

Behaviour for Learning and Rewards Policy

'Progress, Opportunity and Individuality'

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

Thomas Character Values:

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

Document History

Version	Version Date	Author	Summary of Changes
V2	22/01/25	L. Heywood	Policy reformatted using new template and Trust name change updated. Slight amendments to uniform, truancy and prohibited items guidance.
V3	05/01/2026	E Young	Slight amendment to consequences on C2, C3 and C4 as well as reference to pleated skirts.
V4	23/03/2026	E Young	Amendment made due to new guidance issued April 2026 for use of reasonable force.

This policy was approved as follows:

Approver: ##### **Date:** #####

Owner: ##### **Version:** #####

LAC adoption date: ##### **Review frequency:** ### years

Status: ##### **Next review date:** #####

This policy applies to all School Academy staff, pupils and parents. [delete as appropriate]



Contents

1. Purpose and Introduction	5
2. School uniform and mobile phone expectations.....	7
3. General rules and routines.....	8
4. Recognition and reward.....	9
5. Consequence system.....	1Error! Bookmark not defined.
6. Intervention and report system.....	Error! Bookmark not defined.4
7. Suspensions and permanent exclusions.....	Error! Bookmark not defined.8
8. Smoking and vaping.....	Error! Bookmark not defined.9
9. Payment towards damage.....	20
10. Screening, searching and confiscation including banned items.....	20
11. Malicious setting off of the fire alarm and fire extinguishers.....	22
12 Malicious or unfounded allegations against staff.....	22
13 Child on Child, sexual harrassment and violence	22
14 The power to discipline beyond the school gates.....	22
15 The use of reasonable force.....	23
16. Thomas Alleyne’s sixth form code of conduct.....	23



1. Purpose and Introduction

The key focus of the Behaviour for Learning Policy at Thomas Alleyne's High School is to ensure the provision of a positive, safe, purposeful learning environment for all. We expect positive attitudes towards outstanding behaviour in every aspect of school life. It is imperative that teachers form positive relationships with students, knowing them well and being able to respond to the needs of individuals. The Behaviour Policy is designed to support that.

All stakeholders (students, Staff, Governors and parents/carers) are responsible for maintaining outstanding behaviour in the classroom and the school environment, as well as supporting the implementation of rewards and consequences where appropriate.

We expect the Behaviour Policy to be used as a tool to aid well executed lessons, and be implemented consistently, when necessary, by all staff. This behaviour policy guides students towards an acceptance of responsibility for their own behaviour, especially as it impacts on the rights of others, and guides students to reflect on what they could have done differently in situations.

The aim of the policy is to celebrate the outstanding work of our students, and share this amongst staff, parents/carers, amongst students and governors.

The behaviour policy has been developed alongside our vision of 'Progress, Opportunity, and Individuality.' It has been developed to support our school community to work towards our Thomas Character values by being:

- Tenacious
- Happy & Healthy
- One Community
- Mindful
- Ambitious
- Self-fulfilled

Roles and responsibilities:

Everyone has the right to:	Parents/carers responsibilities are to:	Student responsibilities are to:	Staff responsibilities are:
<ul style="list-style-type: none"> ● Feel safe in the school. ● Work to the best of their ability. ● Be treated with respect and consideration. ● Learn/teach without unnecessary interruption. ● Be listened to. ● Work in a pleasant environment for learning. ● Be treated fairly. 	<ul style="list-style-type: none"> ● To support the school in the implementation of the behaviour policy and the decisions made. ● Discuss positive and negative behaviour issues with the child. ● Inform the school of any issues at home that may be impacting the child's behaviour. ● Work in partnership with the school to create good relationships. 	<ul style="list-style-type: none"> ● Be ready to listen and learn. ● Be in control of their own behaviour. ● Let others learn. ● Reflect on positive and negative consequences of their own behaviour. ● Overcome disagreements without resorting to physical or verbal aggression. 	<ul style="list-style-type: none"> ● To provide opportunities for students to learn to the best of their ability. ● To provide an environment in which students can learn without disruption. ● To manage the classroom effectively and consistently. ● To execute well planned and well-prepared lessons. ● To treat students with fairness and consistency.

