



**Thomas Alleyne's High School
Behaviour for Learning Policy 2021-22**

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

Progress Opportunity Individuality

School values:
Ready to Learn
Respectful
Safe

Approved/reviewed by

Learning and
Standards May 2021

**Date of next
review**

May 2022

Policy Rationale:

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. calmness, a spirit of co-operation, a readiness to learn, a readiness to teach or facilitate and where children, support staff and teachers feel safe and self-esteem is high.
- Positive behaviour is a first requisite.
- To improve behaviour throughout the school, all staff, teaching and support, must follow the same procedures.
- 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 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.
- This policy also takes the DfE teacher workload toolkit into account.

Principles of our Behaviour for Learning Policy:

- We expect our students follow our school values,
 - ✓ Be **ready for their learning**
 - ✓ Be **respectful** of others, their rights and property, their school and it's community
 - ✓ Be **safe**, ensuring that they work as a team to create and maintain a safe learning environment

Ready

1. Be punctual, to school, registration, assembly and lessons
2. Be equipped; stationery, exercise books, maths equipment including a calculator for maths and science lessons, music equipment (where relevant) and PE kit
3. Be in full school uniform, worn properly
4. Approach all aspects of school life with a positive attitude, be the best you can be!
5. Have pride in every piece of work you do
6. Have all homework and coursework completed to the best of your ability and on time
7. Complete all next steps

Respectful

1. Do as you are asked by all members of staff
2. Listen to others, do not call out, and use appropriate language and tone, work sensibly with your peers
3. Be kind to each other and take care of the building, displays and equipment

Safe

1. Follow general and subject specific rules and instructions for health and safety
2. Corridor behaviour – walk, keep to the left, use private voices and no physical contact
3. Eating & drinking – only in designated areas and all litter to be placed in the nearest bin
4. Keep hands, feet, objects and personal comments to yourself
5. Be in the right place at the right time
6. No chewing gum or food, bottled water is allowed in lessons (except science)

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.

Part 1.

Rules of the school

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.
- We make sure that we are all healthy and safe.
- We respect the democratic process and the rule of law.

Movement around the school

- Students are expected to move sensibly between lessons and arrive on time.
- Students should keep to the left when using the stairs.
- 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.
- Students should respond promptly to the bells which signal the end of break and lunchtime
- 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 Attendance Officer 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 permission has been given by a member of staff.
- Key stage 3 and 4 students are not allowed off site at lunchtime unless they have written permission from their Head of House. See part 3 for sixth form students.

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 Insight.

Cover award (1)
Good work ethic (1)
Good verbal contributions (1)
Excellent effort (1)
Outstanding work (1)
Exemplary attitude (1)
Achieving target grade in an assessment (1)
Exemplary helpfulness (2)
Improved work ethic (2)
Exceeding target in an assessment (2)
Certificate of excellence (3)
Supporting school events (3) e.g. attending and helping at parents' evening
Selfless support of others (3)
Contribution to school life (5), e.g. school show, school concert, being part of a school team or regular attendance at a practice session, buddy for a new pupil
100% Attendance (term) (5)
Exceptional contribution to school life (10) e.g. school council for the academic year, anti-bullying ambassadors

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	<p>Head's stars Celebrated in round up Breakfast meeting with the Head of school <i>when COVID permits</i></p>	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	<p>House students of Half term Certificate posted home and celebrated in Round Up</p> <p><i>Given out during assembly – please note during COVID this will be celebrated in virtual assembly and no pass issued</i></p> <p>Celebrated in round up</p>	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	Prize Giving Evening	Subject and Pastoral staff agree on criteria	

See appendices

A1 Promoting Positive Behaviour

A2 Non-confrontational disciplines

A3 The de-escalation script

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 4 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):

The waves of behaviour

The waves of behaviour allow students and staff to see how this policy is enacted and to visibly show students where their behaviours will lead and expected sanctions. This ensures a consistent approach by all staff.

	Stage	Indicative Types of Behaviour	Guidelines for Sanctions
W A V E 1	1 Dealt with by teacher	<p>Low level disruption: Any low level disruption, examples include:</p> <ul style="list-style-type: none"> No homework (1) No exercise book (1) Lack of equipment (1) Inadequate classwork (1) Inadequate homework (1) Unruly but not immediately dangerous behaviour (1) (e.g. shouting out) Lack of effort (1) Low level inappropriate behaviour/contact (1) Poor behaviour in lessons (shouting out, talking persistently) (1) Late to lesson (1) Late to tutor time (1) Uniform infringements (1) eg No tie, shirts untucked, top button undone etc. Chewing gum (1) Eating in lessons (1) Distracting others (1) Name calling (1) Aggravating others (1) 	<p>Deal with by: Verbal warning</p> <p>(1 behaviour point recorded on SIMS by class teacher)</p> <p>Class teachers can call students back for break or lunchtime detention to make up for lateness or complete HW or inadequate classwork. Class teacher to record on SIMS and contact parents for subject detentions.</p> <p>For students with no tie a temporary replacement will be issued. If this is not returned by the following day a 30 minute HOH detention will be issued.</p> <p>Banned items such as energy / fizzy drink will be confiscated and disposed of.</p>

