



**THISTLEY HOUGH
ACADEMY**
*Creative
Education
Trust*

Behaviour for Learning Policy

Review date: October 2025
Reviewed by: Zara Lovatt
Ratified by: Lorraine Mawson
Review date: October 2026

Rationale

At Thistley Hough, we believe that excellent behaviour is not only a requirement for great progress, but that it is an entitlement for all students who attend the Academy to have access to high quality teaching and learning that is not hindered by poor behaviour. The Academy is a vibrant community that intends to celebrate the lives and positive contributions of all students.

As such, we expect that every member of the Academy is committed to being a positive, contributing member of our community, by following our rules, embracing our values and expectations. Establishing a positive culture and ethos is fundamental, this creates a learning environment that enables all members of the community to reach their full potential. Our culture and ethos are underpinned by the values of Respect, Responsibility, and Resilience.

Staff will challenge behaviour that does not meet the expectations we have of our students. We ask that parents and carers work in partnership with us to ensure their children can successfully abide by these rules and expectations. We appreciate that young people may make mistakes and when such occasions arise, we support students to reflect upon their behaviour enabling future success.

Our values, rules and expectations will be shared and adopted by students upon joining the Academy. Where necessary students will be firmly reminded of expectations within the Academy. Due to the pastoral support given we aim to ensure that students will become confident, resilient learners, and are prepared to go out into the world as successful young adults. With this in mind, we will challenge older students, particularly those in Years 10 and 11, to follow these rules and meet with these expectations with a greater degree of independence, to be more responsible and to consistently identify where things could go wrong.

Expectation

At THA, we uphold the values of Respect, Responsibility, and Resilience in every aspect of our school community. We believe that mutual **respect** nurtures a positive and inclusive environment, where every individual is valued. **Responsibility** is key to our academic and personal growth, ensuring that students and staff take ownership of their actions and learning. **Resilience** empowers us to overcome challenges, persist in the face of adversity, and continually strive for excellence. These core values are embedded in our behaviour policy, guiding our interactions and supporting a culture of success and well-being.

THA students take **responsibility** in being a part of the school community and are always ready to learn:

- We arrive to the Academy and lessons on time.
- We wear the Academy uniform correctly. (see annex 1)
- We ensure we have the required equipment. (see annex 1)

THA students are always respectful of others, themselves and the community:

- We follow all routines and instructions. (see annex 2)
- We move around the Academy in a calm, sensible manner. (see annex 3)
- We actively listen to others and respond in a kind and dignified manner.
- We value and celebrate the beliefs and differences of others.
- We willingly take every opportunity to learn and to excel.
- We show respect for others' their possessions and personal space.

THA students are committed to making positive contributions and maintaining high expectations whilst demonstrating **Resilience** when faced with challenges:

- We complete all class work and homework to the highest standard.
- We take responsibility for our actions.
- We take care of equipment, facilities and the site.
- We use the support that is available when it is needed.
- We immediately report concerns to an adult. This includes anything that may cause another person harm.
-

Support

The Academy is a community that works to support all students to be successful during their time with us and beyond. Students have daily access to their Form Tutor, Head of Year, and several other members of staff who provide care and support whilst upholding the Academy's values and high expectations. Where a student fails to do so, we use clear sanctions to help them understand that there is a consequence to all poor behaviour. We pair the consequence with a restorative conversation to help them identify where things went wrong, the impact on others and themselves and how it could be avoided in future. Where there are persistent and repeated instances of poor behaviour, an appropriate member of staff will be allocated to support a student. This may take place in the form of mentoring, behaviour support plan or tracking their progress on a report card. The student's parent or carer is an important person in this process, and we ask them to participate fully in further supporting the academic and emotional progress of our students.

Celebrating Success in the Classroom

At Thistley Hough Academy, we are committed to celebrating success and recognizing the positive behaviour of our students. Our behaviour policy emphasises the core values of Respect, Resilience, and Responsibility, which are integral to every lesson. Students can be awarded for demonstrating these values, with no limit on the number of times they can receive recognition. This ongoing encouragement helps reinforce the importance of these qualities in both academic and personal development.

In addition to these rewards, an Outstanding Achievement can be awarded to students who go above and beyond in their efforts. When this occurs, parents will receive an SMS notification, ensuring that exceptional accomplishments are shared and celebrated at home. Furthermore, students across all year groups will have the opportunity to be awarded the Principal's Award, a prestigious recognition given each term for outstanding contributions. As students accumulate positive points throughout the academic year, these points contribute to various rewards, including onsite school incentives and exciting reward trips at the end of the year.

This system not only motivates students to consistently embody our core values but also creates a positive and supportive school culture where effort, progress, and achievement are recognized and rewarded. By promoting an environment of encouragement and celebration, we help students build confidence, resilience, and a strong sense of responsibility, preparing them for future success.

Expectations and Consequences in the Classroom

Students are expected to conduct themselves according to the expectations set out on page one of this document and they allow for distraction free learning for all members of our school community; in doing so members of the community are treated with respect due to our commitment to equality and safety for all.

Whilst maintaining high expectations we also aim to provide a balanced and consistent approach. Where students who consistently follow our rules, values and expectations receive fair recognition for exemplary behaviour. This may be in the form of postcards, certificates, phone calls home and reward trips that take place at the end of the academic year.