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 and members of the administration team.
- Teachers can discipline students at any time the student is in the school or elsewhere under the supervision 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.

2. School uniform and mobile phone expectations

Pupils are expected to wear the correct uniform at all times (other than specified non-school uniform days) while:

- On the school premises.
- Travelling to and from school.
- At out-of-school events or on trips that are organised by the school, or where they are representing the school (if required).

Pupils are expected to wear the following items of compulsory uniform:

- Black blazer with school badge (the badge can be purchased separately).
- Black trousers; straight legged with waistband. Alternatively, a black pleated skirt (not Lycra) just above the knee.
- Black V-necked jumper (school logo is optional).
- White shirt/blouse with turn-down collar for wearing with a tie.
- School clip-on tie in House colour – must be worn at the correct length.
- Black socks (ankle length /black Lycra tights).
- Black shoes you can polish with flat or moderate broad heels (no higher than 2 inches/5 cm).

Items that should not be worn:

- Students 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.
- Jeans, leggings, cropped, bootleg, skinny or hipsters style trousers. No embellishments, trims, or fashion belts.
- Lycra skirts.
- Cardigans or hoodies or branded jumpers.
- Boots or trainers.
- Hats.
- No Jewellery (with the exception on one pair of small stud earrings).
- No Body, facial or tongue piercings. (Clear nose studs are permitted if no other solution is available).
- Sixth Form students must adhere to the uniform policy as outlined in the Code of Conduct.

Makeup:

Make up must be of a natural style. False nails such as Acrylic/gel, and any coloured nail varnishes are not considered as acceptable. Brightly coloured dyed hair which is not natural looking, hair that has patterns shaved into it or other types of extreme hairstyles are also not acceptable.

Mobile phones:

The school does not permit the use of mobile phones or earphones whilst on site. Phones should be turned off and out of sight. If they are in school, students seen with a mobile phone or wearing earphones will have the items confiscated. Earphones are a banned item and require a parent to collect them. Phones will be returned to the student at the end of the day on the 1st occasion. However, parent/carer collection will be required for all following confiscations. If students choose to bring a phone to school, they are responsible for their device.

Should a student fail to hand over a mobile phone then they will be placed in return to learning (RTL) until the phone has been confiscated.

Supporting the uniform policy:

As a parent, you are encouraged to contact the school before buying/sending your child to school with anything you feel may be deemed unacceptable, due to the expectations stated in our uniform policy. Students in breach of school uniform expectations will have items confiscated and placed in the school safe. Students will be loaned uniform where possible on the same day from the uniform store and will be required to wear this when incorrect uniform has been worn. Students will be expected to hand over something of value in exchange for items of uniform borrowed, where it will be returned to them once the item has been received. 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.

The school are able to support families who are finding the purchase of the school uniform an issue.

3. General rules and routines

Pupil Behaviour during unstructured time and corridor expectations:

- Students must keep to the left, use inside voices, and make no physical contact with staff or students. They must follow the one-way system in A block corridor during the start of lunch and break times.
- 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 staff on duty.
- If the fire alarm sounds, students should move quickly and quietly to the assembly point via the nearest available exit, following the directions of staff.
- 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.

School rules and routines:

All students are expected to follow the below and do as they are asked by all members of staff.

- Be punctual in 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 their ability.
- Listen to others, do not call out, use appropriate language and tone. Always work sensibly with their peers.
- Be kind to each other and take care of the building, displays and equipment.
- Follow general and subject specific rules as well as instructions for health and safety.
- All litter to be placed in the nearest bin.
- No chewing gum on site. No food to be consumed in lessons. Drinks other than bottled water are not allowed in lessons. No drinks at all in science. Banned items (as specified fully later in the policy) such as energy / fizzy drinks will be confiscated and disposed of.

