



**Thomas Alleyne's High School
Behaviour for Learning Policy 2023-24**

*Committed to serving our community, making a difference
by embracing excellence and transforming lives.*

Progress Opportunity Individuality

Who we are and who we want to be:

- **Tenacious**
- **Healthy and Happy**
- **One community**
- **Mindful**
- **Ambitious**
- **Self-fulfilled**

Approved/reviewed by

Managing and Resources
October 2023

**Date of next
review**

October
2023

Purpose of this policy

This Policy has been produced based on the following premises:

- Good and excellent teaching can only take place where the learning environment is conducive to learning i.e. calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive.
- The school creates a culture where pupils and staff flourish in safety and dignity. This is achieved through all staff, teaching and support, following the behaviour policy and being consistent in its application.
- The procedures must be clear to all: parents/carers, staff and students.
- The application of the procedures must be understood and applied fairly by all staff and students so that we eradicate inconsistencies.
- Our approach is solution-focused. Outcomes are all intended to promote positive behaviour and to create a learning environment where people are able to thrive.
- Good behaviour is a choice. We are all responsible for our own behaviour.
- The policy is designed to encourage students to approach all aspects of school life with a positive attitude, be the best they can be!
- To encourage students to take pride in everything that they do
- When pupils do misbehave, the school will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. To support these aims, the school will use different responses to behaviour including sanctions and pastoral approaches.
- Positive behaviour reflects the values of the school; Tenacity, Health and Happy, One Community, Mindful, Ambition and Self Fulfilment. It is established through creating an environment where good conduct is more likely and poor conduct less likely.
- The school uses positive reinforcement when expectations are met, while sanctions are required where rules are broken.
- Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.
- The school recognises that praise is more effective than punishment and that positive behaviour and excellent attendance are more likely to be fostered in a climate of recognition, rewards and encouragement. In order to monitor the appropriate use of rewards and sanctions we employ the SIMS programme for recording, monitoring and acting upon all types of achievements and behaviour issues. Through this system of monitoring and through thorough and effective pastoral quality assurance we are able to recognise and reward the right pupils when their learning and behaviour is over and above, as well as when escalation of support, intervention and sanction is required.

Principles of our Behaviour for Learning Policy:

- The behaviour policy has been developed to ensure our students have the opportunities to develop characteristics that will enable them to be:
 - **Tenacious**
 - **Healthy and Happy**
 - **One community**
 - **Mindful**
 - **Ambitious**
 - **Self-fulfilled**

Statutory Powers that this policy is based upon

- Teachers have statutory authority to discipline students for misbehaviour which occurs in the School and, in some circumstances, outside it.
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for students, such as teaching assistants.
- Teachers can discipline students at any time the student is in the School or elsewhere under the charge of a teacher, including on visits.
- Teachers can also discipline students for misbehaviour outside the School.
- Teachers have a specific legal power to impose detention outside School hours.
- Teachers can confiscate students' property.

School rules, routines and consequence systems – All students are expected to follow the below and do as they are asked by all members of staff

- Be punctual, to school, registration, assembly and lessons
- Be equipped; stationery, exercise books, maths equipment including a calculator for maths and science lessons, music equipment (where relevant) and PE kit.
- Comply with the uniform policy
- All classwork, homework and coursework completed to the best of your ability.
- Listen to others, do not call out, and use appropriate language and tone, work sensibly with your peers
- Be kind to each other and take care of the building, displays and equipment
- Follow general and subject specific rules and instructions for health and safety
- All litter to be placed in the nearest bin
- No chewing gum. Drinks other than bottled water are not allowed in lessons. No drinks at all in science. Banned items such as energy / fizzy drink will be confiscated and disposed of.