Distraction, off-task behaviour and non-completion of work are viewed as extremely serious breaches of the behaviour policy because they prevent learning from taking place. These will be met with firm warnings and sanctions where necessary.

Teacher instructions must be followed without hesitation and should not need to be repeated. Students are expected to listen when they are asked to, whether it be to instructions, explanations or demonstrations. Students should never put their head on a desk in a lesson, the reflect room, or in detention.

When students have been asked to work independently, talking, whispering, and any other method of communication (even if it is about the work) is not permitted. The teacher has chosen to direct independent work because they judge it to be the best method of working at that time and students must adhere to this.

When students are being convened for an examination or when they are sitting an examination (whether in the classroom or examination hall) they are not permitted to communicate and any breach of this, or any other breach of examination rules, may incur a period of suspension.

Where the expected behaviours are not being practised in the classroom, students will be given a verbal warning (**R1**), and a short time to improve. Should there be further issues students will be removed from the classroom and will continue to access learning whilst in **Reflect (R2)**. Vulnerable student's will be escorted to **Reflect** by the Duty Principal or other appropriate members of staff. In the most serious instances, where a Duty Principal or other appropriate member of staff has been unable to deescalate the student's behaviour, further consequence may be implemented, this includes increased periods of time in **Reflect** or suspensions.

Initial consequence, to be applied at a member of staffs' discretion, are as follows:

- **R1- Remind**, a clear verbal warning is given, students have the opportunity to correct their behaviour.
- **R2-Reflect**, students are removed from the classroom and will continue to access learning, and students will then have the opportunity to return to their timetable if expectations are followed. Students time in Reflect will be extended if repeated negative behaviours are shown in a school day or over the course of a school week.
- **Reflect, student's** will continue their learning in the academy's internal suspension suite following an extension to their time in Reflect, where they will also receive a 30-minute detention afterschool.
- **Restore**, the member of staff who issued the **R2** will complete a restorative conversation referring to our three values, **Respect, Responsibility and Resilience**. (See Annex 5)

As we move to a trauma informed approach, recognising that students also need an opportunity to regulate before reflecting and repairing an incident, support is provided for individual students based upon their individual needs. Student will engage in a restorative conversation where their behaviour is discussed with the relevant member of staff. This is to support students in recognising their mistakes with the intention of helping them to develop self-control and to regulate their behaviour moving forwards, ensuring high expectations are held firmly for all students.

In some instance the above systems will not be applicable due to the severity of the behaviour, the applied consequence is therefore at the discretion of the Vice Principals, Associate Principal, and Principal.

Classroom Intervention and Communication

To promote positive behaviour and maintain high standards in the classroom, a clear process of intervention and communication is followed when concerns arise. If a student is removed from lessons and placed in Reflect (Internal Isolation) on three occasions within a two-week period, the class teacher will make direct contact with home. This communication aims to inform parents or carers of the repeated concerns, reinforce behaviour expectations, and begin a collaborative approach to support the student's improvement.

Should the behaviour continue following this initial contact, the Head of Department will take responsibility for the next stage of intervention. This may include additional classroom support, subject-specific strategies, or targeted conversations with the student to identify and address any barriers to engagement or progress. The goal at this stage is to intervene early and prevent further escalation.

If concerns persist despite these efforts, the wider pastoral team will be involved to provide a more comprehensive level of support. They will coordinate further communication with home and arrange a face-to-face meeting where appropriate. This meeting will focus on reviewing ongoing issues, outlining support strategies, and working in partnership with the family to ensure the student can re-engage positively with their learning environment.

Parents and carers will be informed of an incident where a consequence is applied. Initially via a SMS txt and email. Parents will be able to see that a detention has been issued and the reason. If a student has failed, the expectations in the classroom and continue to do so in **Reflect** they will automatically receive an extension to their time in **Reflect** leading to a 30 minute detention after school the same day.

At THA, all detentions will take place in **Reflect** and will start from the time the student has arrived at the detention. If a student is significantly late for a detention, they will be dismissed and asked to attend an extended detention the following day instead or complete a period of time **Reflect**.

Reasonable adjustments

Reasonable adjustment will be made where possible for students with SEND/EHCP and or other agreed additional needs. All staff have read each students' passport to ensure staff are meeting the needs of every student. Triage System for SEND students in place via the SEMH and Safeguarding team. Students with SEND/EHCP will all receive an additional warning, students know this as an **R3**. This may be in the form of a restorative conversation which would take place prior to a student being sent to **Reflect** (the internal isolation suite).

Success4SEND Intervention – Information & Expectations

As part of our inclusive approach to behaviour support, students with identified Special Educational Needs (SEN) may be offered access to the Success4SEND intervention. This support includes the provision of a Success4SEND pass, which allows students to leave lessons for a 5-minute break—up to twice a day—when they feel the need to emotionally regulate. During this time, students will make their way to the Success Room, a sensory-friendly space supervised by the SEN team, who provide support in helping the student manage their emotions and return to learning in a calm and focused state. In exceptional cases, students may be granted additional use of the pass, subject to ongoing review by the SEN team. Clear expectations are shared with all students receiving this support. Misuse of the pass may result in it being withdrawn, to ensure it remains a purposeful and effective intervention for those who genuinely need it.