4. Recognition and Reward

At Thomas Alleyne’s we encourage and celebrate the success of all of our students in a range of areas of school life to ensure that their personal commitment and achievement is acknowledged, rewarded and recorded. A key principle of our reward system is that it is accessible to all students regardless of ability.

Positive behaviour points

All students have the opportunity to earn positive behaviour points which can be issued by all staff. The number of positive behaviour points that can be issued is as below:

Reward level	Teacher actions	Pupil action and examples of Behaviour
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R1	• +1 points	<p>I am doing as I have been asked with a positive approach.</p> <ul style="list-style-type: none"> • Excellent effort. • Helping others. • Excellent Classwork. • Excellent Homework. • Excellent improvement. • Demonstrating school values.
R2	• +2 points	<p>My attitude to learning is good and I comply with all expectations.</p> <ul style="list-style-type: none"> • Exemplary attitude. • Outstanding effort. • Outstanding Classwork. • Outstanding Homework. • Impressive improvement. • Demonstrating school values to others.
R3	• +3 points	<p>My actions are helping my learning and that of others.</p> <ul style="list-style-type: none"> • Representing the school. • Head of department reward. • Head of House reward (or referral).
R4	• +4 points	<p>My approach to school allows me and others to make progress and make positive opportunities.</p> <ul style="list-style-type: none"> • Senior leadership reward (or referral),
R5	• +5 points.	<p>My behaviour is impacting the whole school community in a positive way.</p> <ul style="list-style-type: none"> • Head teacher reward for outstanding contribution (or referral).

At Key Stages Three and Four, reward badges are issued for the number of positive behaviour points achieved by students throughout the academic year as well as recognition from leaders:

50 positive points	Bronze badge and digital certificate sent home.
100 positive points	Silver badge and digital certificate sent home.
150 positive points	Gold badge and digital certificate sent home.
200 positive points	Platinum badge and digital certificate sent home.
220 positive points	Head of House phone call and celebration event.
250 positive points	Letter from Deputy Headteacher-behaviour.
300 positive points	Headteacher recognition
350 positive points	Governor recognition

Other Rewards:

Each half term, Heads of Houses hold celebration assemblies to recognise the achievements of students in their house. These assemblies celebrate:

- Pupils outstanding class and homework.
- Sporting Achievements.
- Outside School Achievements.
- Musical and theatrical showcasing.
- Progress Check Scores.
- Excellent or improved attendance.
- Positive behaviour points total.
- 100% attendance each week gains +1 positive behaviour point.

In addition to the assemblies, each half term, students are selected for reward events to celebrate their success. Only those students who meet the criteria set will participate in the rewards event organised. Letters are also sent home on a termly basis celebrating the success of students for a range of criteria.

School staff also reward outstanding academic/subject progress achievement through departmental praise postcards home.

The monitoring of the rewards system is crucial to the success of the programme. To ensure that there is consistency in its application, regular quality assurance takes place to assess how celebratory assemblies are conducted, as well as the distribution of rewards across a range of criteria including ability range, year, house, gender and subjects.

5. Consequence System

Our consequence system is designed to give students choices and an opportunity to correct their behaviour. Its principal role is to support learning by tackling and dealing with low level disruptive behaviour, i.e., behaviour that undermines the students own learning or that of others. If unchecked, this sort of behaviour disrupts lessons and compromises the authority of the teacher.

During lesson time where teachers feel that the climate for learning is being disrupted by an individual or group of Individuals, the consequence system will be utilised to minimise the disruption. Students have the opportunity to respond after a warning, however if their behaviour does not change then the consequences increase as displayed below.

The consequence system works in conjunction with the school approach to restorative and relational practice.

