during social time.</li> </ul>	<p><b>We are kind</b></p> <ul style="list-style-type: none"> <li>• Rudeness to staff- Aggressive, intimidatory behaviours in a group, refusal to follow instructions.</li> <li>• Swearing indirectly at a member of staff</li> <li>• Throwing food in the vicinity of staff or directly at other students</li> <li>• For giving the wrong name to a member of staff to purposely to evade sanctions</li> <li>• Stealing from, intimidation or bullying of other year groups</li> </ul> <p><b>We accept and respect</b></p> <ul style="list-style-type: none"> <li>• Walking away from a member of staff</li> <li>• Intimidating / anti-social behaviour directed towards other students or staff or “mob mentality/swarming”</li> </ul> <p><b>We follow the hands-off policy</b></p> <ul style="list-style-type: none"> <li>• Aggressive pushing and shoving</li> <li>• Aggravated football behaviour- Refusal to comply with staff requests, refusal to hand over the football, repeated aggressive play</li> </ul> <p><b>We move around the site calmly</b></p> <ul style="list-style-type: none"> <li>• Causing disruption to lessons</li> <li>• Kicking doors</li> <li>• Vandalism</li> <li>• Vaping / smoking in the toilets</li> </ul>



**\*We are a zero tolerance school to vaping. Any student caught vaping will be suspended.**

### Dealing with poor out of class behaviour

- remain calm and consistent with a good knowledge of the above SOPS.
- take the time to build and develop positive relationships with all students during out of class time, “Connection before correction” such as “good morning how was your weekend.”
- ensure that your expectations of out of class behaviour are high and challenge students where appropriate - we collectively as a staff “raise the bar”.
- make it personal, without taking it personally. Ensure where appropriate that you connect with students you have sanctioned and engaged in a restorative conversation, if appropriate. Request support from PLT in regards to facilitation if applicable.
- request help and support immediately if you feel unsure or if a situation is escalating. Explain to students that you are removing yourself to request support, but you will be ensuring that their behaviour is addressed and sanctioned appropriately.
- there is never an expectation for staff to physically intervene in any situation. Staff should avoid physical contact with students at all times.
- do not block exits or doorways, if a student wishes to leave a situation allow them to and inform LT/PLT. Escalated students may be followed at a distance by a member of LT/PLT or a trusted adult or directed to a safe space.
- physical assault, aggressive behaviour or swearing directed at any member of staff will likely result in suspension. Some mitigation may be put in place for students with additional needs in exceptional circumstances.

### Walking away

The sanction for walking away from a member of staff can range from an apology and an S2 to a suspension, depending on the context of the incident. This will be decided by a member of the Leadership Team.

If a student walks away from the RFL, ignores instructions from school staff and is unresponsive to take-up time, they will likely be suspended.



## Mobile phones, mobile devices and wearable technology

**The use of mobile phones and mobile devices (including headphones) are banned on the school site.**

Students may use phones and devices for the journey to and from school as long as this is done respectfully and appropriately.

Mobile phones are not to be used during Key Stage 3 lessons (Year 7-9) and only when planned as part of a scheme of work in Year 10 and 11 lessons for educational purposes.

When students arrive on site and go through the “green gates” our mobile phone policy applies, this is also applicable at the end of school. Mobile phones should be switched back on when students leave school site, again as they go through the green gates.

Staff are required outside classrooms and corridors at the end of the school day to ensure a smooth transition off site.

If mobile phones or other electronic devices are seen or heard at any point during the school day:

### Confiscation

- you will be expected to turn your phone or mobile device off
- you will not have the opportunity to remove the SIM card
- you will be expected to hand the phone or mobile device to the member of staff straight away
- your phone will be placed in the RFL and can be collected at the end of the day
- persistent and on-going issues will be dealt with by the HOY
- if you are placed in the RFL during the day, then you will be expected to handover your mobile phone. This will then remain confiscated until the end of the day.
- if you are seen on your mobile phone at the end of the day, you will be expected to hand in your phone the following day. Failure to do so will trigger a parent meeting and possible time in the RFL.

**Smart watches** are not banned in school, but alerts and notifications should be on silent. Smart watches will be confiscated, as above, if notifications or communication disrupt learning.

**Video and voice recording** of staff and students without their permission on mobile devices is not permitted and will trigger an appropriate sanction

## E-Cigarettes/‘Vaping’

All forms of e-cigarettes are banned from the Theale Green School site and the same sanctions will apply to the use of e-cigarettes on and off the school site as apply to smoking cigarettes.