Movement around the school

- Students must follow the one-way systems in school, keep to the left, use private voices and no physical contact
- At break and lunchtime students should behave sensibly in the outdoor areas. Ball games should be restricted to the field and designated areas.
- At lunchtime students using the canteen should queue sensibly in the appropriate places and follow the instructions of the member of staff or senior student on duty.
- If the fire alarm sounds students should move quickly and quietly to the assembly point via the nearest available exit and follow the directions of staff.
- Students arriving after 9.00 am must report to the student reception at the Main Office. This will be recorded as present after the register has closed which counts as an absence.
- Students should not be in classrooms at break or lunch unless they are supervised by a member of staff.
- Key stage 3 and 4 students are not allowed off site at lunchtime
- Outdoor coats must be removed when entering the school building for lessons and lunchtime

The school rules have been reviewed by the school council.

- We work together to be successful.
- We try our best in all we do, so that we make progress.
- We are equally polite and respectful to members of staff, students and visitors to the school.
- We are resilient learners and take responsibility for our learning and embrace opportunities.
- We take pride in representing the school and ourselves.
- We respectfully follow the instructions of all staff.
- We know that we have the freedom to express our opinions, but recognise that we also have a responsibility to respect the opinions and feelings of others.
- We embrace diversity and respect different cultures, faiths and beliefs, including those without faith and that of gender identity and sexuality.
- We make sure that we are all healthy and safe.
- We respect the democratic process and the rule of law.

Rewarding Positive Behaviour

A key principle of any reward system is that it is accessible to all students regardless of ability. **A system of credits** will only work if the credits are awarded consistently and have value. These awards apply to Key Stages Three to Five.

Credits are recorded on SIMS and can be viewed by parents/carers via Talaxy. At Key Stages Three and Four, credit badges are awarded for the badged achieved:

Bronze	30 credits	Bronze badge and certificate
Silver	60 credits	Silver badge, certificate and letter home
Gold	90 credits	Gold badge, certificate and letter home
Platinum	120 credits	Platinum badge, certificate and letter home
Platinum Plus	150 credits	Breakfast with the Headteacher and rewards trip opportunity

Celebrating Success – The Recognition System

Timescale	Type of Award/ Event	Number of Students	Criteria
Half termly	Head's stars Celebrated in round up Breakfast meeting with the Headteacher	8 students recommended half termly by HOH	Exceptional effort, exceptional achievements in talents outside of school e.g. sporting talents, involvement in charity and wider community work e.g. volunteering, enterprise, musical, creative arts etc. Exceptional achievement in school.
Half termly	House students of Half term Certificate posted home and celebrated in Round Up Celebrated in round up	1 Boy 1 Girl	TBD by HOH
Half termly	HOH Letter sent home following data drop	TBC	

Half Termly	<p>Celebration Assemblies Pupils outstanding class and homework Sporting Achievements Outside School Achievements Musical and theatrical Showcasing Progress Check Scores Subject Award* and displayed on wall of honour (1 boy and 1 girl per subject in each year group) – *limited to 1 per student</p>
Yearly	<p>Prize Giving Evening Subject and Pastoral staff agree on criteria</p>

Challenging Unacceptable Conduct

Students will not always behave in the way we may wish and we address this with a clear and consistent approach outlined below. The intervention waves provide a framework within which behaviour can be managed. SIMS will always be used to add behaviour incidents and sanctions to a student's conduct record.

The following points values have been allocated to behavioural incidents.

In order to have a consistent approach, incidents that incur a greater weighting than 5 behaviour points can only be issued by HODs, HOH and SLT. All staff must record the 'Action Taken' on SIMS. Any actions that have been referred to a HOD, HOH or SLT needs to be 'Resolved' within 48 working hours. Staff making referrals must ensure they 'Send' these referrals.

Behaviour points will be issued as follows using SIMs (SIMs will be configured to show these points