Consequence Level	Teacher actions	Pupil action and examples of Behaviour	Restorative actions
Informal verbal Warning-Opportunity to remind of school rules and support to correct			

C1	<ul style="list-style-type: none"> -1 point Support given to engage in learning. 	<p>I am not doing as I have been asked.</p> <ul style="list-style-type: none"> Lack of equipment. Off task behaviour. Uniform breach. Failure to respond to verbal warning. Late to lesson (less than 5 minutes). 	<ul style="list-style-type: none"> Listen and act on advice offered. Apologise and be respectful for the rest of the lesson. You may be asked to move seats to help you focus.
C2	<ul style="list-style-type: none"> -2 point 20-minute restorative time with class teacher/department 20-minute lunch time detention 	<p>My attitude to learning has not improved and I have not corrected my behaviour.</p> <ul style="list-style-type: none"> Failing to respond and correct following C1. Repeated not following of staff instructions. Class/Homework incomplete. Behaviour disrupting other learners. Not following school/classroom rules. Truancy of 1 lesson (5 minutes or more of lesson missed). 	<ul style="list-style-type: none"> Listen and act on advice offered. Take a moment to consider how your behaviour is impacting others negatively.
C3	<ul style="list-style-type: none"> -3 behaviour/incident points 30-minute afterschool detention (logged and communicated by class teacher). Full lunch time detention 	<p>My behaviour is disrupting my learning and that of others and is disrespectful.</p> <ul style="list-style-type: none"> Failing to respond and correct following C2. Removal from a lesson Entering a 'no go' area. Use of Inappropriate language or rudeness to staff. Repeated incomplete classwork/homework Inappropriate behaviour at lunch or break Truancy of 2 lessons in the same day (5 minutes or more of lessons missed). 	<ul style="list-style-type: none"> Listen and act on advice offered. Consider strategies that you may have to prevent this. happening again. Complete detention set.
C4	<ul style="list-style-type: none"> -4 behaviour/incident points 	<p>My behaviour is not allowing me or others to make progress or positive opportunities.</p>	<ul style="list-style-type: none"> Complete restorative questions on the reflection from and be honest and reflective in how you can resolve the situation.

	<ul style="list-style-type: none"> • Full lunch time detention and time in RTL • Senior leadership 60 minutes' afterschool detention and/or Time in return to learning (RTL) 	<ul style="list-style-type: none"> • Failure to attend C3 sanction • Repeated entry of a 'no go' area. • Fighting/Verbal abuse of staff/students • Repeated non-cooperation. • Racist/homophobic/transphobic/ misogynistic/ sexual comments. • Bullying • Damage to property. • Refusal to work in a removal room. • Failure to attend C3 sanction. • 3 removals from a lesson in one day. • Off-site Truancy or Truancy of 3 or more lessons in the same day (10 minutes or more of lessons missed). 	<ul style="list-style-type: none"> • Engage in reflective work in RTL.
C5	<ul style="list-style-type: none"> • -5 behaviour/incident points. • Suspension 	<ul style="list-style-type: none"> • My behaviour is extreme, and I am impacting the school community negatively. • Failing to respond and correct following C4. • Vaping/smoking. • Assault of staff. • Unprovoked assault on another student. • Verbal abuse directed at staff. • Dangerous conduct/Vandalism. • Other non-compliance with behaviour policy. 	<ul style="list-style-type: none"> • Attend the readmission meeting willing to reflect on the incident and agree targets to support improvement.

* Each incident is dealt with on case-by-case basis and staff take into consideration the context of the situation. The above is an indicator of the **minimum** expected consequence to each behaviour. A serious breach of the behaviour policy could lead to more serious sanctions such as permanent exclusion as outlines later in this policy. *

Adapting consequences for students with medical or special educational needs:

When considering a behavioural consequence for a student with Special Educational Needs, school staff will support students by:

-Discussing with them and their families to check they understand the rule and instruction. During any sanctions staff can discuss this with them to support their learning.

-Consequences will be implemented following consideration of any Special Educational Needs a student has, including if the student is likely to behave aggressively due to their Special Educational Needs.

If there are any concerns regarding the above an assessment will be made to decide if it is appropriate to use a consequence, and whether any reasonable adjustments should be made.

Considering whether a student displaying challenging behaviour may have unidentified special educational needs:

The special educational needs co-ordinator (SENCO) will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, school staff will liaise with external agencies and plan support programmes for that child. School staff will also work with parents to create the plan and review it on a regular basis.

