

Behaviour for Learning Policy

This policy covers all Creative Education Trust academies and should be read in conjunction with the individual behaviour management procedures for each academy. These procedures for Thistley Hough Academy are set out in Appendix One of this overarching policy.

Principles and Purpose

In order to achieve the aims of a Creative Education Trust Academy and to enable effective teaching and learning to take place so that pupils are able to achieve their potential, excellent attitudes to learning and good behaviour are essential.

The philosophy of Creative Education Trust is based on inclusive principles. Creative Education Trust recognises its duties under the Equality Act 2010. Its academies actively foster an ethos of discipline and mutual respect between pupils, between staff and pupils, and positive relationships with parents. They monitor actions taken to reward good behaviour and sanctions for unacceptable behaviour to help ensure that any prejudice is tackled.

Excellent attitudes to learning and good behaviour are dependent on strong leadership and high expectations from the Headteacher/Principal and all members of staff. Creative Education Trust expects a consistent approach to behaviour management from all adults in each of its academies.

This policy is compliant with the following DFE Guidance/Advice:

- 'Behaviour In Schools – Advice for Headteachers and school staff' (September 2022):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf
- Suspension and Permanent Exclusion Guidance (May 2023):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1162401/Suspension_and_permanent_exclusion_guidance_May_2023.pdf
- Searching, Screening and Confiscation – Advice for Schools (July 2022):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf
- Use of Reasonable Force in Schools (July 2013):
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- Keeping Children Safe in Education 2023:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf

The Academy seeks to achieve good behaviour and discipline by:

- Promoting self-esteem, self-discipline, resilience, regard for authority, well-being and positive
- September 2023

relationships based on mutual respect

- A consistent and fair approach to both positive and negative behaviour
- Ensuring clear expectations of behaviour
- Ensuring that behaviour consequences are understood and by the teaching of good behaviour
- Promoting early intervention
- Staff development and support through CPD and INSET days (behaviour management is part of the new teacher induction programme)
- Offering pupil support (peer mentors, study buddies)
- Liaising with parents and other agencies

Teaching and Learning

The teaching of good behaviour is done both explicitly and implicitly. Respect, politeness, punctuality, conflict resolution and conflict avoidance are implicitly taught and modelled on a daily basis. There are also aspects of behaviour that are taught through explicit curriculum areas.

Creative Education Trust fully understands that better teaching typically leads to better behaviour. Disruption in lessons is frequently the result of pupils not being properly engaged in purposeful learning. Dealing with behaviour problems is primarily the responsibility of teaching staff themselves.

Where intervention is necessary, each academy has its own staged approach to managing classroom behaviour, beginning with the classroom teacher and escalating to senior leadership as required (see Appendix One for details).

Behaviour Expectations

The Trust's academies will consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. The academies will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong to the school community and high expectations are maintained for all pupils. The aim of each academy is to encourage a positive behaviour culture that will create a calm and safe environment which will benefit pupils with SEND, enabling them to learn. Some behaviours are more likely to be associated with particular types of SEND.

Where appropriate, academies will consider poor behaviour in relation to a pupil's SEND and will take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices. Patterns of challenging behaviour will be flagged to the SENCO for investigation.

Rewards

Creative Education Trust recognises that praise is more effective than punishment and that positive behaviour and good attendance are more likely to be fostered in a climate of rewards and encouragement. Positive recognition includes:

- a) praise (oral and written)
- b) individual rewards including team or house points
- c) note in planner/homework diary
- d) messages home by text, phone or in writing, such as praise postcards
- e) certificates

- f) displays of good work
- g) praise assemblies and prize draws.

Support

In addition to applying sanctions (see below), academies provide support to enable pupils to improve their behaviour. Examples of support are outlined below though this list is not exhaustive.

- Targeted discussion with staff member
- Meeting with parents
- Restorative justice conversations
- Home visits
- Booster classes
- Movement breaks
- Adjustment to seating plans
- Staff mentoring
- Peer mentoring
- Counselling
- Positive report
- Use of alternative provision
- Pupil Referral Unit
- Encouraging volunteering within or outside of the community
- See Appendix One for more detail

Academies also work positively with external agencies and will seek support from them to ensure that the needs of all pupils are met.

The Trust recognises that changes in behaviour may be an indicator that a pupil needs help or protection. Academies will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, academies will follow Safeguarding and Child Protection procedures.

Sanctions

Teachers have a statutory right to discipline pupils whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction (Sections 90 and 91 of the Education and Inspections Act 2006). This power applies to all paid staff with responsibility for pupils. However, taking disciplinary action and providing appropriate support are not mutually exclusive actions. Where possible academies will facilitate them at the same time.