Whole School Expectations and Sanctions

No policy can detail every eventuality. What has preceded this section and what follows are the underpinning principles, core expectations and consequences that apply to students' behaviour. However, the *Vice Principals, and Principal* retains the right to address any behaviour that is believed to compromise the access to learning, respectful treatment and safety of members of the community under this policy. What follows provides some examples but does not provide an exhaustive list.

Students are expected to:

Wear their uniform correctly. The uniform must be worn without variation, with no additions or replacement items including, but not limited to: jeans, leggings, sportswear, patterned scarves, trainers, noticeable makeup, etc. The full list of uniform and specific detail about how it must be worn can be found on the Academy website and must be adhered to (see annex 1).

Students who do not comply with this rule will be expected to work in Reflect until parents or careers can provided the correct uniform. Where uniform is not corrected over several days, students may have to continue to access their learning in internal isolation suite, until the issue is corrected. We aim to work closely with parents and carers to resolve such issues, where appropriate we may be able to provide further support in such instances.

Represent the Academy well – to visitors within the Academy, when on school trips, outside the Academy at start and end of day, on the way to and from school and online.

To attend regularly and to be punctual, both to school and to lessons.

For lateness to school, a same day 30-minute detention will be issued after school. If students miss this detention, they will then access the curriculum whilst working in Reflect the following day. If a student arrives to school after 9:00am and has not attended an appointment, this will result in a full day in our internal isolation.

Where a student is late to a lesson, they will receive a verbal warning (R1). This will be followed up with a restorative conversation. If a student is more than 5 minutes late to a lesson with no valid reason this is a deliberate attempt to delay the start of the lesson and is therefore considered as truancy. In this instance students will be expected to work in Reflect.

Conduct themselves with self-discipline, observing the rules and systems of the Academy, some of which are detailed as follows:

All instructions must be followed first time and without question. Where a member of staff speaks to a student, whether to issue instruction, warn about the need to correct behaviour or any other communication, an appropriate and polite response is expected from the student to acknowledge that the member of staff has been heard and that the instruction/communication has been understood. Refusal to follow instructions by students or ignoring staff members is a clear statement of disrespect and prevents the Academy from maintaining a safe environment for all members of its community. As such, refusal to follow instructions or ignoring a member of staff may incur a suspension.

Where a sanction, warning or instruction is issued to a student by a member of staff, the response by the student is expected to be respectful. Rudeness (such as interrupting, ignoring, walking away from, arguing with, speaking abruptly to, kissing teeth, laughing at, making faces or any other expression of rudeness) towards staff breaches the expectation we have that all students will behave respectfully and therefore an appropriate consequence will be applied which may include a suspension.

Students are expected to use the toilets before school, between lessons, during break and lunch as well as after school. Students are given ample opportunities to utilise such facilities during the school day. This is to ensure all students are able to remain in lessons with little disruption to their learning. Where there is a medical need, evidence from a medical professional must be supplied to the student's Head of Year who will then arrange for a toilet pass to be issued.

Where a teacher is unexpectedly absent, their class will complete work that has been set for them by a subject specialist. They will be supervised by an appropriate member staff and students are expected to work in a productive manner and to independently complete their work.

Students are expected to sit down when inside the Dining Area or at the picnic tables at break and lunch time. They may eat only in those spaces (hot food in the restaurant and sandwiches or snacks at the picnic tables). Students are not permitted to eat while travelling around the site, the MUGA or between and during lessons. If they are found doing so, the food will be confiscated.

Fizzy drinks are not permitted and will be confiscated on sight, as will energy drinks, chewing gum, multipacks of food (such as cookies, doughnuts and biscuits), large cartons of juice and large quantities of unhealthy foods (those with large fat, sugar and salt content).

The school site is maintained carefully as a resource for all members of its community. Any student who compromises this may incur a suspension. **Littering, graffiti, damage and vandalism will not be tolerated.**

There are spaces for play and exercise in the playground where students are encouraged to enjoy their time outside of lessons. They must do so safely and in those spaces only. Students are never allowed to play or to stand talking in the corridors, toilets, dining area or near the picnic benches. **Play-fighting and water-fighting is strictly forbidden** and may incur a period of in the internal isolation suite, as may arguing, confronting others, inviting/threatening/provoking a fight and behaving in a way that excludes others during social time.

Students are expected to move between lessons swiftly and with purpose. If they are seen to be walking slowly between lessons, waiting for friends, or delaying by going anywhere other than directly to their classroom, they may incur a serious consequence including suspension or time in our Internal isolation room. Truancing will not be tolerated at the Academy and any student caught truancing will be placed in our Reflect room.

Students are not permitted to enter staff-only areas without permission and accompaniment from a staff member.

Students may not leave site without permission from a Senior Leader or Head of Year who will have sought express permission from a parent or carer. Where a student is unwell it is preferred, that students are collected by a parent or carer where possible. We appreciate this may not always be possible and where consent is given students will be permitted to return to their home address unsupervised.

Students must be honest and truthful at all times. Where a student has been found to have given an inaccurate or false account during an investigation the student will receive an appropriate consequence which could include a period of suspension or internal isolation.

All Students must be in their classrooms for the duration of each lesson. If it is necessary for a student to leave the lesson for any reason this is to be permitted by the teacher, they must be able to provide an out of classroom pass. Any students found on the corridors during lesson time without a pass will be placed into reflect.