Detentions:

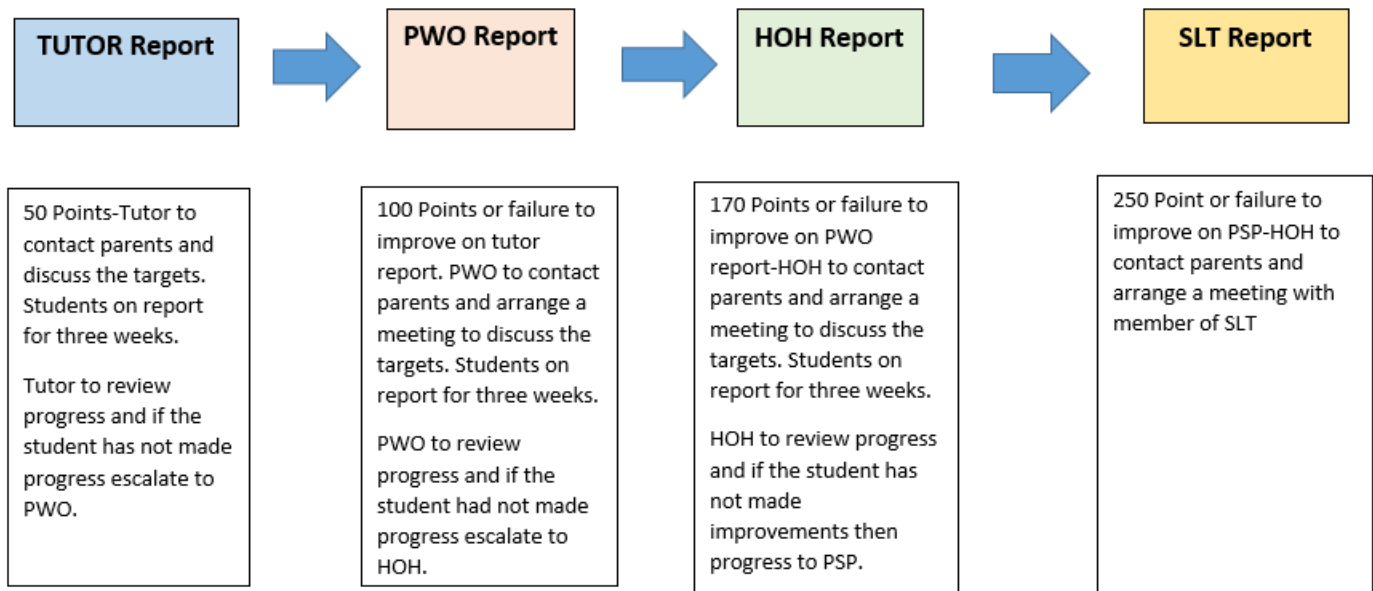
The expectation at Thomas Alleyne's High School is that no student will disrupt the learning and progress of themselves or others. Where this happens, a detention will be used. We expect all parents to support this sanction without question. It is stated in section 92 of the Education and Inspections Act 2006 that the school does not require permission from parents/carers to keep pupils for a detention.

6. Intervention and Report System

When a student reaches 15 negative behaviour points, their tutor will make a phone call home to discuss the initial concerns.

Following this, the school has a report system to support students who accumulate negative behaviour points.

A student is on report for a minimum of three weeks and for as long as required to improve behaviour. If behaviour continues to decline, the child will advance to a higher level within the reporting system.



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

PWO=Pupil Welfare Officer

HOH-Head of House

SLT-Senior Leadership Team

PSP-Pastoral support plan

- *Any student who presents with rapid escalating behaviours may be placed on a report prior to reaching the point thresholds. *

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 plans will be written with the student, parent/carer and either a HOH or member of SLT.

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 calming environment, allowing students to both reflect and recognise their poor behaviour/actions. Only the member of senior staff on call can refer to RTL in these circumstances.