Wave	Staff Sanctioning	Indicative Types of Behaviour	Guidelines for Sanctions
One	Teacher / form tutor / duty staff	<p>(1 - 3 behaviour point recorded on SIMS)</p> <p>Lack of equipment (1) Inadequate classwork (1) Inadequate homework (1) Eating in lessons (1) Poor behaviour in lessons (shouting out, talking persistently) (1) Late</p> <p>Inappropriate language / swearing in the presence of adults (3) Damage to school resources (3) Non-compliance (3)</p> <p>Uniform infringements (1) eg No tie, shirts untucked, top button undone etc.</p> <p>Getting phone/iPod/tablet out inside the school building (Confiscation and taken to finance office) (3)</p> <p>Littering (3)</p>	<p>Verbal warnings or below:</p> <p>Class teachers / form tutors break or lunchtime detention. Class teacher to record on SIMS and contact parents for subject detentions.</p> <p>Failure to attend results in the teacher setting a second detention but doubling the time.</p> <p>Borrowed uniform that is not returned the same day a 30-minute HOH detention will be issued.</p> <p>3 points are issued by the staff member for a pupil getting a mobile phone out/use of a mobile phone. PWO called using the SIMS alert button and the phone will be put into a named envelope and taken by the PWO to the school finance office for the school safe.</p> <p>20 / 30-minute HOH lunch or</p>

		Graffiti (3) Out of Bounds (3)	afterschool detention
Two	Teacher / form tutor / PWO / duty Staff	(5 behaviour points recorded on SIMS) Removal during a lesson (5) Refusal to hand over a mobile phone (5) Smoking/vaping (5)	Withdrawn from lesson for short time and placed within another classroom. Subject detention issued. If not compliant in removal classroom the student will be removed to RTL (3 further behaviour – non-compliance points recorded on SIMS by PWO) Contact to be made with parents regarding the incident and a HOH detention also. If a pupil refuses to hand over a mobile phone, then the staff member should issue 5 behaviour points rather than 3 (refusal to hand over device on sims right hand menu) and call for assistance by using the SIMS alert button. If the pupil continues to refuse to hand over the mobile phone, then this will lead to further and more serious sanctions as per the school’s behaviour policy. 60-minute HOH detention
Three	HOD / HOH	(3 - 5 behaviour points recorded on SIMS) Failed to attend wave 1 teacher detention (3) Failure to respond to wave 2 / 3 departmental interventions (5) Aggressive behaviour towards another person (5)	HOD Detention after school or equivalent time in school at lunch time. HOD to record on SIMS and contact parents. Department report card and letter home from HOD for students that are not correcting their behaviour despite previous sanctions. (5 behaviour points recorded on SIMS by HOD) Internal isolation (1,2,3 days dependent upon outcomes of investigations.)

		Persistent non-co-operation with staff (5)	Parental meetings where HOD/HOH report card will be issued. If already on a HOH report this will be escalated to SLT report card.
Four	PWO / HOH / SLT / HOD	<p>(5 – 10 behaviour points recorded on SIMS)</p> <p>Failure to attend HOH / SLT after school detention (5)</p> <p>Fighting (10) Theft (10) Bullying (Including online) (10)</p>	<p>SLT after school detention in addition to HOH detention (60 / 90 Minutes)</p> <p>Internal isolation 1, 2, 3 days. Alternatively, suspension (dependent upon outcomes of investigations) followed by re-admittance meeting with parents, HoH and SLT.</p>
Five	HOH / SLT	<p>(15 behaviour points recorded on SIMS)</p> <p>Verbal abuse (staff) (15) Unprovoked assault (pupil) (15) Threatened physical abuse (staff) (15) Child on Child Abuse (15) Homophobic Abuse (15) Transgender Abuse (15) Racial abuse (15) Deliberate damage to property (15) Senior Team Defiance (15)</p>	<p>Internal isolation 1, 2, 3 days.</p> <p>Alternatively, suspension (dependent upon outcomes of investigations) followed by re-admittance meeting with parents, HoH and SLT.</p>
Six	HOH / SLT	<p>(20 behaviour points recorded on SIMS)</p> <p>Alcohol on site (20)</p> <p>Persistent disruptive behaviour whilst on PSP (20)</p>	<p>Internal isolation 1, 2, 3 days. Alternatively, suspension (dependent upon outcomes of investigations) fixed term exclusion (dependent upon outcomes of investigations) followed by re-admittance meeting with parents, HoH and SLT.</p> <p>The following actions will be instigated depending on the nature of the incident or outcomes of relevant</p>