All students must be home and not in the local vicinity of THA in their uniform after 45 minutes of leaving school site. It is unacceptable for students to bring the Academy into disrepute through congregating in large groups whilst in their uniform in the local neighbourhood. If negative behaviours occur within the local community this will lead to the implementation of the behaviour policy, where school consequence will be applied, which may be in the form of a suspension or permanent suspension.

Exclusion of others, mocking or demeaning them online or in person, asking others to exclude or treat someone poorly or any other treatment of others that is unkind will not be tolerated. Bullying is unacceptable and may incur a period of suspension or result in permanent suspension.

Items Not Permitted on Site

The following items are not permitted on site and will be confiscated.

Any mobile or communication devices such as phones, tablets, headphones, smart watches are not permitted to be used on site. Students have a responsibility to ensure that they keep them switched off and in their bags. Any devices seen or heard on the academy premises will be confiscated immediately and handed to the office. This includes during break time and lunch time. Students will be sent to reflect and will receive a 30 -minute detention after school. Students will be able to collect their device from the office at the end of the day. If a student refuses to hand over their mobile phone this will result in a suspension

Non-uniform items: such as hooded sweatshirts, and any other non-uniform items will be confiscated on sight and collected by the Head of Year. Should a parent or carer wish to collect a confiscated item, the intended items will be collectable at the end of the school day.

Unhealthy foods: Fizzy drinks, energy drinks, chewing gum, multipacks of food (such as cookies, doughnuts and biscuits), large cartons of juice and large quantities of unhealthy foods (those with large fat, sugar and salt content). These will be confiscated on sight and not returned to the student. This will also result in the member recording the incident on Arbour, to ensure clear communication.

Dangerous items: items that may cause harm, including but not limited to drugs, alcohol, weapons or objects that may be used as weapons. These will be confiscated on sight and given directly to the Principal who will take a decision about any appropriate sanction following any necessary investigation by the Head of Year or the Assistant Principal for Behaviour.

This is not an exhaustive list, and staff may use their discretion when taking a decision about confiscating an item which they believe is disrespectful, offensive, prevents learning, compromises safety or is in breach of this policy in any other respect.

Where a student hesitates to hand over a prohibited item to a staff member, for example by refusing to do so until they are told when they will have it returned to them or attempting to negotiate with staff by asking to be allowed to keep the item if they put it away, they will incur an appropriate consequence.

Searching Students

Where staff have reason to believe a student has an item that the Academy does not permit them to have, particularly in instances where it might cause harm, they will ensure that any doubt is eliminated swiftly to prevent harm coming to any member of the school community.

They will identify an appropriate person to speak with the student about the matter, if they are not themselves the best person to do so. Every opportunity will be given first for the student to voluntarily hand over the item if it is in their possession.

If it is necessary to search the student's things because there remains reason to believe that the student has something in their possession which they should not, students will be asked to present their belongings to members of staff. The two members of staff present will include a male or female member of the Senior Leadership Team. The student to empty the contents of their bag, coat and blazer in their view. The student will conduct the process themselves and the preservation of their dignity will be given the utmost importance throughout.

In some instances, it may also be necessary to search the content of a student's phone if there are suspicions that their actions on social media are demonstrating threatening or abusive behaviour towards a member of the THA community. Students will be asked to show the member of staff their social media threads and screenshots of any evidence will be taken.

It is not necessary that permission of the parent/carers is sought before a search is conducted; it is paramount that any item that might risk the safety of any member of the school community is quickly removed from circulation.

Violence

All forms of violence are unacceptable at the Academy. Every member of the THA community has the right both to be materially safe from harm and to feel that they are in a safe environment at all times.

As such, any form of violence, threats of violence or any kind of aggression against a member of the school community will result in a period of suspension and may result in permanent suspension from the Academy. This includes play fighting, water fighting, violence as part of a joke, and violence at someone else's suggestion, as well as arranging to participate in a fight, threatening to do so or fighting with another student on or off the premises.

It is expected that any member of the school community who becomes aware that there is a risk that someone else may become violent will report this to a member of the Senior Leadership Team without delay. Every member of the school community has a responsibility for keeping others safe. Any student who has knowledge of a risk and fails to report it, who colludes in, creates a climate for, encourages or participates in violence committed by another person will incur a period of suspension and their actions may result in permanent exclusion from the Academy.

In rare instances, staff members may determine that it is necessary to use physical means to prevent a student from harming themselves or others. Wherever possible, students will be given the opportunity first to decide to remove themselves to a safe space. They will be clearly instructed to do so by staff who will direct them to a safe area and accompany them to it. If a student should refuse to do so or express that they intend to harm someone, staff members will physically guide them to a safe space and supervise them there. They do not need permission from the student or their parent or carer to do so and must give priority to making the situation safe swiftly and calmly.

Sexual harassment

The Academy has a zero-tolerance approach towards sexual harassment and abuse. Knowing that peer on peer abuse is widespread and is linked to future inequalities, the Academy is committed to a whole school preventative approach that builds into the whole school curriculum information about sexual consent and respectful relationships. Where an allegation of sexual abuse is made, the Academy will work in partnership with appropriate professional agencies including but not limited to: Children's Social Care, the Police, and where necessary LADO.

