



Behaviour Policy

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Behaviour Policy

1. Purpose and Principles

- 1.1. The purpose of this policy is to support the academy's core purpose: *"To ensure that each student acquires the necessary knowledge, skills and character to make a positive contribution to society and thrive as a global citizen."*

High expectations of behaviour has always been a key feature of the 'TDA Way', enabling us to function as a mutually supportive organisation in a calm, safe and secure environment. Good behaviour underpins effective teaching and learning within, and beyond, the classroom, allowing us to effectively support our students and better fulfil our core purpose.

In addition, we aim for our students to develop and reflect our character values of compassion, commitment, curiosity, courage, confidence and courtesy. Promoting good behaviour, and challenging behaviour that fails to meet our expectations, is essential in ensuring that everyone is treated with dignity, kindness and respect.

TDA will, therefore, maintain a 'warm-strict' approach towards its behaviour management which balances the need for effective, and consistently applied, rules and routines with positive relationships which enable students to thrive in terms of their wellbeing, learning and character development.

This document describes the policies and procedures we have in place to ensure this, with regard to the relevant legislation and DfE guidance, including:

- Behaviour in schools (July 2022)
- Preventing and tackling bullying (July 2017)
- Use of reasonable force (July 2013)
- Searching, screening and confiscation (Jan 2018)
- Exclusion from maintained schools, academies and pupil referral units (Sept 2017)
- Equality Act 2010
- Suspension and Permanent Exclusion Guidance (Jan 2022)
- Behaviour in Schools: Advice for Headteachers and school staff (Jan 2022)

- 1.2. DfE guidance makes it clear that all staff with responsibility for students have the power to discipline students for misbehaviour which occurs in the academy and, in some circumstances, outside of the academy. Teachers have statutory authority to discipline students whose behaviour is unacceptable, misbehave, who break academy rules or who fail to follow reasonable instructions. Students are, therefore, expected to respond appropriately when challenged about poor behaviour by any member of staff.
- 1.3. This policy sets out the framework we use to put these principles into practice. It refers to a number of supporting documents which can be found in the appendices. This policy is reviewed annually and is published to staff, parents/carers and students on the Thomas Deacon Academy website. It should be read in conjunction with our Safeguarding, Anti-Bullying and Responding to Prejudice-Related Incidents policies.

2. Basic expectations

- 2.1. We expect the highest standards of behaviour from our students at all times, in and out of lessons and at any time when recognisable as a member of the Academy, whether on site or in our wider community.

We expect students to be ready to learn at all times. This means they are in the correct uniform, appropriately equipped and prepared to work hard in their lessons and on their home learning tasks.

2.2. Our expectations of students' behaviour, anticipated support from parents/carers as well as a statement of our own commitment to supporting students' wellbeing and education, is set out in the Home Academy Agreement (Appendix 1) which students and their parents/carers are required to read and sign before joining the academy and also at reintegration meetings following seclusion or suspension.

2.3. Communicating our expectations - TDA acknowledges the importance of ensuring that staff, students and parents/carers fully understand the Academy's expectations of behaviour and conduct. This supports a consistent and fair application of the academy's behaviour policy, helping to create a predictable environment.

Staff receive updates and guidance at the start of the academic year, ahead of students' return, via the Staff Handbook, this policy and presentations from senior and/or middle leaders. A similar process is applied whenever expectations are updated and/or re-booted.

Subsequently, the rules, routines and expectations which constitute our behaviour curriculum are taught to students at the start of each academic year, by senior leaders and/or tutors, and then periodically revisited via termly re-boots.

Communication with parents/carers occurs via a number of media including the TDA website, where all policies can be found, the Home-Academy Agreement, direct email of behaviour summary documents and social media.

2.4. Uniform and equipment - TDA has high expectations of students' uniform and appearance, including jewellery items, outdoor coats and hoodies, footwear and hairstyles. On days when students have PE, they are expected to only wear the TDA PE Uniform. In addition, students are expected to be appropriately equipped each day, details of which can also be found in the Uniform Policy.

Full details of acceptable uniform and equipment items can be found on the TDA website and in Appendix 2 of this policy.

Students are expected to wear their uniform with pride and can expect to be challenged by staff if they are found to be wearing incomplete uniform, unacceptable items or are wearing the uniform inappropriately, such as shirts not tucked in.

Uniform issues will often be addressed by staff as soon as students enter the academy site and most certainly during morning registration with tutors. If necessary, students will be provided with item(s) on a temporary, or permanent, basis.

Tutors will support students to correct any issues with their uniform where there is a genuine need; inappropriate items will be confiscated and stored until the end of the day. Where issues persist and the matter becomes one of open defiance, support will come from the

HoY/DHoY and detention or seclusion may be used as a sanction, if deemed to be appropriate.

- 2.5. Punctuality - TDA has high expectations regarding the punctuality of students in support of its core purpose and values. Punctuality ensures that students maximise their time in lessons and subsequent academic achievement.

A clear process is in place to support students in developing their character around punctuality which can be found detailed in Appendix 3. Students are expected to be in tutor time or lessons promptly for the scheduled start of each session; each session will finish 5 minutes before the start of the next, in order to facilitate travel time and any need to visit the toilet.

Should students arrive late to a session (up to 5 minutes), they will receive a negative behaviour event on SIMS (up to 5 minutes late) and will receive a sanction based on an escalating scale.

- 2.6. Truancy - missing whole, or part of, lessons or tutor time negatively impacts students' ability to learn and thrive. Students will be regarded as truanting a session if they arrive more than 5 minutes late or are found out of a lesson or tutor time, without an acceptable reason.

Any student who, at the end of the day, is identified as having arrived more than 5 minutes late to one, or more, sessions will receive a negative event (truancy) and is highly likely to sit a next-day seclusion.