			<p>investigations. Previous sanctions and interventions will also be considered.</p> <p>Headteacher Meeting Governors' disciplinary committee Referral to DIP Managed move Potential Permanent exclusion</p>
	SLT	<p>(25 behaviour points recorded on SIMS)</p> <p>Physical assault (staff) (25) Sexual assault (25) Illegal drugs on site (25) Weapons (25) False allegations against staff (25) Arson (25) Malicious setting off of fire alarm (25)</p>	<p>The following actions will be instigated depending on the nature of the incident or outcomes of relevant investigations. Suspension (dependent upon outcomes of investigations) followed by re-admittance meeting with parents, HoH and SLT. Previous sanctions and interventions will also be considered.</p> <p>Suspension (dependent upon outcomes of investigations) Headteacher Meeting Governors' disciplinary committee Referral to DIP Managed move Potential Permanent exclusion</p>

Interventions and Sanctions

HOH will monitor conduct and behaviour points and will be issued with daily reports by the office. Sanctions will be put in place as follows for behaviour points accumulated in any one academic year:

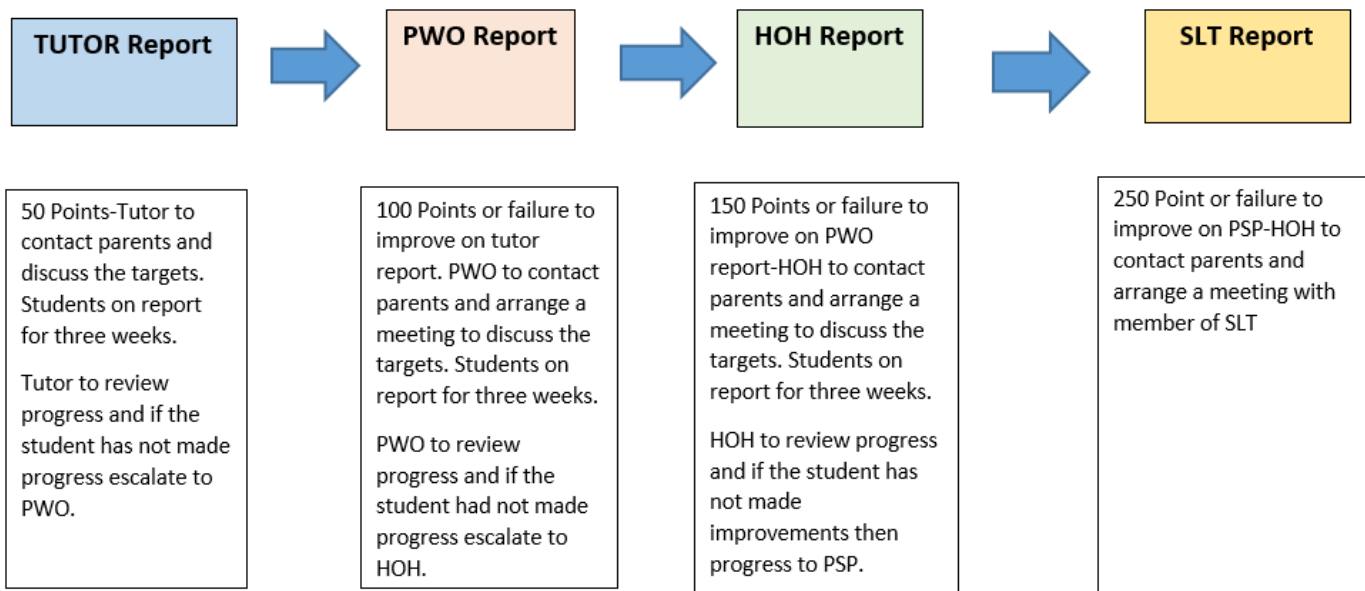
Number of Points	Sanction	Actions	Report Cards
15		Phone call from Form tutor informing of points accumulation	
20	House lunch detention 20 minutes	PWO to contact parents / carers informing of the date and time. PWO to record on SIMS and Detention Spreadsheet.	
30	House Detention after school 30 minutes	PWO to contact parent / carers informing of the date and time. PWO to record on SIMS and Detention Spreadsheet.	
50	House Detention after school 60 minutes	PWO to contact parents / carers and arrange meeting to discuss the targets.	TUTOR Report Card Student on report for 3 weeks.
70	SLT Detention 60 Minutes	PWO / HOH to contact parent informing of the date and time. PWO / HOH to record on SIMS and Detention Spreadsheet.	
85	Half Day isolation in Return to Learning	PWO phone call to inform of date of isolation.	
100	Second Half Day isolation.	Parents contacted by HOH to inform of date of isolation.	PWO report card. PWO to arrange a meeting for report to be discussed.
130	Full day in Return to Learning	Parents contacted by HOH to inform of date of isolation.	
150	HOH Report	HOH to arrange meeting to implement HOH report	HOH Report card
200	PSP Instigated	HOH and SLT to write PSP and meet with parents/child	
250	SLT report	SLT to meet with family to implement SLT report	SLT Report Card
300	Student to attend a	Parents contacted to	