Investigation

Where there is reason to believe there has been a serious breach of this behaviour policy, it will be investigated by an appropriate member of staff. This may involve discussing the incident with students, staff and anyone else who may be involved. Accounts may be taken, and other available evidence may be viewed as part of the investigation. Following the investigation, the person conducting it will report to the Principal who will take a decision as to the appropriate sanction.

All investigations will be undertaken swiftly, with initial fact-finding conversations and first accounts being taken within the first 24 hours of a reported incident being received. Conversations may take place, and accounts may be taken before parents/carers are informed. Parents and carers are not entitled to be present for a conversation with their child about an incident, but we will inform them in full of the incident and our investigation as soon as is possible.

An investigation's length will depend on its complexity and on the order and timescale in which information is shared with the investigating staff member. As a rule, the maximum length of time an investigation will last for before a final decision is reached will be 10 working days.

Consequences

When a student persistently breaches the Academy Behaviour policy, and the Academy has concerns over their ability to be respectful and safe inside and outside the Academy, the privilege of break and lunch unstructured time may be removed until their behaviour improves. As always at THA, behaviour consequences will be combined with restorative work to help the student understand the impact of their behaviour and conduct. Through this work it is expected that students will become increasingly able to self-regulate their behaviour in line with these rules and expectations.

Where a student breaches the behaviour policy during unstructured time (e.g. unsafe behaviour at break time or lunchtime) this may incur a 30- minute afterschool detention or a period of time working in Reflect. For a serious breach of behaviour during unstructured time, a suspension may be implemented.

Suspension

Suspension is a serious sanction which may be used in response to a single breach of the behaviour policy or to multiple breaches of the behaviour policy over time. The decision to Suspend a student, whether it be internally, externally or permanently, can only be taken by the Principal.

In advance of any suspension, the principal will examine the evidence taken from an investigation into the breach or breaches of the behaviour policy. Where there is not definitive proof that something has happened, the principal will, in accordance with the Department for Education's guidance on Exclusion from maintained schools, academies and pupil referral units in England, September 2017, decide on the balance of probability what has happened and will apply a consequence accordingly. Further detail can be found in the guidance document, available here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1092493/20170831_Exclusion_Stat_guidance.pdf This is not an exhaustive list and the Principal reserves the right to use their discretion when deciding to suspend a student.

External Suspension

Students may be externally suspended for reasons that include, but are not limited to, the following:

- Violence, behaviours that allow for, create a climate for or provoke violence (squaring up to, threatening, challenging to a fight)
- Defiance - Persistent refusal to follow instructions, rules, routines or expectations
- Discriminatory language or behaviour towards or about any other person
- Bullying/exclusion/isolating of others
- Attacking or demeaning another in person or on social media or inappropriate use of social media.

- Non-compliance during examinations in the main hall or during convening for examinations in the main hall
- Bringing the Academy into disrepute
- Refusal to meet the conditions of internal isolation

External Suspension means that a student cannot attend the Academy for the duration of their exclusion.

Usually, the suspension will last for fewer than five days and this time will be spent at home where they will complete work set by their teachers until they return following the final day of their suspension. In some instances, including all those that last for more than 5 days, students will spend their time at an Alternative Provision where they will complete their work and be visited by staff from the Academy to prepare for a successful reintegration to the Academy.

As part of the student's reintegration into the Academy a meeting will be held with their parents or carers and Head of Year. During this meeting the student will complete a personal support plan to identify areas where further support can be provided to ensure a smooth transition. Parents or carers are expected to attend the meeting before a student can begin to reintegrate within the Academy. Upon their return students will also have to complete a full day in our internal isolation suite. This is to ensure a gradual and supported return to lessons and to allow for restorative and reflection work to be completed by a member of the pastoral team. The full period of a gradual return will be decided on a case-by-case basis.

Permanent Exclusion

The Principal may take the decision that it is reasonable and proportionate to permanently exclude a student from the Academy. A student may be permanently excluded from the Academy for:

A single serious breach of the Academy, including but not limited to: the possession of a dangerous item (including drugs and their paraphernalia, weapons, objects intended to resemble either of those aforementioned items or any item intended for use as a weapon), bringing the Academy into disrepute (on or off school premises), serious misconduct towards a member of the Academy community or a member of the public (including discrimination, violence, threat or aggression), malicious allegations against staff or anything else that the Principal considers to present a serious risk to the safety, ethos or reputation of the Academy.

Persistent breaches of the Academy's behaviour policy.

Where the decision is taken to Permanently Exclude a student, it will always be as a last resort and following careful consideration of the case, weighing up the needs of the student with the needs of the community.

Alternative Provision

The Principal may take the decision to direct a student's education to an off-site Alternative Provision without requiring the permission of the parent or carer. In the rare occasions where this decision is taken, it will be with the sole purpose of providing additional, structured support that the student may use to help improve their behaviour.

Parental Concern Escalation Process

To ensure that parental concerns are addressed promptly, appropriately, and effectively, all queries should follow the academy's structured escalation process. Initially, pastoral concerns should be directed to the student's Form Tutor, who serves as the first point of contact for general wellbeing and behaviour-related matters. Subject-specific concerns should be raised with the relevant class teacher. If the issue cannot be resolved at this level, it should be escalated to either the student's Head of Year for pastoral matters or the Head of Department for academic issues.