Any student found out of lesson or tutor time, will receive a negative event (truancy) and sit an immediate, same-day seclusion.

This process is detailed in Appendix 4 - Maximising attendance to lessons.

- 2.7. Mobile phones - At TDA, we acknowledge that mobile phones and other devices have some learning benefits; however, it is our belief that heightened access to screen time can inhibit our students' social and literacy development. As such, we encourage our students to use their devices to support their independent learning outside of school and educate them on how to stay safe and healthy with modern-day technology via our PD curriculum.

KS3 and KS4 students are encouraged not to bring mobile phones, headphones or other devices into the academy. If they choose to, they must be switched off and in their school bag at all times, whilst on the school site; headphones should also be kept in bags and not be worn. This includes when outside during students' lunch break.

KS5 students can only use their phones in designated areas to support their learning. They may use their phones in lessons if directed to do so by their teacher.

If any student is seen with their phone (outside of any designated area), it will be confiscated and stored centrally. Parents will receive a text message and can collect the phone before 4:15pm, on that day. If they are unable to do so, the student can pick the phone the next day at 2:45pm. If it is a Friday, the student is allowed to collect their phone before 4:15pm on that day.

Our full mobile phone guidance can be found in Appendix 5.

- 2.8. Drink and chewing gum - Students are not permitted to drink fizzy drinks and/or energy drinks during the school day. Students are, instead, encouraged to bring water to school which can also be purchased from the Refectory or is freely available from refill stations. Should a student be seen drinking such an item, then it will be confiscated and disposed of.

Similarly, chewing gum is not permitted and students can expect an equal challenge should they be seen to be using it.

3. In the classroom

- 3.1. Punctuality and attendance - our expectations around punctuality and attendance to lessons is outlined in section 2.5 & 2.6 of this policy and detailed in Appendix 3 & 4.
- 3.2. The TDA Classroom - each lesson or tutor time is under-pinned by a clear set of behaviour expectations which support the prompt establishment of an effective learning environment which is safe, calm and focussed.

Our expectations are designed around our core purpose and values and refer to the following key aspects of the learning process:

- start of lessons;
- equipment;
- lesson engagement;
- end routine.

These expectations are highly visible in every classroom and can be found in Appendix 6 of this policy.

- 3.3. Praise - staff are actively encouraged to acknowledge students' achievements in the classroom and this is performed in a variety of ways:
 - non-verbally, such as a smile or thumbs-up;
 - verbally;
 - visually, such as written feedback on work, displayed work, etc;
 - contact with home;

In addition, where students have gone 'over & above' our basic expectations (being punctual, courteous, correctly dressed, fully equipped, basic engagement with the lesson, etc.), they will be awarded positive behaviour points via EduLink. These are issued to students who demonstrate 'over & above' academic achievement and progress in the classroom, as well as our character values.

Acknowledging and Rewarding Achievement Policy is further referred to in section 4.1 of this policy and details of our policy can be found in Appendix 7.

- 3.4. Lesson removals - TDA acknowledges that all students have the right to learn and staff have the right to teach in a disruption free environment; this is a fundamental of the TDA Classroom. Low-level behaviours which disrupt teachers' ability to teach subsequently damages students' ability to learn and succeed.

Teachers will always aim to resolve issues using proven, research-based strategies, but they will not allow persistent disruption to hinder learning for a significant amount of time. If a student does not respond to initial interventions, the teacher will use the on-call system to facilitate an initial discussion which may lead to the removal of the student.

Incidents of extreme behaviour (for example, physical aggression, foul & abusive language, health & safety concern) will result in an immediate removal by on-call staff to the relevant year area. Such incidents are likely to result in a more severe consequence than a same-day detention, such as seclusion or suspension.

TDA has a clear and simple process regarding on-call support for classroom practitioners. On-call duties are staffed by middle and senior leaders who work alongside Central Administrators to respond to requests for support, made by teaching staff, via SIMS.

In cases of low-level disruption, teachers will initially employ behaviour management techniques which may include:

- reminding the student of academy expectations of their behaviour and the consequences of not meeting them;
- brief (5 minutes maximum) 1:1 discussion with the student outside the classroom;
- seating rearrangement.

If poor behaviour persists, teachers will signal for an on-call member of staff to attend and an agreed decision will be reached as to whether it is possible for the student to be re-admitted to the lesson or removed.

If removed, the student will be taken to the department removal room or year area for the remainder of that lesson only. They will subsequently sit a 60-minute care & consolidation session. Fuller details of our on-call and removal procedures can be found in Appendix 8.

Students whose behaviour persistently fails to meet expectations in a particular subject will receive further support from the department. If issues exist across the curriculum, then additional support will be guided by the Head of Year with support from the relevant member of SLT (refer to section 5.3).

- 3.5. Behaviour CPD - The aim of all CPD will be to support the consistent management of students' behaviour so that staff and students can thrive, achieve and build positive relationships based on predictability, fairness and trust. All CPD will be based on proven, research-based methods as well as the latest guidance from the DfE.

All teaching staff will receive regular CPD on managing their classroom to support a climate which is conducive to effective teaching and learning. This is extended to all associate staff to support the management of students' behaviour in their own specific contexts.

Bespoke CPD will be provided for individual members of staff where there is a need for greater levels of support, as identified by the staff member themselves or the relevant line manager.

4. Beyond the classroom

- 4.1. Acknowledging and rewarding positive conduct and achievement - As students accrue positive and negative behaviour points, they receive rewards when they reach certain thresholds for their conduct (the balance of negative and positive behaviour points).

Students will receive the appropriate conduct badge when they reach each threshold as a visible sign of their positive behaviour and good character. These will be presented in an assembly.

Tutors only can award Praise Postcards directly to students who have demonstrated the

positive behaviour with regards to our basic expectations where specific improvements have been made.