	Governors disciplinary committee	inform and arrange Governor meeting. Referral to professional agencies considered and SEN assessments if not already completed and considered appropriate. PSP Reviewed	
300	Managed Move considered / Raised with DIP and Managed Move board	Discussed with parents / DIP Referral paperwork completed	
400+	Alternative provision considered PRU referral to be explored	Discussed with parents	

Detentions and Report System

If a student is referred for a Head of House detention either for an individual behaviour incident or for an accumulation of points, the process will follow as set out below:

<u>Reason for Detention</u>	<u>Type</u>	<u>Time</u>	<u>Action</u>	<u>Communication</u>
20 points or referral for an incident as per the behaviour Policy	Head of House	20 Minutes lunchtime	Recorded on SIMS and Spreadsheet	PWO to contact home to inform of the detention. Text also sent through Comms
30 points or referral for an incident as per the behaviour Policy	Head of House	30 Minutes afterschool	Recorded on SIMS and Spreadsheet	PWO to contact home to inform of the detention. Text also sent through Comms
Failure to attend a 30-minute HOH Detention	Head of House	60 Minutes	Recorded on SIMS and Spreadsheet	PWO to contact home to inform of the detention. Text also sent through Comms PWO to make contact informing of failure to attend detention.
50 points or referral for an incident as per the behaviour Policy	Head of House	60 Minutes	Recorded on SIMS and Spreadsheet	PWO to contact home to inform of the detention. Text also sent through Comms
Failure to attend a 60-minute HOH Detention	SLT Detention	60 Minutes	Recorded on SIMS and Spreadsheet	Communication from PWO / HOH informing of 2 missed detentions
Failure to attend a 60-minute SLT Detention	SLT Detention	90 Minutes	Recorded on SIMS and Spreadsheet	SLT to contact home to inform of the detention. Text also sent through Comms
Failure to attend a 90-minute SLT Detention	Return to Learning	Half day plus lunchtime	Recorded on SIMS	SLT communication of continued missed detentions and half day isolation.
70 points or referral For Incident as per the behaviour policy	SLT Detention	60 Minutes 60 / 90 Minutes	Recorded on SIMS	PWO / HOH to contact home to inform of the detention. Text also sent through Comms



Additional report cards include Punctuality, Attendance, Uniform and Subject specific.

Return to Learning (RTL)

The RTL unit in Ross House serves 3 core purposes:

- Immediate sanction for serious classroom disruption – staff in RTL to facilitate ‘calm down’ and recognition of poor behaviours/actions. Only the SLT on call can refer to RTL in these circumstances.
- Isolation following serious incidents or accumulation of behaviour points, with the purpose of also exploring the behaviours that led to isolation – this may involve anger management work, restorative practice, emotion coaching, or liaison with pastoral staff for referrals to agencies. It may also involve agency work. Only SLT can sanction this.
- Return to Learn and ‘safe space’ – programmes with students to change and moderate behaviours to reduce repeat referrals and maximise their potential – programmes will focus on self-esteem, emotion coaching, anger management, self-regulation. The Assistant Headteacher or Deputy Headteacher will sanction this in partnership with pastoral staff and parents.

The PWO managing RTL will communicate with SLT, HOH and class teachers (as relevant) daily to update on student outcomes.