Teachers and other paid staff can discipline pupils at any time the pupil is in the Academy or elsewhere under the charge of a teacher, including on academy visits.

Teachers can also discipline pupils, in line with this policy, when a pupil's misbehaviour occurs outside school when the pupil is:

- taking part in any school-organised or school-related activity

- travelling to or from school
- wearing school uniform
- in some way is identifiable as a pupil at the school

or at any time, regardless of whether the above conditions apply, when the misbehaviour:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

All punishments must be consistent, reasonable, proportionate and in accordance with the Academy's duties under the Equality Act 2010. The pupil's age and any special educational needs or disability will be considered.

Allegations of bullying are dealt with under the anti-bullying policy.

Academy staff will consider each incident individually and recognise that a variety of responses will be necessary to deal with incidents. They will consider very carefully the implications of any action staff may take. In general, all staff are able to impose the sanctions detailed in this policy with the following exceptions.

- Only the Principal/Headteacher, (or someone acting as Principal/Headteacher), may exclude a pupil from the Academy.
- Only the Principal/Headteacher or a delegated member of staff may remove a pupil from the classroom.

Whilst we promote a positive environment, sanctions are needed as consequences for inappropriate behaviour. When poor behaviour is identified, a fair investigation will take place and sanctions are to be implemented consistently and fairly in line with the policy.

Sanctions include:

- Warnings - oral and written
- Communication home
- Moved to another lesson
- After school detention
- Removal from classroom
- On report
- Community service
- Suspension
- Loss of privileges
- Permanent exclusion

For more information about suspensions and permanent exclusions, please see the Trust's Exclusion Policy.

Detentions

A detention is a commonly used sanction, often used as a deterrent against future misbehaviour. The

headteacher can decide which members of staff can issue detentions. Please see Appendix One for details of these arrangements at Thistley Hough Academy.

Detentions may be set at the following times:

- Before or after official school start and finish times
- Any school day when the pupil does not have permission to be absent
- Teacher training days

Teachers may keep pupils in during their lunch break. Pupils will be allowed a reasonable time to eat, drink and use the toilet.

Academies will always endeavour to give parents notice of a detention on the day or the day before it is to take place. When setting detentions, teachers will always take into consideration whether or not a pupil has the means to return home safely and any special or medical needs which they may have. Notice will often not be given for a short conversation after school about behaviour or any other school- related issues. Please note that parental consent is not required for detentions to take place.

Removal from Classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. When a pupil is removed from the classroom they are still able to work and learn under close supervision. Removal from the classroom should only be used when necessary and once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. Appendix One sets out the details of the length of time that it is appropriate for a pupil to be in removal/'reset' for, and the process for reintegrating the pupil back into lessons.

Removal can be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

Staff must allow a reasonable time for pupils who have been removed to eat, drink and go to the toilet.

Use of mobile phones

See Appendix One.

Use of social media

Provisions of this policy apply to all forms of social media and they apply to the use of social media for both school purposes and personal use that may affect the school, pupils or staff in any way.

The use of social media is prohibited in the following circumstances:

- damage is caused to the school or its reputation even indirectly;

- use that may defame school staff or any third party;
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties;
- false or misleading statements;
- use that impersonates staff, other pupils or third parties;
- expressing opinions on the school's behalf;
- using school logos or trademarks.

Misuse of social media should be reported to Ruth Ingerfield-Lapsley and/or Mohammed Imitiaz and will result in disciplinary sanctions.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school will be in place.

Drugs

The Trust operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The policy on drugs applies to all academies and academy related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs.

Academies will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and academies will also involve outside agencies such as drugs education charities. Any incidents will be reported to the governors for their consideration.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with this policy. The sanction is likely to include suspension or permanent exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to exclusion, which may be permanent. Sometimes, it will also be necessary to involve the police.

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the DfE. Similarly, any drugs related paraphernalia such as needles will be disposed of in a prudent manner.

Usually the Academy will inform parents/carers when their child has been found to be involved in drugs. However, where there are potential child protection issues the Academy must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.

Search and Confiscation

All Trust academies follow the DfE guidance: Searching, screening and confiscation – advice for headteachers, staff and governing bodies. The Trust recognises that a teacher has the right to search without consent for 'prohibited items' (section 94 of the Education and Inspections act 2006). Prohibited items are:

- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers

- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers/principals and authorised staff can also search for any item banned by the school rules.

When a search is thought to be necessary there will be an assessment of how urgently it needs to be carried out considering any risk to pupils and staff. The pupil to be searched will be told why they are being searched and informed as to how and where the search will take place. The pupil will be given an opportunity to ask questions. Where a search takes place with consent, the member of staff conducting the search should ensure that the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable for another member of staff to be present and/or the member of staff is of the opposite sex. The Academy will always endeavour to have a member of staff who is of the same sex as the pupil present and an additional member of staff present as a witness to the search for safeguarding purposes.