Heads of Year, and their deputies, will identify those students who receive 3+ positive events in different lessons/tutor time each day, and acknowledge their exceptional effort and achievement with a Praise Postcard.

Agreed rewards are periodically reviewed via the Student Council to ensure their relevance to the wider student body. Fuller details of the TDA 'Acknowledging and Rewarding Achievement Policy' can be found in Appendix 7.

- 4.2. Corridors and social spaces - TDA has high expectations of students' behaviour when outside of the classroom including when they enter and leave the academy building, when they are moving between lessons and during social times.

Students and staff are expected to 'Keep Left and Keep Moving' on all stairs and should walk on the left of the corridor when moving around the academy. For health & safety reasons, they are not permitted to run in the academy at any time.

Whilst in the Refectory, students are expected to demonstrate the TDA values and follow the rules and routines which pertain to this specific context (e.g. queuing for food, moving around the Refectory, conversing with their peers, etc.) Students must follow all instructions from Refectory staff and Mid-Day Assistants.

Failure to meet our expectations in social areas and the Refectory will be investigated by the relevant pastoral team and proportionate and appropriate sanctions applied, as outlined in section 4.7 of this policy.

- 4.3. Conduct outside the academy gates - The Academy has the authority to sanction students for misbehaviour outside the Academy site. The Academy can sanction a student for poor behaviour when a student:
- is taking part in any Academy-organised or Academy-related activity;
 - is travelling to or from the Academy;
 - is wearing the Academy uniform;
 - is, in some way, identifiable as a student at the Academy;
 - displays behaviour which will have repercussions for the orderly running of the Academy;
 - poses a threat to another student or member of the public;
 - displays behaviour that could adversely affect the reputation of the Academy.

Poor behaviour outside of the academy gates will be investigated by the relevant pastoral team and proportionate and appropriate sanctions applied, as outlined in section 4.7 of this policy.

Should the behaviour constitute criminal activity, then the academy will work in partnership with the relevant authorities.

- 4.4. Bullying - The Academy is committed to ensuring that our environment should be free from

bullying, prejudice, violence and intimidation. Details of our stance on bullying can be found in the Academy's Anti-Bullying and Responding to Prejudiced-Related Incidents Policies, both of which are available on the Academy website.

- 4.5. Search and confiscations - There are two sets of legal provision which enable Academy staff to confiscate items from students:
- the general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment;
 - the power to search without consent and to confiscate "prohibited items".

The Academy will search students and/or their lockers, without consent if members of staff believe a student is in possession of any of the following banned items:

- Knives or weapons;
 - Alcohol;
 - Illegal drugs or legal highs;
 - Stolen or missing items;
 - Tobacco, vape pens & juice, lighters and matches;
 - Fireworks;
-
- Pornographic images;
 - Any item that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to a person or property;
 - Any banned items, including items which could disrupt lessons.

Any search will be conducted by at least two members of staff and, where possible, by a senior member of staff and the academy's resident PC/PCSO. This will always be done in line with DfE guidance - "Searching, screening and confiscations, January 2018.

Academy staff can confiscate, retain or dispose of any prohibited items, which are illegal or considered harmful or detrimental to academy discipline. This includes non-uniform items or other items where it is clear that they are not acceptable in school. Items found will be confiscated and will only be returned to parents unless external agencies, such as the Police, advise otherwise. This can include weapons and knives, illegal drugs, vape pens which may contain illegal drugs or illegal highs, extreme pornography or representations of child abuse.

Academy staff are authorised to examine any data files, or view content from electronic devices, if there are suspicions that the data or content could be harmful or break academy rules.

- 4.6. The use of reasonable force - Very rarely, and only ever as a very last resort, it may be necessary for staff to use reasonable force to restrain or control students, using no more force than is needed. In this case, the Physical Control or Restraint Policy will be followed which is written in accordance with advice from the DfE ('Use of reasonable force' 2013).

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline at the academy or among students.

The Head of School and authorised staff may also use such force as is reasonable, given the circumstances, when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that have been, or could be, used to commit an offence or cause harm.

- 4.7. Sanctions protocol - All sanctions are set after due evidence collection and decision making to ensure they are fair, proportionate and consistent with legislation such as the Equality Act (2010).

Statements, fully completed, will be required from all parties directly involved in an incident plus witnesses wherever possible, including any present member(s) of staff. All statements will be recorded on an official Statement Form and will be signed.

Statements will be taken as soon as possible after the incident. The member of staff taking the statement will always seek full clarification of the details pertaining to the incident, reading it back to the student and/or scribing, according to the student's need.

When establishing the facts in relation to a suspension decision, the Head of School will apply the civil standard of proof, i.e. on the balance of probabilities, it is more likely than not that a fact is true. This means that the Head of School will accept that something happened, if it is more likely that it happened than that it did not happen.

- 4.8. **Same-day care & consolidation sessions** can be issued for the following reasons:
- persistent disruptive behaviour which results in a removal from a lesson or tutor time;
 - persistent late to lessons or tutor time (up to 5 minutes);
 - repeated uniform infringement;
 - repeated lack of equipment;
 - poor behaviour during lunch;
 - 2 or more low-level disruption negatives from multiple lessons (not leading to a removal);
 - health & safety issue;
 - unkind behaviour;
 - persistent littering or low-level vandalism/graffiti - 30 minutes community service;
 - persistent failure to return Library book;
 - failure to attend a home learning detention.
- 4.9. Referrals to **Seclusion** can be made by Heads of Year or relevant SLT link. Students will be referred to Seclusion for a single day and may be issued for the following reasons:
- discrimination against protected characteristics;
 - failure to attend a 90-minute SLT detention;
 - physical aggression which does not warrant suspension (e.g. pushing, hair-pulling, kicking);
 - sexual abuse which does not warrant suspension (e.g. use of foul & abusive language, texting);

- encouraging others to fight and/or filming a fight;
- foul and abusive language which does not warrant exclusion (e.g not directed at staff);
- banned item on site (not used);
- truancy;
- multiple removals in a day;
- persistent lateness;
- persistent care and consolidation sessions which are not resulting in changed behaviour.