- Isolation following serious incidents, with the purpose of also exploring the behaviours that led to isolation. This may involve anger management work, restorative practice, emotions coaching, or liaison with pastoral staff for referrals to agencies. It may also involve agency work. Only senior staff 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.

Students placed in RTL are required to complete all the works set and follow the behaviour expectations. As part of our restorative practise, all students also complete a reflection form to consider ways to prevent their behaviour impacting on themselves or others in the future. Failure to complete the work, meet behaviour expectations or complete the reflection form appropriately will lead to the sanction of RTL being repeated. If a student refuses RTL or fails this sanction on two occasions, they will be isolated with the senior leadership team.

Students are also placed in RTL when the school is required to investigate an incident that has occurred. This allows the investigation to take place and students accounts to be taken as quickly as possible.

Governors' Disciplinary Hearings:

Students who exhibit persistent poor behaviour, and are at risk of permanent suspension, 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.

Managed Moves:

Students at the risk of permanent suspension or with significant attendance issues can sometimes benefit from a managed move to an alternative school for an allocated period of time. Managed move documentation is completed alongside a pre visit for the student and parent/carers, as stated by the local authority. A managed move as a preventative measure or as an alternative to permanent suspension, should involve the agreement of the family.

Alternative provision:

For some students, securing an alternative provision is an option in the case of ongoing difficulties. The parents/carers will have been involved in meetings with middle and senior leaders, including the deputy headteacher or head teacher.

Off-site direction:

Direction off-site is when the governing board requires a student to attend another educational setting to improve their behaviour.

When interventions or targeted support have not been successful in improving a student's behaviour, off-site direction is used to arrange time-limited placements at alternative provision, such as a pupil referral unit, or another mainstream school. During the direction off-site to another school the student is dual registered.

The objective of this particular power to direct a student off-site, is to improve the student's behaviour, and therefore it will often be used when a student is at risk of permanent exclusion.

The direction off-site can be full-time or a combination of part-time provision in alternative setting and continued mainstream education, depending on the individual needs and circumstances of the student. As part of the planning phase for off-site direction, a proposed maximum period of time is discussed and agreed upon. Alternative options, such as a managed move, will be considered as part of the planning process once the time limit has been reached.

If offsite direction is actioned, we will:

- Give the prescribed persons, including the parents of the child, the child (if over 18 years old) and the Local Authority (if the child has an Educational Health Care Plan) notice in writing of the proposed direction off-site containing the information prescribed below:
 - The address at which the educational provision is to be provided for the student.
 - Particulars identifying the person to whom the student should report on first attending that address for the purposes of receiving the educational provision.
 - The number of days for which the requirement is to be imposed.
 - The reasons for, and objectives of, imposing the requirement; and
 - In relation to the educational provision where two sessions per day are provided, the times at which the morning session commences, the afternoon session ends and the break between them commences and ends or where a single session per day is provided, the times at which the session commences and ends.
- The notice will be given as soon as practicable after the determination has been made to direct the child off site and no less than two school days before the first day at which the child is expected to attend the new educational establishment.
- Keep under review the alternative placement by holding a review meeting, examining how effective the alternative placement is proving to be in meeting its aim, whether it should continue and considering any views of those that have attended the review meeting or submitted their views in writing.
- No later than six days before the date of any review meeting, give a written invitation to the prescribed persons above, the alternative educational establishment and the Head Teacher of the student's school requesting them to attend the review meeting or to submit in writing before the date of the meeting their views on the alternative placement.

- The school will give written notification of any decision to continue the alternative placement and the reasons for continuing it to the parties directly above no later than six days after the date of the review meeting.

Parental consent is **not** required in order to direct a student off-site under this provision. However, it should be a collaborative process, so far as is reasonably practicable.

7. Suspensions and Permanent Exclusions

All decisions to suspend are serious and only taken as a last resort. All decisions will be lawful, reasonable, and fair. If a student has been suspended, it means that they will not be allowed to attend school for a fixed period of time due the serious nature of their behaviour. The evidence required to exclude will need to meet the 'civil standard' of proof i.e., on the balance of probabilities it is more likely than not that the student was responsible for the breach of school discipline.