## Typical Sanctions

### A guide to responses to breaches of the Behaviour Policy (SOPs)

Suspension	Internal Isolation in RFL	After School Detentions
<ul style="list-style-type: none"> <li>Assault</li> <li>Theft</li> <li>Direct use of prejudice or discriminatory language</li> <li>Verbal abuse to a member of staff</li> <li>Refusing to cooperate or comply with Senior Staff</li> <li>Walking away from Senior Staff</li> <li>Removal from RFL</li> <li>Persistent disruptive behaviour</li> <li>Behaviour that jeopardises the health and safety of staff and students</li> <li>Bringing the school into disrepute</li> <li>Vaping on school site or being in possession of a vape.</li> </ul> <p>*Suspensions are decided by the Headteacher, and all incidents are reviewed with a consideration to the individual student</p>	<ul style="list-style-type: none"> <li>Defiance</li> <li>Swearing or rudeness to staff which is more serious than ASDT but does not warrant suspension</li> <li>Prejudice related incidents not meriting suspension</li> <li>Vaping off site (including transport) but in uniform</li> <li>Walking away from staff – open defiance</li> <li>Non-attendance at 1 hour Friday After School Detention</li> <li>Persistent disruptive behaviour</li> <li>Removed from lesson twice on the same day</li> <li>Refusing to attend more than 1 lesson on the same day</li> <li>Offensive, threatening or intimidating online behaviour</li> <li>Peer to peer abuse / provocation</li> <li>Bringing the school into disrepute</li> <li>Failing to meet the standards and expectations of the school</li> </ul>	<ul style="list-style-type: none"> <li>Poor punctuality</li> <li>Disrespect to staff- Low level discourtesy</li> <li>Swearing overheard by staff</li> <li>Squirting water</li> <li>Throwing food</li> <li>Disrespectful behaviour to other students</li> <li>Being found out of bounds during social time</li> <li>Queue jumping</li> <li>Refusing to pick up litter if asked</li> <li>Dropping litter</li> <li>Non aggressive pushing and shoving- Hands on “play”</li> <li>Large physical football games that do not disperse immediately upon request</li> <li>Running in the corridors</li> <li>Corridor wandering</li> <li>Eating in the school building during social time.</li> </ul>



### Inappropriate language & swearing

Overheard non-aggressive swearing, in context, in non-contact time	S2
Non-aggressive swearing, in context, in a lesson	C1
Abusive swearing directly at a student in lessons or non-contact time (peer to peer abuse)	C2
Non-threatening swearing in immediate conversation with a member of staff	C2
Direct, abusive swearing towards a member of staff	RFL/instant C2/suspension
Prejudice that is non direct against a protected characteristic (Respectful Behaviours Manifesto)	R1
Prejudice that is direct towards an individual against a protected characteristic (Respectful Behaviours Manifesto) <i>If the comment wasn't heard by the member staff, please contact PLT to support with any investigation.</i>	R2

### Suspension

All incidents of Fixed Term suspension and Permanent exclusion will adhere to national guidance

#### Suspension from maintained schools, academies and student referral units in England

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Suspension\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Suspension_Stat_guidance_Web_version.pdf)

### Staff response to claims of bullying & prejudice related incidents

- We are intolerant of bullying and prejudice behaviours at Theale Green School. Staff recognise that bullying and prejudice behaviour is a form of child-on-child abuse and should be addressed first time, every time.
- To support with this, we have our Anti-Bullying Ladder and Respectful Behaviours Manifesto. We are also a “hands-off” school. Further details can be found in our Anti-Bullying Procedures.
- Incidents of bullying that occur both within school, within the community and online will be addressed using our 5-Step Ladder.
- Incidents of racism, sexism, homophobia, prejudice, gratuitous verbal abuse, physical abuse and sexual abuse will not be tolerated, and behaviour sanctions will be issued accordingly.



## Scales of response and staff responsibilities

**Level 1- A fall out between friends-** Tutor or Pastoral Support Manger

**Level 2- Unkind comments, leaving others out, making others feel uncomfortable both in school and online-** Pastoral Support Manager- Head of Year informed

**Level 3- Persistent unkindness or disrespect, situation not improving despite intervention, same student(s) being involved as a perpetrator/bystander-** Pastoral Support Manager, signing a Memorandum of Understanding, Head of Year informs home and begins monitoring.

**Level 4- Sustained or serious abuse including prejudice based behaviours, gratuitous verbal abuse or physical abuse-** Head of Year leading, added to safeguarding log, sanctions may include RFL, loss of free time, detentions and parent meetings. Leadership Team informed and will issue final warning to “Cease and Desist”.

**Level 5- On-going serious abuse or significant incident involving harmful behaviours-** Leadership Team lead, possible sanctions may include RFL, suspension, police and social care involvement.

**\*All incident levels will be logged on Class Charts\***

## Conducting searches

Any searches conducted will adhere to national guidance below.

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

**Bag searches should only be conducted by members of the Leadership Team or PLT.**

- When conducting a bag search two members of staff must be present, one of whom is the same gender as the individual being searched..
- Searches should be conducted in private spaces, one student at a time.
- Students must agree to a search. If they refuse, they will be placed in the RFL whilst advice is sought from the Headteacher and/or Senior staff.

Any incidence of searching must be reported to the DSL/Safeguarding Officer and documented on Edukey





**The Learning Philosophy**  
**Our Values**  
**Our Attributes**