Each seclusion will always be communicated to parents/carers by phone or email and will often be followed by a re-admission meeting, the aim of which is for the student to accept responsibility for the incident and learn from it, re-commit to the Home - Academy Agreement and understand the consequences of any further incident. At the meeting, further support options will be considered and agreed upon. Documentation will ensure that this procedure is transparent and officially recorded.

- 4.10. **Suspension** - In line with DFE guidance (September 2017), only the Executive Headteacher/Head of School is legally allowed to issue a suspension and this must be on disciplinary grounds. A student may be suspended for one or more fixed periods, up to a maximum of 45 days in an academic year. A suspension can also be for parts of a day (0.5 days).

The Executive Principal/Head of School will be alerted to incidents which may warrant a suspension by the SLT link for the year group, or the Vice Principal for PDBA, following discussion with the relevant Head of Year and only after a full review of all evidence, including statements and video footage (see 4.7).

Suspensions are likely to be issued for incidents such as:

- serious acts of physical aggression (punching, kicking, biting, head-butting, etc.);
- serious incidents of sexual abuse (e.g. persistent, physical touching);
- distributing inappropriate images and videos;
- foul and abusive language directed at staff;
- bullying;
- persistent open defiance;
- serious incidents of vandalism or graffiti;

- vaping or smoking on site;
- health & safety risk;
- possession and/or use of drugs;
- possession of a weapon.

The length of each suspension will be decided by the Executive Principal/Head of School after consideration of academy policy, the nature & context of the incident and the behaviour history of the student. In exceptional circumstances, where the Executive Principal/Head of School suspects that further information may come to light following further investigation by pastoral staff, an initial 1-day suspension will be issued which may subsequently be extended or converted to permanent exclusion.

Alternatives to a suspension will be considered in cases where:

- a student has very low attendance;
- a child in care;
- a child whose safety would be at risk if excluded.

Each suspension will always be followed by a re-admission meeting, similar to that outlined in 4.9.

- 4.11. Escalation of sanctions - If a student fails to attend a care & consolidation session, or are removed from it for not meeting behaviour expectations, then they will sit a 90-minute care & consolidation session with a member of the senior team.

Failure to attend, or to meet behaviour expectations in the SLT detention, will result in a day in Seclusion, on the following day.

Refusal to attend, or failure to meet behaviour expectations in the Seclusion & Support Centre, will result in a suspension.

- 4.12. **Permanent Exclusion, Internal placements and Managed Move** - We aim to avoid permanent exclusion of any student; staff will explore opportunities to provide appropriate support for the student and family before this eventuality. However, permanent exclusion will be considered, by the Executive Principal/Head of School and Chair of the Academy Committee, as a consequence for a single serious incident which threatens the safety and wellbeing of students and/or staff. It will also be considered for a student whose behaviour persistently fails to meet our behaviour expectations over a significant period of time and whose needs cannot be met by the Academy.

The possession of knives or weapons in the Academy, especially where there is intent of inflicting harm or to act as a threat to another person, is likely to lead to automatic permanent exclusion from the Academy, with the case being referred to the Police for potential criminal proceedings.

The Academy will deliver guidance about illegal drugs and legal highs to pupils through PD lessons, assemblies and other PSHE events. Permanent exclusion will be considered for any student who is found to be:

- in possession of illegal drugs/substances or legal highs;
- partaking of illegal drugs/substances or legal highs;
- selling/supplying illegal drugs/substances or legal highs.

In all cases, this applies whilst on the academy premises or travelling to or from the academy.

Following the issue of a permanent exclusion, parents/carers will be invited to attend a Panel Hearing and, if the Executive Principal/Head of School's decision is upheld, the subsequent

right to appeal the decision. Further details on the Academy's procedures for permanent exclusion and the appeals process are available on request.

Should it be felt that the student would successfully transition to another mainstream school, then parents/carers will be offered a Managed Move, as an alternative to a PEx. This will be facilitated either within the Thomas Deacon Education Trust (TDET) or to a school outside of the Trust, supported by the Local Authority.

5. Pastoral care and support

- 5.1. Data analysis - TDA acknowledges the importance of tracking students' behaviour using formal data systems (EduLink One, SIMS and TEAMS) in order to identify students who need enhanced levels of support and intervention.

All staff have access to SIMS data which records all positive and negative behaviour events added by staff. This is especially useful to pastoral teams who use it to track the conduct of students in their year on a daily and weekly basis in order to provide appropriate support. Tutors use the data on their form group to celebrate successes and challenge and support behaviours which fail to meet our expectations.

Weekly data on all aspects of student behaviour is produced by the Central Data Team and made available on Teams, to senior and middle leaders. Summary data is also produced on a termly basis. Senior leaders use this data to support changes to behaviour policy as well as to inform additional support needed for individual students (see section 5.3).

- 5.2. Monitoring individual students - Tutors and pastoral leaders will place individual students on report if they feel that the student would benefit from a bespoke period of close monitoring. This may be for a number of reasons including concerns around safety and wellbeing, poor punctuality or general conduct in and/or out of lessons.

In some circumstances, a student can be subject to regular searches of their locker, bag and clothing; this may be as frequently as daily depending on the nature of the concern. This will only happen if there is a perceived risk of the student posing a health and safety risk to themselves and/or others and will always be conducted in line with section 4.5 of this policy and the DfE's own guidance.

- 5.3. Team Around the Child (TAC) meetings - conduct data will identify those students who have persistently failed to respond positively to sanctions and consequences aimed at supporting them to make better choices around their behaviour.