There are a number of reasons that a student can be suspended from school. But they can be summarised as follows:

- If they have seriously broken school rules.
- Allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other students.

A student may be suspended for one or more fixed term periods, up to a maximum of 45 school days in a single academic year, or permanently. Students can be suspended for full days or parts of a day or from the premises at lunchtime If behaviour at this time is disruptive. Where the headteacher believes an incident may warrant more than a five-day suspension, the school has a duty to arrange for education to take place following the 5th day. Where students are suspended for the same repeat incident, the number of days suspension sanctioned will increase with severity.

Readmission after suspension:

Following any suspension, before or on the pupil's return to school, a readmission meeting takes place to explain the reintegration strategy to the student. During the meeting, the school will communicate to the pupil that they are getting a fresh start and that they are a valued member of the school community. The pupil, parent/carer, a member of senior staff, and any other relevant staff will be invited to attend the meeting. The school expects all returning pupils and their parent/carer to attend their readmission meeting. Any student who does not attend with a parent/carer, will be prevented from returning to the classroom.

Incidents that typically will lead to suspension or permanent exclusion include:

- Physical assault against a student, including fighting.
- Physical assault against an adult.
- Verbal abuse and threatening behaviour against the student.
- Verbal abuse and threatening behaviour against an adult.
- Abuse against sexual orientation or gender identity.

- Abuse relating to disability.
- Instigating violence, even if not directly being violent.
- Bullying.
- Racist abuse.
- Sexual misconduct.
- Theft.
- Arson.
- Damage to property.
- Serious challenges to authority.
- Persistent disruption of learning.
- Serious breaches of the ICT Code of Conduct.
- Inappropriate use of social media or online technology.
- Deliberate misuse to the fire alarm.
- Wilful and repeated transgression and protective measures in place to protect public health.
- Drug and alcohol related incidents. This may include the abuse of a legal substance, possession of or dealing/handling drugs at school and/or in school uniform.
- Possession of a weapon including replica weapons.
- Making malicious allegations against a member of staff.
- Inciting others to breach the school rules.
- Behaviour that endangers themselves or others.
- Behaviour which brings the school into disrepute and tarnishes its reputation - even if the behaviour is outside of school times.
- Recording any of the incidences above.

A decision to exclude students permanently is a last resort and should only be taken in response to serious or persistent breach to the Schools Behaviour Learning Policy, where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. The head teacher will make the judgement in exceptional circumstances where it's appropriate to permanently exclude a child for a first- or one-off offence.

Suspensions and are only to be actioned by the Headteacher or Deputy headteacher.

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.

8. Smoking and Vaping

The school operates a strict no smoking policy. This includes within the school buildings and grounds as well as on the way to and from school whilst in school uniform. This includes the use of E cigarettes and vapes. The sanctions for this are outlined below.

In the first instance, students found or suspected of smoking or vaping will be searched and have all smoking paraphernalia confiscated. This will be disposed of.

The student will receive an internal isolation if they were seen to be smoking or vaping, a second occasion will result in a suspension.

9. Payment towards damages

If a student causes damage to school property, they will be asked for contributions towards the cost of any repair or payment. This may apply even if the damage is accidental.

10. Screening, Searching and Confiscation including banned items.

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

If the staff are searching for a prohibited item, as stated in section 93 of the Education and Inspections Act 2006, they may use reasonable force to conduct the search.

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 as the student. 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 be informed if a search has taken place.

School staff can confiscate any prohibited item found as a result of the search. They can also confiscate any item found which they consider harmful or detrimental to school discipline.

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.

The school reserves the right to confiscate items, as laid down in the Education and Inspections Act 2006. The DFE Searching, Screening confiscation advice of 2022 will be followed if prohibited items are found.