The PWO managing RTL will liaise with the Assistant Headteacher and Deputy Headteacher on a daily basis in all circumstances, including progress of students on programmes and monitoring data for referrals. This will feed into the Headteacher’s report to governors.

Pastoral Support Plans (PSP)

Students who show persistently poor behaviour will be placed on pastoral support plans which will outline the support given to the student to help them moderate their poor behaviour and improve it. The school uses the county proforma. The plans will be written with the student, parent/carer and either a HOH or member of SLT. A student will be placed on a PSP if they reach 200 points or have received more than one exclusion for individual incidents.

Suspensions

Suspensions are only to be actioned by the Headteacher or Deputy headteacher. Verbal abuse towards staff may result in a fixed term exclusion. These behaviours are not accepted at this school.

Governors' Disciplinary Hearings

Students who exhibit persistent poor behaviour, risking permanent exclusion, may be asked to attend a Governor's disciplinary meeting where their conduct record will be heard. The Governor's will warn the student about the consequence of their continued poor behaviour and review the support offered by the school and wider stakeholders in helping the student reduce their poor behaviours. Parents are requested to attend this meeting, and in all cases will be invited to attend this in writing.

Permanent Exclusions

Permanent exclusions are only to be actioned by the Headteacher. This is a last resort but could be applied if a student breaches the health and safety of other students/staff or seriously breaches the school's behaviour policy, causing harm to the education or welfare to others in the school.

Offences that could result in permanent exclusion include:

- a) Serious actual or threatened violence against another student/staff member
- b) Sexual abuse or assault towards another student/staff member
- c) Bringing an illegal drug or alcohol onto the school site
- d) Carrying an offensive weapon
- e) Persistently poor behaviour that shows the student will not follow school expectations (in these cases a PSP and Governor's disciplinary meeting will have taken place first) – see points thresholds.
- f) Deliberate and malicious setting off of the fire alarm
- g) Arson

These will simply not be tolerated at Thomas Alleyne's High School.

For further information please see DfE Behaviour and Discipline in schools policy. <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools> . Please see the DfE exclusions guidance which this school follows in all cases.

Part 2.

Uniform

- Students' uniform should be correct at all times. If a student's uniform is not correct their name will be recorded on SIMs.
- Students will be loaned uniform where possible on the same day from the uniform store and will be required to wear this where incorrect uniform has been worn. Alternatively, suitable uniform can be brought into school. If a student does not comply with replacement uniform the student will be isolated until correct uniform is worn.
- For students with no tie / needing to borrow uniform a temporary replacement will be issued. Students are required to hand over a personal item to receive the replacement. This will be returned to them when they return the loaned uniform. If this is not returned by the following day a 30 minute HOH detention will be issued.
- Girls are not permitted to roll up the waist band of their skirts as this makes skirts too short.
- Nail extensions are not permitted in school for health and safety reasons and as such, students will be asked to have these removed.
- If five incidents are recorded in a 10 school-day period the student will receive a HOH detention
- Failure to attend this detention will result in a 60-minute detention after school HoH detention and failure to attend this will result ultimately in a 1 hour SLT detention on Friday after school.
- Outdoor coats must be kept in a locker or in bag. Staff are required to confiscate any such item worn inside the school building. These will be returned at the end of the day. Hoodies are banned items.
- Sixth Form students must adhere to the uniform policy as outlined in the Code of Conduct.

Right of search

The Headteacher, Deputy Headteachers, Assistant Headteacher in charge of behaviour and wellbeing, Assistant Headteacher SENCO, Assistant Headteacher Curriculum, Head of House (Orme) and Pupil Welfare Officer (Torrance) are authorised to search students for banned items as set out in this policy. They will follow the advice from the DfE Searching, Screening and Confiscation July 2022.

All designated staff authorised to conduct a search will ensure they have a witness present and wherever possible will ensure they are of the same sex. The headteacher will ensure a culture of safe and proportionate searching is maintained. All searches should be reported on 'My Concern' ensuring the information listed on point 45 of DfE Searching, screening confiscation advice.

Parents will always be informed if a search has taken place.