Termly TAC meetings will then be held on the penultimate SLT meeting of each term in order to discuss additional, supportive strategies and next steps. The meeting will be attended by the Head of School, Vice Principal (PDBA), pastoral leaders, relevant SLT links and the SENDCo. The aim of the meeting will be to share understanding of the student's context, identify their individual needs and the subsequent barriers to positive behaviour choices and then decide strategies to support greater levels of positive engagement and better conduct.

- 5.4. Internal and external support - Weekly meetings between Heads of Year and the Safeguarding Officer will also identify students who need greater levels of bespoke support to help manage their behaviour, which is often the visible aspect of significantly complex needs.

As part of the support package for identified students, the Academy will use Pre-Early Help which includes a programme of support packages provided by internal staff and external partners. This may include a maximum of 1 week in the TDA Seclusion & Support Centre or in an isolation facility at another academy.

Should a student's behaviour and wellbeing be of serious concern, then, with the parent/carer's permission, the academy will engage with an Early Help Assessment, formally engaging LA support.

The Academy will liaise and co-operate with the Police when dealing with any disciplinary or behaviour matter that is deemed unlawful.

- 5.5. Students at risk of Permanent Exclusion - should a student's behaviour be such that they are formally warned, in writing and by the Head of School, that they are at risk of PEx, then the Academy will take additional measures to try and avoid this eventuality.

Internal Behaviour panels will be held, once a term, for any student, and their parent(s)/carers(s), whose persistent failure to meet our expectations has resulted in them being at risk of permanent exclusion, as identified in termly TAC meetings.

The panel will be made up of the Vice Principal, relevant SLT link, Head of Year plus two independent members of the community which may include former Academy Committee members (to avoid a conflict of interest if the student reaches a PEx hearing), community group leaders, police representative and senior leaders from other academies.

The aim of the panel will be to reinforce academy messages regarding the student's conduct and future at the academy, engage parental support and set meaningful and useful targets to support the student in making more positive behaviour choices going forward. A decision will also be made as to whether to engage internal or external support services via the Pre-Early Help programme or an Early help Assessment.

Subsequent action is also likely to include a referral to the Local Authority Behaviour Panel who meet weekly to discuss strategies and support to help students avoid a PEx. As part of this support, relevant pastoral staff will work with the family via the Local Authority's Personal Support Plan (PSP) which provides a vehicle to identify barriers to better conduct and then agree strategies to improve the student's behaviour choices.

A summary of this process can be found in Appendix 9, on page 23 of this policy.

Appendix 1 - HOME-ACADEMY AGREEMENT

Our Home-School Agreement outlines the expectations and responsibilities of academy staff, students and parents/carers in support of our core purpose, *To ensure that each student acquires the necessary knowledge, skills and character to make a positive contribution to society and thrive as a global citizen.*

1. The Academy will:

- provide a healthy, safe and caring environment;
- provide a calm and orderly environment which enables students and staff to work and achieve;
- provide a broad, balanced and well-sequenced curriculum which supports the acquisition and recall of knowledge;
- provide a well-sequenced curriculum which supports the development of students' character and wellbeing;
- establish clear and consistent expectations of teaching and tutoring which maximise opportunities for students to thrive;
- set a regular pattern of home learning and provide appropriate and timely feedback;
- acknowledge students positive character and achievements through our established rewards system;
- challenge, and respond appropriately and proportionately to, all behaviour which does not meet our expectations;
- effectively tackle any bullying, discrimination, harassment or victimisation;
- regularly seek the views of students and parents to aid planning and improvement;
- provide regular and accurate information concerning students' attendance, attitude to learning and academic attainment;
- provide regular opportunities for students' learning and wellbeing to be discussed;
- respond constructively to parents' and carers' communications and concerns;

2. As a parent/carer, I will support my child's education by:

- supporting the academy's core purpose and values;
- ensuring my child attends regularly and on time and inform the academy promptly of the reasons for any absence;
- ensuring my child attends in full uniform and is fully equipped for all lessons and activities;
- supporting the academy's policies and guidelines relating to behaviour and rewards;
- supporting my child to complete homework which develops their knowledge and understanding of subject content;
- communicating with all staff with respect and politeness; I understand that I will not be allowed into school without a pre-arranged appointment;
- alerting the academy about concerns or problems that might affect my child's wellbeing, work or behaviour;
- engaging with parents' meetings to discuss my child's wellbeing, attitude to learning, behaviour and academic attainment;
- reading all communications from the academy and responding appropriately to support developments in our educational provision.
- engaging with the SIMS Parent app and informing the academy of any changes to my contact details so that communication can be maintained;
- understanding that any valuables brought into the academy are done so at the owner's own risk.

3. As a student, I will:

- attend the academy regularly and be punctual at the start of the day and to all lessons;
- always wear full academy uniform and be fully equipped for lessons, as detailed in the TDA uniform policy;
- meet **all** behaviour expectations of the academy and alert staff to any factors which poses an issue to achieving this;
- demonstrate and uphold the Fundamental British Values of democracy, the rule of law, individual liberty and respect & tolerance of differing faiths, cultures, beliefs and viewpoints.
- demonstrate and uphold the TDA values of curiosity, commitment, courage, compassion, confidence and courtesy;
- help maintain a pleasant environment by keeping areas of the academy clean, tidy and free from graffiti and litter;
- always work to the best of my ability, to fully develop my knowledge and understanding;

- complete all home learning to the best of my ability, and by the deadline;
- share any concerns I have with an appropriate adult such as a parent/carer, tutor, subject teacher or year team staff so that issues which are worrying me can be resolved quickly and effectively.