The headteacher/principal will ensure that there are sufficient staff who are trained in how to lawfully search a pupil. The DSL will be informed of any searching incidents where a member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item and all searches will be recorded. If a search revealed a safeguarding risk, the DSL will be involved without delay.

Only staff members authorised by the headteacher/principal may carry out searches without consent.

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

Where an item prohibited by this policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if they think that there is a good reason to do so. For this purpose, the member of staff has a good reason if they reasonably suspect that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. In cases where staff are advised, or suspect, that the mobile device contains youth-produced sexual imagery, they must follow the advice in this regard issued by CET's Director of Safeguarding/the Designated Safeguarding Lead.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, which they consider harmful or detrimental to school discipline, even if it is not found as a result of a search.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules. Weapons, knives and extreme or child pornography must always be handed over to the police. Otherwise, it is for the Academy to

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decide if and when to return a confiscated item. Please note that staff have an obligation to inform the police of any illegal item brought into school.

Police searches/questioning and the requirement for an appropriate adult to be present

The Designated Safeguarding Lead (and deputy) are aware of the requirement for children to have an appropriate adult when in contact with police officers who suspect them of an offence.

PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child for the purposes

PACE also states that If at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.

The Designated Safeguarding Lead (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a pupil about an offence they may suspect. This communication will be recorded on CPOMS.

If having been informed of the vulnerabilities, the Designated Safeguarding Lead (or deputy) does not feel that the officer is acting in accordance with PACE, they should ask to speak with a supervisor or contact 101 to escalate their concerns.

A person whom there are grounds to suspect of an offence must be cautioned¹ before being questioned about an offence², or asked further questions if the answers they give provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e. failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.

A police officer must not caution a juvenile or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.

The appropriate adult' means, in the case of a child:

1. the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
2. a social worker of a local authority
3. failing these, some other responsible adult aged 18 or over who is not:
 - a. a police officer;
 - b. employed by the police;
 - c. under the direction or control of the chief officer of a police force; or
 - d. a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions,

¹ The police caution is: *"You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in Court. Anything you do say may be given in evidence."*

² A person need not be cautioned if questions are for other necessary purposes, e.g.: (a) solely to establish their identity or ownership of any vehicle; to obtain information in accordance with any relevant statutory requirement; in furtherance of the proper and effective conduct of a search, e.g. to determine the need to search in the exercise of powers of stop and search or to seek co-operation while carrying out a search; or to seek verification of a written record.

Further information can be found in the Statutory guidance - [PACE Code C 2019](#).

Use of reasonable force

Detailed guidance about the use of reasonable force is included within CET's Physical Restraint Policy. Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Whenever a member of staff uses force, this must be recorded in the Academy's behaviour record and the parent must be informed.

Malicious allegations against staff

The Trust takes every allegation against staff members seriously. In the event that a pupil makes a malicious accusation against any member of staff, teaching or non-teaching, and which following investigation is proven to be unfounded, the headteacher/principal will apply relevant sanctions and/or support in line with the policy and the Trust's Exclusion Policy. As a minimum, the parents will be invited into the Academy to discuss the matter. The pupil will be referred to the SENCO who will assess if he/she may need support in terms of safeguarding and mental health.

Roles and Responsibilities

Parents/Carers

The Trust values the support of parents to maintain good behaviour and excellent attitudes to learning. Academy staff will be proactive in communicating with parents about pupils' behaviour. The role of parents is crucial in helping schools develop and maintain good behaviour. They will be encouraged to work in partnership with the academies to assist in maintaining high standards of behaviour and in supporting this policy.

Pupils

Pupils are taught that they have a duty to follow the school behaviour policy and uphold the school rules and should contribute to the school culture. Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

The Trust recognises that some children will need additional support. Children with special educational needs will be identified through the Academy's SEND screening system. The Academy follows the SEND Code of Practice and has a staged intervention process.

The designated safeguarding lead will maintain a list of pupils whom the Academy has identified to be at potential risk and ensure that relevant staff are made aware of these pupils and that they are monitored closely. Many of these children will be looked after children (LAC) or have special educational needs or disabilities (SEND).

Staff

All staff are responsible for developing a calm and safe environment for pupils, establishing clear boundaries of acceptable pupil behaviour and ensuring that the policy and procedures are followed consistently. All staff have responsibility for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The majority of unacceptable behaviour will be dealt with quickly by teachers or support staff in the classroom or around the Academy. There will be occasions when staff will need a greater level of

support. When this is the case, staff will enlist the support of pastoral and senior staff as appropriate.