Should further support be required, the concern will be passed to the Assistant Principal for Behaviour and Rewards, who will work with staff and parents to seek a resolution. In cases where the issue remains unresolved or requires additional oversight, it may then be referred to the Vice Principal for Culture and Ethos. This process ensures a consistent, fair, and timely response to all parental concerns. (See annex 6)

The impact of Covid-19

In these times of heightened risk to our health, it is important to be aware that unhygienic behaviour is not just a misdemeanour, rather it is something much more serious. People have lost their lives by spitting assaults and deliberate disease transmission. The consequences for behaviour that threatens distancing measures, respiratory or tactile hygiene, are very serious indeed. Any malicious, deliberate acts of transmission (e.g. spitting, coughing) will be treated with the greatest seriousness.

Discretion

This behaviour policy does not seek to cover all eventualities as no behaviour policy can. The Principal and reserves the right to use their discretion in the application of this policy.

Annex 1

Uniform Policy

Uniform

- Students are required to wear full academy uniform at all times, including blazers and an optional school jumper.
- Purple blazer with school badge.
- A plain white shirt with stiff collar and a top button.
- School tie.
- Grey, Plain, V-Neck School Jumper **(non-branded)- The jumper is optional**
- Grey school trousers **(not leggings, tight fitted trousers or jeans)**
- Grey 'A' line school skirt – Knee length **(tight fitted skirts are not acceptable)**
- A plain grey or purple headscarf may be worn. The colour selected should resemble the school colours **(scarfs with tassels and embroidery are not acceptable)**
- Plain black or grey tights or socks **(socks must be below the knee)**
- Plain black leather/leather looking flat shoes **(not platforms, boots, trainers, or any sports/fashion branded footwear. Canvas shoes or pumps are not allowed)**
- Pupils are required to attend school with an appropriate hairstyle that cannot be consider extreme, this is at the discretion of the Principal

- Shirts must be tucked in at all times
- Hooded tops and fashion jumpers are not permitted
- Makeup should be natural and minimalistic
- Extended false nails are not permitted due to health and safety concerns

Jewellery:

Any jewellery worn is considered non-essential and must be removable. Any Jewellery worn is the sole responsibility of the student.

- Small metal or diamanté studs may be worn in the ears. **(Hooped or dangled earrings are not permitted)**
- A plain metal, removable nose stud can be worn. **(No other facial piercings are permitted)**

Basic Equipment

Students need to be prepared for learning by attending the Academy with the correct basic equipment. This ensures that lessons can begin swiftly and without delay. As such, students are required to bring the following equipment:

- A School Bag that can hold several A4 books **(small side bags are not allowed)**
- A pencil case
- Black or blue ballpoint pen
- Green pen
- Pencil
- Ruler
- Rubber
- A Reading book, in line with their current reading level
- A reusable water bottle

Annex 2

Morning and Afternoon staff roll call expectations

SLT or RSL leads to manage Pit lanes and specific Year groups. Students who enter the Pit Lane twice in one week will complete a full day in reflect the same day.

Students who arrive late to roll call or disrupt the line will be given an R1 and put directly into the Pit Lane. Students arriving 5 minutes after the start of roll call or walk off from the line will be given an R2 and sent straight to Reflect.

Time	Staff Expectations- Morning Roll Call	Roll Call lines, Entry points and Locations
08:15am	<ul style="list-style-type: none"> All staff out and directly standing at the front of their Roll Call line. SLT- decision to make on wet weather location by 08:05am, Decision notified through Walkie and Talkie and email. 	Locations -Year 7, 8, 9 and 10 on the MUGA Year 11 – Quiet Area. Wet weather- 7,8,9 In the sports hall Year 10- Main Hall Year 11 – Dining Hall
08:20am- First signal	<ul style="list-style-type: none"> SLT- first whistle signal to indicate the start of the roll call. 	Door A entry points and classrooms 111,110,103 201, 202, 203, 204, 205,206 220,224,225, 302,303,304,305,306,307 320,319,318 Door B entry points and classroom 207,208,209,226,218,219,218, 308,309,310,311,312 315, 316, 317, Door C entry points and classrooms PE, 107,108,109 215,217,212,210,211,212 314,313,
08:20am- 08:25am	<ul style="list-style-type: none"> All staff to ensure that students are in line and ready. Students who arrive after 08:26am and before 08:30am are Late to roll call and placed into the Pit Lane by a member of STL and given an R1. 	
08:25am Second Signal	<ul style="list-style-type: none"> The Second signal used for all Year groups at 8:25am to indicate silence and correct roll call position. All conversations with students must stop. If a student is disrupting the line, i.e. talking, not facing the front, they will receive an R1 and placed into the Pit Lane. 	
08:25- 08:26am- Uniform Checks	<ul style="list-style-type: none"> HOY/SLT – Warning uniform check. Staff to complete full uniform checks before students enter the classroom. Any student with the incorrect uniform and without a parental signed letter will be placed into the Pit and given an R1. HOY – should ensure that students are given spare uniform before Period 1. Students who have come in PE kit or other inappropriate uniform will placed in reflect until uniform is corrected. 	
08:26am	<ul style="list-style-type: none"> HOY/SLT to dismiss the students. Each HOY to dismiss two-form groups at a time. Year 10 and 7 to enter the building first. Through MUGA A gate and B gate. Year 9 and 8 to enter the building second through MUGA A gate and B Gate. 	