Appendix 2 - Uniform Guidelines

BLAZER	<p>Black with integral Academy badge on pocket.</p> <ul style="list-style-type: none"> • Sleeves must NOT be rolled up. • Students will have their blazers on at all times around the Academy building. The blazer may be removed in lessons at the discretion of the member of staff.
TROUSERS	<p>Black tailored trousers; no skin-tight/stretchy/slim fit trousers; no 'jeans' type trousers. No trousers above the ankle or any form of cropped/turned up trousers. No modifications of trousers allowed.</p>
SKIRT	<p>Official Academy skirt with pleats available to buy from the Academy shop only. No other skirts are allowed.</p>
SHIRT	<p>White shirt buttoned to the neck with enough material to tuck in at the waist. Shirts must be worn tucked in.</p>
TIE	<p>Official Academy tie in black with year-coloured stripes. Ties are always "clip on" version</p>
KAMEEZ	<p>V-neck, sleeveless in plain black – no longer than mid-calf (to be worn with tailored trousers).</p>
HIJAB & PATKA	<p>Hijab – plain black only, pinned under chin to stay on head comfortably. Hijabs worn around the neck are not permitted. Patka – plain black only. Bandanas are not permitted.</p>
JUMPER	<p>(optional) V-neck plain black; cardigans and sweatshirts are NOT allowed. Jumpers can be worn during Terms 2, 3 & 4 ONLY (October half term - Easter); they are NOT allowed during other times of the year.</p>
TIGHTS	<p>Plain black or neutral; no patterned tights, no ladders/holes visible, no socks with tights</p>
SOCKS	<p>Plain black or grey.</p>
SHOES	<p>Black, low heeled. No boots/boot-style shoes, plimsolls, canvas shoes or trainers allowed.</p>
JEWELLERY	<p>One pair of plain small stud earrings of silver or gold colour. One small ring. No bracelets and no facial piercings.</p>
HAIRSTYLES	<p>Suitable for a professional working environment. No bright hair colouring or unnatural shades/tones. No logos, tramlines of 'shaved designs'. Any shaving must be a minimum of grade 2.</p>
MOBILE PHONES & EAR-PHONES	<p>No mobile phones or ear-phones to be in use OR visible in and around the academy - these will be confiscated by staff if seen in the building</p>

MAKEUP	Discreet natural make-up is permitted suitable for a professional working environment. No acrylic nails or nails with bright designs/colours are permitted.
OUTDOOR CLOTHING	Outdoor coats, hats, gloves or hoodies must NOT be worn in the academy building.
SPORTS UNIFORM	<p>Navy/Sky Academy Polo Shirt , Navy/Sky Academy Hoodie</p> <p>Navy/Sky Academy PE shorts, Navy/Sky Academy Tracksuit bottoms, Navy/Sky Academy Skort, Navy/Sky Academy Leggings, Navy/Sky Academy socks (All these items need to be purchased from the academy shop.)</p> <p>Suitable footwear e.g. sports trainers or football/rugby boots if participating in these activities on grass (not available from shop).</p>
EQUIPMENT LIST	<p>Essential items:</p> <ul style="list-style-type: none"> - Bag for carrying equipment and books. - Pencil case - Blue or black pens and one purple - Pencils x 2 - Pencil sharpener - Ruler with cm and mm markings - Eraser - Scientific calculator - 180 degrees protractor - Compass - Glue stick - Scissors - Reading book

Notes:

- Shaded items only can be obtained from the the official academy supplier, Chromasport, at Bretton in Peterborough.
- Piercings – clear retainers can be worn in existing piercings if necessary.
- Shirt, tie and school trousers must be worn with the kameez.
- Ties must be worn with the hijab.

Appendix 3 - Punctuality Guidelines

Thomas Deacon Academy has high expectations regarding the punctuality of students in support of its core purpose and values. Punctuality demonstrates courtesy and commitment and ensures that students maximise their time in lessons and subsequent learning, academic achievement and progress.



1. Students are expected to be in tutor time and lessons at the very start of each session:

- Tutor time - 8:45am (entrances locked at 8:45; late arrivals via main entrance only).
- Lesson 1 – 9:20am
- Lesson 2 – 10:20am
- Lesson 3 – 11:20am
- Lesson 4 – 12:15pm
- Lesson 5 – 2:00pm

2. If a student arrives 'up to 5 minutes late', staff should settle them into the lesson with minimal fuss and challenge their late arrival at an appropriate time which suits the member of staff and does not distract other students from their learning.

Record a late on the register. **Number of minutes late does not need to be recorded** (it is between 1 and 5). Add a behaviour event on SIMS ('Up to 5 minutes late').

3. Students arriving after 5 minutes should, again, be settled into the lesson with minimal fuss.

Staff should add a SIMS behaviour event, 'Over 5 minutes late' **plus the number of minutes late** (right mouse click). **Staff should not request on-call for this matter or record anything other than the late; staff are not required to add a truancy event.**

4. By 2:00pm each day, SSOs will receive SIMS data which identifies those students who have been late to tutor time or lessons during the day.

5. Student requiring a detention will be collected by the year team at the end of the day. The following sanctions will be implemented as a student accrues lates during a single academic term (Terms 1-6); *this process will be reset at the start of each term:*

- 1st Late – Tutor conversation with student, late and negative event recorded.
- 2nd Late – 10-minute detention after school or at break.
- 3rd late - 30-minute same-day detention.
- 4th late - 60-minute same-day detention.
- 5th Late – 90-minute SLT detention.

Cycle then repeats:

- 1st Late – Tutor conversation with student, late and negative event recorded.
- 2nd Late – 10-minute detention after school or at break.
- 3rd late - 30-minute same-day detention.
- 4th late - 60-minute same-day detention.
- 5th late - 1-day seclusion.