Banned items in school include:

1. **Mobile phones** – Mobile phones **are not permitted to be used** on school site at any time. The school has a mobile phone policy of never seen, used, or heard.
2. **Earphones** – Earphones are not allowed in school and if found, they will be confiscated. Pupils must not use plug sockets in school to plug in chargers for phones or laptops 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 speakers/docking stations** – External speakers and/or 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 small stud earrings** – If confiscated, jewellery will be returned at the end of the school day. This consequence applies unless the student repeatedly wears jewellery, in which case, longer confiscation periods will apply. Clear nose studs are permitted if no other solution is available.

5. **Hoodies** – Hoodies 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 indoors at all times.
6. **Solvents and sprays (excluding deodorant sprays).**
7. **Cigarettes and other related paraphernalia, including e-cigarettes, vapes and nicotine or tobacco-based products such as ‘Snus’** - These will be disposed of and not returned to students or parents.
8. **Flammable liquids, solids or gases, explosive substances and toxic and Infectious materials**, for example, Firelighters, or Lighter gas refills.
9. **Items likely to cause harm** – For example, laser pointing devices, fireworks, (including ‘snaps’).
10. **Pornographic material.**
11. **Stolen items.**
12. **Medication** - such as paracetamol. Students who need medication can hand this into the main office for safe keeping.
13. **Illegal 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 a member of senior staff.
14. **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.
15. **Any article** that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
16. **Knives and weapons** - The school has determined that in addition to legislative guidance, any knife, irrespective of length, constitutes as an offensive weapon and should not be brought into our school. In addition to knives, axes, BB guns, air guns, catapults, slings, etc... will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats other blunt instruments or items judged by the head teacher to be carried with the intention to inflict injury on another individual. This would include blades removed from pencil sharpeners, etc.
17. **Energy drinks** – These will be confiscated and disposed of.

Most banned items (with the exception of hoodies, Jewellery, mobile phones, earphones and speakers) will be disposed of immediately by staff and will not be returned. For any items that are kept, if at the end of the year, any items have not been reclaimed, then the school reserves a right to destroy the item.

Statement on the possession of alcohol or illegal drugs:

- Students must not bring drugs or illicit substances onto the school premises, 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, 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.

11. Malicious setting off of the fire alarms and fire extinguishers:

Intentionally 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.

12. Malicious or unfounded allegations against staff:

Thomas Alleyne's High School will investigate all allegations regarding staff misconduct and allegations that staff's actions have comprised the safeguarding of pupils. (See safeguarding policy). If these allegations are proven to be unfounded or malicious, the school will take disciplinary action against those students involved in making the allegation. This may include suspension or permanent exclusion in recognition that it is a serious misdemeanour that could have resulted in career threatening consequences for the staff involved and for the reputation of the school.

13. Child on Child, sexual harassment, and violence:

School responds to all concerns and reports of child-on-child sexual harassment, including those which have happened outside of school and/or online. Victims of sexual harassment or violence will be supported by the school and their accounts will be taken seriously. When necessary, multi-agency support will be sought and all incidents will be managed on a case-by-case basis, with the designated safeguarding lead using their professional judgement, supported by other agencies such as children's support services, social care and police, as required.

14. 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.

15. The use of restrictive interventions and 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, in order to maintain good order and discipline at the school or among pupils.

As well as using reasonable force staff are able to use seclusion and restraint, both of these terms may mean that a student is requested to stay in a room with a member of staff or that they may be some contact to limit their movement, for example holding their arms by their side.

Seclusion may be used for a student as a safety measure to protect others from harm and this will be recorded and parents will be contacted and informed.

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 there has been a need for the use of restrictive interventions and reasonable force the school will record the incident on My Concern and will inform the parent in writing.

When considering using reasonable force staff will, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including special educational needs, mental health needs or medical conditions. For further details see DfE document “Restrictive interventions, including use of reasonable force, in schools” – April 2026.

16. Thomas Alleyne’s Sixth Form Code of Conduct

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 Arbor 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, 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 suspended.

Failure to follow the Thomas Alleyn'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 Alleyn'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.
- Use of mobile phones in the sixth form common room for study purposes only.

- 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.