All staff will be introduced to the Academy's behaviour management processes as part of their induction and provided with on-going training and support as part of the Academy's professional development programme.

Governors/Trustees

Governors/Trustees establish this policy for the promotion of good behaviour and it will remain under review. Governors/Trustees will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear.

Headteachers/Principals

Headteachers/principals will be responsible for the implementation and day-to-day management of the policy and procedures. This will include ensuring arrangements are made for the induction of pupils into the behaviour system, and the making known of rules, routines, sanctions and rewards. The headteacher/principal will also ensure that appropriate arrangements are made for the re-integration of pupils further to periods of suspension.

Headteachers/principals will take appropriate measures to prevent child-on-child abuse and to respond to it when it does occur, having regard to the CET anti-bullying policy. The headteacher/principal will make all staff aware of the statutory guidance contained or alluded to within, Part 5 of *Keeping Children Safe in Education*, so that they can adequately safeguard pupils when responding to allegations of child-on-child abuse involving sexual harassment or sexual violence, or when pupils report bullying via the non-consensual sharing of youth-produced sexual imagery.

Support for staff faced with challenging behaviour is also an important responsibility of the headteacher/principal and staff will be provided with regular training.

Monitoring and evaluation

Every Trust academy keeps written records of all significant behaviour incidents, and these are reported at each Academy Council or Academy Improvement Board meeting as part of the Academy report. Academy Council/Academy Improvement Board members evaluate behaviour at every meeting, providing challenge and support to the Academy's senior leaders to help them achieve consistent good behaviour and excellent attitudes to learning.

APPENDIX ONE



Behaviour for Learning Policy Thistley Hough Academy

Review date: September 2023
Reviewed by: Mr Budrys
Ratified by: October 2023
Review date: September 2024

September 2023

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 Pride, Respect, and Commitment.

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

Our values and expectations of all members of the THA community are simple and reasonable. We expect every member of the community take **pride** in everything we do and to conduct ourselves in a way that is **respectful** of all members of our community. We are **committed** to making positive contributions towards our own personal and academic development.

THA students take pride 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)
- We aim to represent the Academy with pride.

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:

- 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.

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 and due to our commitment to equality and safety for all.

Whilst maintain 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 suspensions.

Initial consequence, to be applied at a member of staff's 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 whilst in **reflect**.
- **Reflect**, student's will continue their learning in the Academy's internal suspension suite, where they will also receive a one hour after school detention.
- **Restore**, the member of staff who issued the **R2** will complete a restorative conversation referring to our three values, **Respect, Pride and Commitment**.

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 Principal and Vice Principals.

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's 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).

Communication About Classroom Consequences

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, they will automatically receive an hour 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.

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 Principal and the Vice Principals retain 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 carers can provide 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 be issued with 60-minute detention the following day. If the final detention is, then missed the students will access the curriculum whilst working in Reflect. If a student arrives to school after 9:00am and has not attend 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, or the MUGA or between or 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. Truanting will not be tolerated at the Academy and any student caught truanting 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 60 -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/carer 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

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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 one-hour 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),

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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.

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 reserves the right to use their discretion in the application of this policy.

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)**

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- 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 consider non-essential and must be removeable. Any Jewellery worn is the sole responsibility of the student.

- Small metal or diamanté studs may be worn in the ears
- 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 clear pencil case
- Black or blue ballpoint pen
- Green pen
- Pencil
- Ruler
- Rubber
- A Reading book, in line with their current reading level

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 and 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 and 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 – Quiet Area Outside Canopy
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
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. 	

	<ul style="list-style-type: none"> HOY – should ensure that students are given spare uniform before Period 1. Students who have come in PE kit or other inappropriate uniform will be placed in reflect until uniform is corrected. 	315, 316, 317,
08:26am	<ul style="list-style-type: none"> HOY/SLT to dismiss the students. HOY to dismiss two-year 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. 	Door C entry points and classrooms PE, 107,108,109 215,217,212,210,211, 212
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. 	314,313,
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 – Quiet Area, Outside Canopy
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 be 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. 	

	<ul style="list-style-type: none"> • 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,
12:43pm	<ul style="list-style-type: none"> • HOY/SLT to dismiss the students. HOY to dismiss two-year 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. 	308,309,310,311,312 315, 316, 317,
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. 	Door C entry points and classrooms PE, 107,108,109 215,217,212,210,211,212 314,313,

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

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 1 day with an hour detention after school. 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 in a week, 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 reflect, 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 reflect or walks out of reflect 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 reflect 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 two extra periods 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
Disruptive behaviour flowchart