Appendix 4 - Maximising attendance in lessons

Our core purpose at TDA is to ensure that each student acquires the knowledge, skills and character to make a positive contribution to society and thrive as a global citizen. It is, therefore, essential that students show the commitment to maximise their attendance in order to support this aim. This not only means aiming for 100% attendance to the academy, but also ensuring they demonstrate courtesy by attending each and every lesson fully and promptly.



In addition to our measures to encourage students to be punctual to lessons, the following policy is intended to deter students from truanting part, or whole, lessons. Truancy will be considered if a student is more than 5 minutes late to a lesson or is found out of lessons without a valid reason from their class teacher.

Policy:

Students found truanting **during** the day will be issued with an immediate Seclusion, to last for 5 complete lessons plus a 4pm finish. This will take place in the Seclusion & Support Centre, staffed by Richard Clarke, Glenis Cooke and Diana Goodwin.

This is likely to be students found out of lessons, wandering corridors or in toilets without any valid reason. Any reason given must be checked by the relevant member of staff.

On-call staff and SLT play a key role in checking toilets and sweeping up visible truancy. A list of students, who have a history of truancy, will be available from the Central Admin team.

Refusal to attend Seclusion will result in an immediate suspension, followed by a day in Seclusion. This should only be recorded as a suspension, the highest sanction applied to the infringement.

Single or multiple truancy event(s) identified at end of the day, **by pastoral teams only**, to be issued with next day Seclusion. This is likely to be students who are regularly more than 5 minutes late to lessons without being picked up in the corridors or toilets.

Communication:

- Seclusion & Support staff will alert SSOs to arrivals during the day. The spreadsheet on Teams will be updated accordingly.
- SSOs will record a truancy event & Seclusion on SIMS and contact home.
- S&S team to identify those students, to SSOs, who should be returned to the S&S Centre, on the following day, to complete a full day in Seclusion.
- Pastoral teams to ensure that these students arrive at the S&S Centre; refusal will result in suspension.

Reducing the number of students out of lessons:

- Staff should avoid sending students on errands, such as to collect resources as this adds to the number of students in corridors who require a challenge. Please use on-call for genuine emergencies.
- Students should not visit the toilet during lessons, except in an emergency; they have a 5-minute changeover, partly for this purpose. **Should a student be given permission to visit the toilet, then please add a negative event to SIMS (Toilet Visit).** This will not earn a negative point but will simply allow this behaviour to be tracked and challenged, if appropriate.
- Timetable check to be part of daily basic check by tutor to remove this as a reason for wandering the corridors. Any issue to be sent immediately to the relevant SSO.

Appendix 5 - Mobile Phone Guidance

Vision and Values

At TDA, our students aspire to the highest standards of literacy. Our teachers seek out opportunities to develop student communication and their oracy in particular. We are committed in ensuring the school provides a wealth of opportunities for students to have quality conversations with one another and staff. We trust our teachers and leaders to provide a safe and healthy environment where everyone can flourish.



We acknowledge that mobile phones and other devices have some learning benefits; however, it is our belief that heightened access to screen time can inhibit our students' social and literacy development. We are disciplined in ensuring that our students communicate with one another without mobile phones, or other 3G/4G network devices, at all times during the school day. We encourage our students to use their devices to support their independent learning outside of school and educate them on how to stay safe and healthy with modern-day technology.

Expectations

- KS3 and KS4 students are encouraged not to bring mobile phones, headphones or other devices into school.
- If they choose to, they must be switched off and in their school bag at all times whilst on the school site. They cannot be kept in their pockets. Headphones should also be kept in bags and not be worn.
- KS5 students can only use their phones in designated areas to support their learning. They may use their phones in lessons if directed to do so by their teacher.
- Students are responsible for any loss or damage if they bring mobile technology into school.
- Any KS3/KS4 student who is found to be using a mobile phone will have it confiscated and a parent will need to pick up by 4:15pm.
- If a parent is unable to pick up, the phone will be returned the following school day at 2:45pm. If confiscated on a Friday, the phone will be returned at 4:15pm on the same day to the student.
- Any KS5 student who is found to be using their phone in a non-designated area or without the permission of their teacher will have the same sanctions applied as KS3/KS4.
- Students who refuse to hand over their phone to a member of staff will be dealt with by the on-call team.
- In PE lessons, students are permitted to hand in their switched-off phone to their teacher for safe keeping.
- In emergencies, parents can continue to contact their child through reception.
- If a phone is confiscated, parent/guardian will receive a text message on the number the academy holds. It is important that parent details are kept up to date.

THE TDA CLASSROOM



100% AGREED EXPECTATIONS

START OF LESSONS:



Each lesson starts with a routine whereby students and staff show each other courtesy and compassion by arriving on time, greeting each other, sitting in their allocated seat without question and then showing commitment by promptly beginning learning.



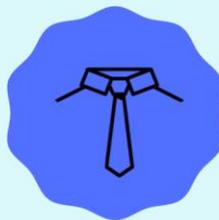
EQUIPMENT:

As students take their seats, they should show commitment to their learning by automatically taking out the books and equipment they need for that lesson.



LESSON ENGAGEMENT:

All students and staff have the right to learn and teach in a disruption-free environment. Students should show commitment, curiosity, confidence and courage by fully engaging with the learning process in every context.



END ROUTINE:

Each lesson or tutor time ends with students showing courtesy and curiosity by listening to reminders of any home learning tasks. Students will then stand behind their chairs and ensure their uniform is correct before being dismissed in an orderly fashion.

Commit to the 100% Classroom and thrive at TDA.



Appendix 7 - Acknowledging and rewarding achievement

Thomas Deacon Academy has high expectations regarding the achievement of students in support of its core purpose and values. Acknowledging students who have gone 'over and above' our expectations is an important aspect of the 'TDA Way'.