08:26am - 08:30am Building entry.	<ul style="list-style-type: none"> All students walking in a single file towards the school and in the building. If these expectations cannot be followed their Roll Call must start again. If a student is disrupting the line, an R1 should be given. 	
Time	Staff Expectations- Lunch time Roll Call	Roll Call location and Entry Points
12:35pm- First signal	<ul style="list-style-type: none"> Warning bell and Whistle used to signal the start of Lunch roll call. Staff on duty to escort students out the building. SLT to make the decision on wet weather by 12:00. Pop up message sent an email message to All staff 	Locations -Year 7, 8, 9 and 10 on the MUGA Year 11 – Quiet Area Wet weather - 7,8,9 In the sports hall Year 10- Main Hall Year 11 – Dining Hall
12:40pm Second signal	<ul style="list-style-type: none"> All staff out and directly standing at the front of their Roll Call line. The Second signal used for all Year groups at 12:40pm to indicate silence and correct roll call position. All conversations with students must stop. If a student is disrupting the line, i.e., talking, not facing the front, they will receive an R1 and placed into the Pit Lane. 	Door A entry points and classrooms 111,110,103 201, 202, 203, 204, 205,206 220,224,225, 302,303,304,305,306,307 320,319,318
12:42pm	<ul style="list-style-type: none"> HOY/SLT- Warning uniform check. Staff to complete full uniform checks before students enter the classroom. Any student with the incorrect uniform and without a parental signed letter will be placed into the Pit and given an R1. HOY – should ensure that students are given spare uniform before Period 1. Students who have come in PE kit or any other inappropriate uniform will placed in reflect until uniform is corrected. 	Door B entry points and classroom 207,208,209,226,218,219,218, 308,309,310,311,312 315, 316, 317, Door C entry points and classrooms PE, 107,108,109 215,217,212,210,211,212 314,313,
12:43pm	<ul style="list-style-type: none"> HOY/SLT to dismiss the students. Each HOY to dismiss two-class groups at a time. Year 10 and 7 to enter the building first. Through MUGA A gate and B gate. Year 9 and 8 to enter the building second through MUGA A gate and B Gate. 	
12:43- 12:45pm	<ul style="list-style-type: none"> All students walking in a single file towards the school and in the building. If these expectations cannot be followed their Roll Call must start again. If a student is disrupting the line, they will be given an R1. 	

Annex 3

Appropriate behaviour around school

During transitions between lessons (going from one lesson to another) students will act appropriately. Students will not run through the corridors or loiter in corridors. Unsafe, anti-social and disruptive behaviour between lessons including break and lunchtime will not be tolerated and any such behaviour should be logged on the behaviour incidents and notification to a Heads of Year. It is essential that all students are aware of the time and the need to arrive promptly to every lesson to avoid any consequence.

During social times, students are expected to do the following:

- To sit/stand with their friends before Academy, break, lunch and after Academy in the designated duty areas of the Academy
- Food is to be eaten in the designated areas only
- Students are not permitted to be inside the buildings on the corridors during lunch and break

Annex 4

Overview of Reflect:

Internal exclusions are at the discretion of the school and do not qualify as legal or formal exclusions. The statutory guidance from the English Government on exclusions does not apply to internal exclusions, because they do not impact on a pupil's education by removing them from school premises.

Internal Exclusion serves as a serious sanction directly below a Fixed Term External Suspension but above minor sanctions such as a period spent in the Reflection room.

Internal Exclusion is used to prevent pupils from engaging with the school community but without this impacting on their academic learning.

Internal exclusions are imposed when a student's persistent breaches of the Behaviour Policy of Thistley Hough Academy. Although decisions to internally exclude a pupil will depend on the individual circumstances, examples of breaches of conduct that may result in internal exclusion are: Demonstrating continued low-level disruption after warning within in a classroom; Poor levels of behaviour during break time and lunch time, Truancy, Reintegration from an external suspension.

Internal exclusion is a less serious sanction than an external suspension. In most cases a period of internal exclusion will last up to 1 day with a 30-minute detention after school, however in more serious cases students may complete up to 2 days in Reflect. The students within the room are always supervised. Students are given the opportunity to order food and are given breaks in line with the school day. Students in internal isolation must always be escorted to the toilet by a member of staff.

At Thistley Hough Academy we aim to modify pupils' behaviour in order to enable them to make the maximum progress in school. An internal exclusion enables pupils to continue learning, prevent a reoccurrence of the offending behaviour and to ensure correct reintegration when the period of internal isolation is over.

After an internal exclusion we will work with pupils to carry out restorative work. All students will receive a restorative conversation from the member of staff who has sent the student to reflect. This is an essential strategy to ensure the student has a fresh start to their lessons.

Parents/carers will be informed of the duration of and reasons for an internal exclusion. They will be contacted by the relevant member of staff on the day that a decision to internally exclude is made; If a student has been internal excluded three times within two weeks, their parents/carers will be invited into school for a meeting to discuss the internal exclusion with the relevant members of staff. This member of staff will then complete a personal support plan, which could include report, change of classes.