Confiscation

The DfE Searching, Screening confiscation advice 2022 will be followed if prohibited items are found.

If a member of staff finds any image, data or file on an electronic device that may constitute an offence this must be delivered to the police at the earliest opportunity. The electronic device will be confiscated at this point.

Confiscation

The school reserves the right to confiscate items as laid down in the Education and Inspections Act 2006.

Banned items in school include:

1. **Mobile phones** – Mobile phones **must be turned off in lessons**; this includes times between lessons. Mobile phones must not be used **inside** the school buildings at any time. Should a pupil break any of the above rules, the phone will be put into a named envelope and taken to the school finance office for the school safe. Mobile phones can be used in outdoor communal areas only during break and lunchtimes, but **not to make or receive calls** or for **any form of filming/photography**
2. **Earphones** - are not allowed in school and if found, these will be confiscated. Pupils must not use plugs in school to plug in chargers for phones or lap tops as this presents a fire risk. Sixth form students can plug in laptops as long as they have had their device PAT tested by the school.
3. **External speaker's/docking stations may not be used** in any area at any time. These will be confiscated and parents asked to collect the item.
4. **Jewellery other than one pair of earrings** – to be returned at the end of the school day (unless the student repeatedly wears jewellery, in which case longer confiscation periods will apply).
5. **Hoodies** – these are banned items and will be confiscated, being returned at the end of the day. Students can wear coats to school, but are expected to take them off in doors at all times.
6. **Solvents and sprays (excluding deodorant sprays)**
7. **Cigarettes and other related paraphernalia, including e-cigarettes and vapes.** Parents will be requested to collect these items.
8. **Items likely to cause harm** such as laser pointing devices, fireworks (including 'snaps')
9. **Pornographic material**
10. **Stolen items**
11. **Medication - such as paracetamol.** Students who need medication can hand this in to the main office for safe keeping (see medication use in medical care policy)
12. **Illegal items** – such as weapons, drugs and 'legal highs. These will usually only be passed on to the Police. In all confiscations, items will be clearly labelled and kept safely – either in the school office or with an SLT member.
13. **Alcohol** – this will be confiscated and discarded in school. Pupils drinking alcohol, or perceived to be under the influence of alcohol, in school will be subject to sanctions.

14. Energy drinks – These will be confiscated and disposed of.

Statement on the possession of alcohol or illegal drugs

- Students must not bring drugs or illicit substances onto the school premises or be in possession of drugs or illicit substances whilst on the school premises or undertaking a school organised activity. This includes the supplying and distribution of alcohol and drugs.
- Students must not bring alcohol onto the school premises or be in possession of alcohol whilst on the school premises or undertaking a school organised activity.

Any breach of either of the above may result in permanent exclusion from school.

Malicious setting off of the fire alarms and fire extinguishers

Malicious setting off of a fire alarm compromises everyone's safety in school and presents a significant risk to the local community because the emergency services are not available to attend genuine emergencies whilst they are at the school. The Fire brigade will prioritise the school over other emergency call outs. The police will be called by school as malicious setting off of fire alarms is a crime.

For a student caught maliciously setting off the school fire alarm permanent exclusion will be considered. The penalty for conspiring to have the alarm sounded is exclusion for a fixed period or permanent exclusion.

Malicious allegations against staff

Students who are found to have made malicious allegations against members of school staff will have sanctions imposed. Depending on the circumstances, these may include permanent exclusion.

The Power to Discipline Beyond the School Gates

The school takes seriously any bad behaviour which takes place beyond the school gates, including online conduct. Appropriate sanctions may be put in place.

This is particularly true where the behaviour:

- Results in offsite bullying and/or online bullying
- Results in repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Adversely affects the reputation of the school
- Occurs when the student is taking part in any school-organised or school-related activity
- Occurs when the student is travelling to or from school
- Occurs when the student is wearing their school uniform
- Is in some other way identifiable as a student at a school within the school.

In all of these circumstances the Headteacher will consider whether it is appropriate to notify the police or other agencies such as housing and Staffordshire Children’s Advice and Support Service. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed.

The use of reasonable force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’.