The following processes are in place to students who have gone 'over and above in

acknowledge and reward the following areas:



- Compassion;
- Commitment;
- Courage;
- Courtesy;
- Curiosity;
- Confidence;
- Academic progress;
- Academic excellence.

1. The rewards system should encourage students to strive to meet our high expectations for their character and academic attainment & progress, thus helping them to thrive during their time at TDA.
2. Students can be awarded positive points, on EduLink, if staff feel that they have gone over and above our basic expectations in the areas listed above.
3. Staff should use their professional judgement to decide when students are truly deserving of recognition but should avoid awarding points for meeting our basic expectations with regards to aspects such as: attendance, punctuality, uniform, kit/equipment, homework completion and behaviour which does not disrupt their own, or others', learning.
4. Students will then be rewarded accordingly when they reach the following thresholds for their overall conduct (the balance of positive and negative points):
 - 50 points = free dessert item and drink;
 - 100 points = £5 Amazon gift card;
 - 150 points = Pizza lunch with friends;
 - 200 points = £10 Amazon gift card;
 - 250 points = Trip to a UK theme park in the final term.
5. Students will receive the appropriate conduct badge when they reach each threshold as a visible sign of their positive behaviour and good character. These will be presented in an assembly.
6. Students will also receive a letter of congratulation when they achieve 100 & 200 conduct points and will meet the Head of School (and a receive a letter) when they achieve 250 points.
7. In addition, tutors can award Praise Postcards directly to students who have demonstrated the positive behaviours with regards to our basic expectations.
8. Lastly, HoY & DHoY will identify those students who receive 3+ positive events in different lessons/tutor time each day, and acknowledge their exceptional effort and achievement with a Praise Postcard. These will be presented to students during visits to tutor time, each morning.

Appendix 8 - On-call and removals guidance

Thomas Deacon Academy has high expectations regarding the behaviour of students in support of its core purpose and values. Positive behaviours ensure that students maximise their learning in lessons within a disruption-free environment.

The following processes are in place to support students in developing their character around behaviour.

1. Incidents of extreme behaviour (physical aggression, foul & abusive language, health & safety concern) should prompt an immediately removal by on-call staff to the relevant year area. Such incidents are likely to result in a more severe consequence than detention, such as seclusion or exclusion.
2. For incidents of low-level disruption, staff should use established behaviour management techniques before signalling for on-call support (*refer to 'research-based evidence of best practice by Doug Lemov and Tom Bennett*). These techniques should include:
 - reminding the student(s) of academy expectations of their behaviour and the consequences of not meeting them;
 - brief 1:1 discussion with the student outside the classroom;
 - seating rearrangement;
3. If the behaviour persists, teaching staff/tutor should call for support using SIMS; at this point a decision should be made whether the student is able to return to the lesson or be removed.
4. If removed, teaching staff/tutor should complete the front page of the 'On-Call Support Form'; the student will then be taken to appropriate department removal room or year zone.
5. On-call staff should complete page 2 of the paperwork and hand to the relevant SSO who will contact home, log the incident on SIMS and create a same-day, 60-minute care & consolidation session.
6. Students will be collected during afternoon tutor time to sit a 60-minute care & consolidation session.
7. If a student fails to attend the care & consolidation session, or are removed from it for not meeting behaviour expectations, then they will sit a 90-minute care & consolidation session with a member of the senior team.
8. Students whose behaviour persistently fails to meet expectations in a particular subject will receive further support from the department. If issues exist across the curriculum, then additional support will be guided by the Head of Year with support from the relevant Director of Key Stage.

Appendix 9 - Supporting Students at Risk of Exclusion

At TDA, our core purpose is, *“To ensure that each student acquires the necessary knowledge, skills and character to make a positive contribution to society and thrive as a global citizen.”*



As such, it is imperative that all students receive the support they require in order to achieve success during their time with us. Students who struggle to meet the expectations will often need a very bespoke level of support and intervention in order to make successful behaviour choices and thrive.

The following process supports this aim and is linked to section 5 of the TDA Behaviour Policy (pastoral care and support).

1. Team Around the Child (TAC) meetings (Behaviour policy, section 5.3)

Conduct data will identify those students who have persistently failed to respond positively to sanctions aimed at supporting them to make better choices around their behaviour.

This will include data on positive and negative points, seclusion(s) and suspension(s) and will be issued a week in advance of a Monday SLT meeting, held in the penultimate week of each term.

The meeting will be attended by the Head of School, Vice Principal (PDBA), pastoral leaders, relevant SLT links and the SENDCo.

The aim of the meeting will be to share understanding of the student’s context, identify their individual needs and the subsequent barriers to positive behaviour choices and then decide strategies to support greater levels of positive engagement and better conduct.



2. Students at risk of Permanent Exclusion (Behaviour policy, section 5.5)

Internal Behaviour Panels will be held, in the final week of each term, for any student, and their parent(s)/carers(s), whose persistent failure to meet our expectations has resulted in them being at risk of exclusion. This will have been communicated to the parent(s)/carer(s), in writing by the Head of School.

The panel will be made up of the Vice Principal, relevant SLT link, Head of Year plus two independent members of the community which may include former Academy Committee members, community group leaders, police representative and senior leaders from other academies.

The aim of the panel will be to reinforce academy messages regarding the student’s conduct and future at the academy, engage parental support and set meaningful and useful targets to support the student in making more positive behaviour choices going forward.

An information pack will be sent to all invitees by the end of the week prior to the meeting.



2. Subsequent action (Behaviour policy, section 5.5)

During this meeting, decisions will also be made as to how best to support the student to make more successful behaviour choices and avoid an exclusion. This may include:

- internal or external support services via the Pre-Early Help programme;
- an Early help Assessment;
- a referral to the Local Authority Behaviour Panel. As part of this support, relevant pastoral staff will work with the family via the Local Authority's Personal Support Plan (PSP).