Routines for pupils in Internal Isolation

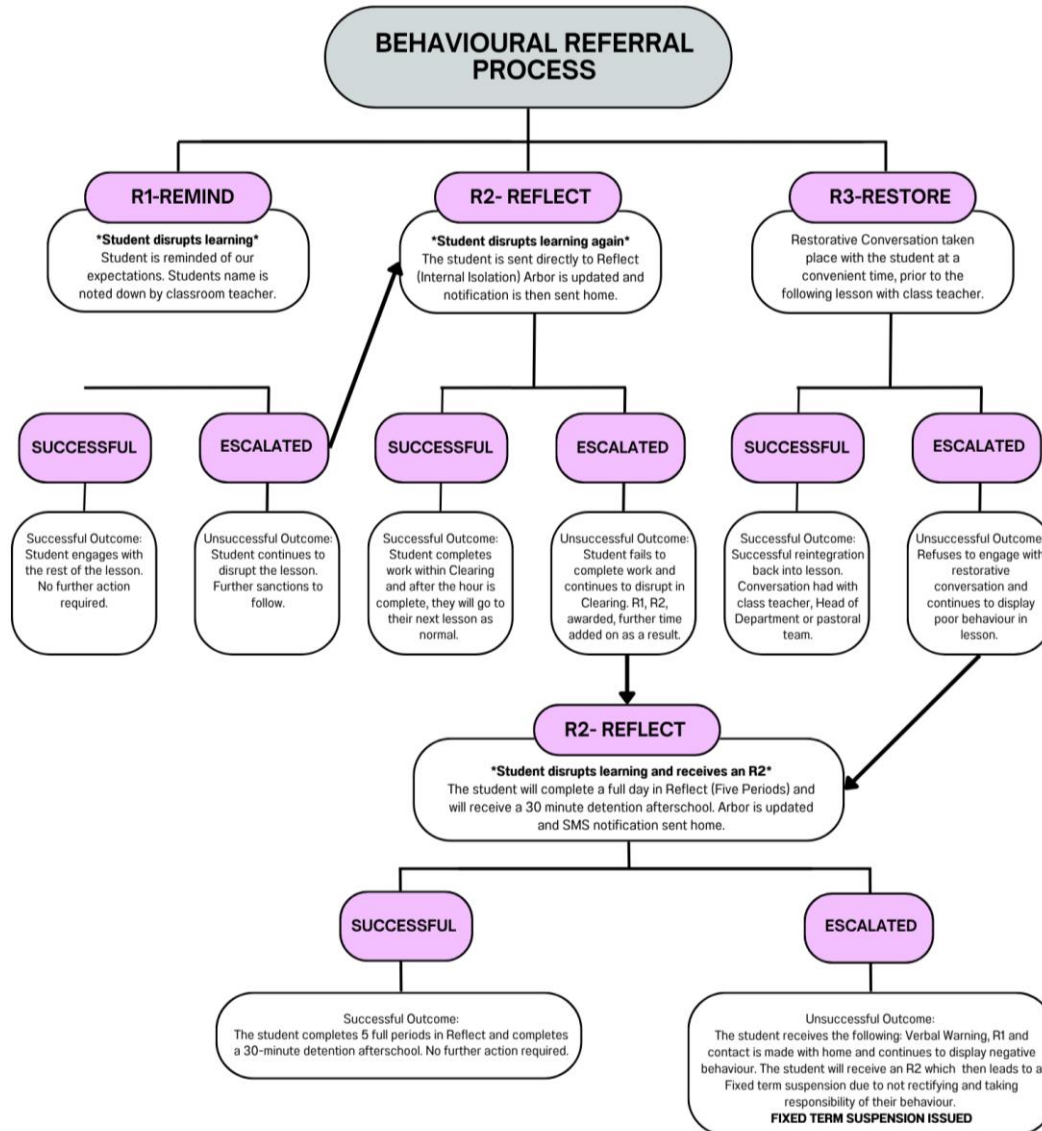
Pupils on internal exclusion should report to the Reflect room after their roll call in the morning. In some cases, a designated member of staff will bring the pupil to the room. During the day if a student breaches our behaviour for learning policy in or out the classroom, they will be sent directly to the internal isolation room, in some cases students will need to make their own way unless collected by a member of staff. If a student fails to go to the internal isolation or walks out this will result in a fixed term suspension. Pupils on internal exclusion

will not be entitled to go to the canteen at morning break and will need to bring food in if they wish to eat during break. Pupils on internal exclusion will have an opportunity to order food from both break and lunch, which will be consumed at the internal exclusion area. When a student enters the internal isolation room, they will be given a seat number this will be their seat for the duration of their isolation. Pupils on internal exclusion will be provided with a work pack. Students will need to complete a front-page section with details of the incident which led to an internal exclusion. Students will then need to follow a specific timetable completing work to the best of their ability. If a student shows a lack of commitment to their work or disrupts the learning of others, the host will use the following process.

- 1- Verbal Warning
- 2- R1- Warning- Students will receive one extra period in reflect.
- 3- Contact home
- 4- R1 Fixed term suspension.

All students will receive a restorative conversation by the member of staff who requested an internal exclusion, this will give the students and staff an opportunity to discuss the incident.

Annex 5 Behavioural Referral Flowchart



Annex 6 Pastoral Escalation Support Process