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

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

When considering using reasonable force staff will, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. For further details see DfE document “Use of Reasonable Force” – July 2013.

C1 Thomas Alleyne's Sixth Form Code of Conduct

See Appendix 1

Thomas Alleyne's High School values its Sixth Form and the contribution its students make to the life of our school community.

As with any large organisation, it is important that guidelines exist to enable success to be achieved by all. The following represents what is felt to be reasonable expectations of those within any educational institution.

Attendance:

- In line with school policy Sixth Form students must have at least 96% attendance.
- It is the responsibility of the individual student to ensure their attendance is accurate.
- Students must attend all morning registrations and assemblies without fail.
- All timetabled lessons and enrichment periods are to be attended without exception.
- Students must arrive to lessons promptly and fully equipped to learn.
- Absence should be reported to the school on the first day of illness.
- Students leaving the school site should sign out in the designated area and sign back in again upon return to school. It is statutory requirement that this is undertaken.
- Students must inform all relevant staff in advance of any planned absence.

Attainment:

- Students must work to the best of their ability always.
- Homework will be accessed via Talaxy and deadlines must be adhered to.
- Support and/or guidance must be sought from subject and/or pastoral staff if there are on-going issues which could impact on achievement.
- Students must demonstrate commitment across their entire curriculum. This includes 6th form seven and EPQ.
- All sixth form students should know and be working towards achieving at least their personal target grades in all subject areas.
- Students who are behind with work or have missed homework will need to attend period 6 intervention.

6th Form Attire:

- Students must be aware of, and adhere to the 6th form dress code by wearing the correct uniform at all times.
- Students not wearing the correct uniform may be sent home to change.
- Students regularly not wearing the correct uniform may receive a uniform detention.
- Once issued, 6th form ID Cards must be worn at all times and be clearly visible on a Sixth Form neck lanyard. Lost Lanyards must be reported and replaced.

Behavioural Conduct:

- Students must set an example to the lower school through consistent good behaviour.
- Politeness and respect must be demonstrated to all staff and students.
- Students must demonstrate respect to school property and others' belongings.
- Students must not smoke on the school site or its immediate vicinity.
- Students must not bring in or consume alcohol on the school site.
- Students must ensure that the 6th form common room, study room, canteen, library and allocated classrooms are used properly and remain clean and tidy.
- Students must not behave in a way, which hinders the learning or welfare of any other student within the school community.
- Students will adhere to the IT code of conduct.
- All students must comply with the library rules including working quietly, not using music equipment, not eating or drinking.
- Students must not engage in any behaviour in person or on social media which may bring the school or members of the school community into disrepute.
- Any student in possession of drugs on the school site will automatically be excluded.

Failure to follow the Thomas Alleyne's 6th Form Code of Conduct may result in the student being asked to leave the 6th form. When signing this contract you are recognising this.

It is important that students and parent(s)/carer(s) are clear that if they sign this code of conduct that they are willing to support the school in upholding it.

C2 Sixth Form Privileges:

Sixth Formers at Thomas Alleyne's have the privileges outlined below which are seen as an ongoing reward for maintaining excellent standards of behaviour both for learning and in their conduct.

- The opportunity to wear professional, business-like dress.
- To be allowed off site during break and lunch.
- Be permitted to organise their own use of study periods.
- Have access to common room where the news runs on the plasma screen.
- The use of Sixth form laptops with wireless access for independent and personalised study.
- Access to a resourced, silent study room.
- Use of 'free' classrooms to work – via the published free classroom timetable.
- To be able to use the school canteen outside of break and lunch times.
- Lead and organise societies, enrichments and events.
- Access to Sixth Form only facilities such as Sixth Form only toilets.

- To be supported in undertaking a range of super-curricular and extra-curricular activities beyond the classroom through enrichment sessions and other channels.
- To fundraise and act as ambassadors for Douglas Macmillan Hospice.
- To participate in planned and relevant work experience.
- To be recognised for hard work and/or achievement
- The opportunity to undertake significant roles of responsibility e.g. Senior Prefects, Prefects, Subject support/mentors, Accelerated readers, ABC mentors, learning ambassadors etc.