	2 Class teacher	<p>Persistent low level disruption and more serious offences: continuation of any of the above after first warning <i>and being given time to modify behaviour</i></p> <p>Inappropriate use of ICT in lessons (3) Repeated inadequate classwork (3) Repeated inadequate homework (3) Repeated failure to bring equipment (3) Getting phone/iPod/tablet out in lesson (Confiscation and taken to reception) (3)</p> <p>Littering (3) Graffiti (3) Lack of respect towards peers (3) Inappropriate language in the presence of adults (3)</p> <p>Failure to change poor behaviour after receiving previous warnings (3)</p>	<p>Deal with by:</p> <p>(3 behaviour points recorded on SIMS)</p> <p>Formal detention at break or lunch. Failure to attend results in the teacher setting a second detention but doubling the time.</p> <p>Class teacher to record on SIMS and contact parents for subject detentions.</p>
W A V E 2	3 Dealt with by HOD / HoH	<p>Mid-level disruption: failure to respond to Stage 2 teacher sanctions or more serious offences;</p> <p>Failed to attend wave 1 teacher detention (3) Persistent Aggravation of others (3) Persistent name calling (3) Lack of respect towards peers – If in class (3)</p> <p>Failure to change poor behaviour after receiving class teacher detentions (5)</p> <p>Removal during a lesson (3)</p>	<p>Deal with by: (3 behaviour points recorded on SIMS by HOD)</p> <p>HOD Detention after school or equivalent time in school at lunch time. HOD to record on SIMS and contact parents.</p> <p>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)</p> <p>(3 behaviour points recorded on SIMS by class teacher by 5pm the day the incident occurred) Withdrawn from lesson for short time and placed</p>

		<p>Littering (3) Graffiti (3) Lack of respect towards peers – In social times (3) Verbal abuse (peers) (3) Refusal to hand in a mobile device (3) Non-compliance in detention (3)</p>	<p>within another classroom. Break / lunch detention issued by HOD.</p> <p>If not compliant in removal classroom the student will be removed to RTL</p> <p>(3 behaviour points recorded on SIMS by HOH / SSA) Contact to be made with parents regarding the incident.</p>
4 Dealt with by HoH	<p>High level disruption: failure to respond to class teacher and HOD</p> <p>Failure to attend HOD detention (5) Smoking/vaping (5)</p> <p>Failure to respond to wave 2 / 3 departmental interventions (5) Persistent disruptive behaviour (5)</p> <p>Bullying (5) Peer on peer abuse (5) Homophobic abuse (5) Transgender abuse (5) Serious breach of uniform policy eg Jeans, trainers, acrylic nails, extreme hair cuts (Students will be offered replacement uniform or for parents to bring into school appropriate uniform)</p> <p>Truancy (5)</p>	<p>Deal with by: (5 behaviour points recorded on SIMS by HOH)</p> <p>HOH after school detention</p> <p>Parents/carers informed and required to come in for interview. HOH report card issued at the meeting.</p> <p>Return to Learning Isolation and parents informed of conduct.</p> <p>Truancy – students will be added to HOH detention to catch up on missed work. HOH/SSA will liaise with class teachers to get the work missed for the detention.</p>	

W A V E 3	<p>5</p> <p>Dealt with by HoH/SLT</p>	<p>Continued high level disruption or very serious incident:</p> <p>Aggressive behaviour towards other person (5)</p> <p>Failure to attend HOH / SLT after school detention (5)</p> <p>Persistent non-co-operation with staff (5)</p> <p>Complete defiance (10)</p> <p>Fighting (10)</p> <p>Theft (10)</p> <p>Racial abuse (10)</p> <p>Unprovoked assault (pupil) (15)</p> <p>Verbal abuse (staff) (20)</p> <p>Harassment (20)</p> <p>Sexual harassment (20)</p> <p>Deliberate damage to property (20)</p>	<p>Deal with by: (behaviour points recorded on SIMS by HOH/SLT)</p> <p>Internal isolation (1,2,3 days dependant upon outcomes of investigations.)</p> <p>SLT after school detention (60 / 90 Minutes)</p> <p>Parental meetings where HOH/SLT report card will be issued. If already on a HOH report this will be escalated to SLT report card.</p> <p>Internal isolation 1, 2, 3 days. Alternatively, fixed term exclusion (dependent upon outcomes of investigations) followed by re-admittance meeting with parents, HoH and SLT.</p>
	<p>6</p> <p>Dealt with by SLT</p>	<p>Failure to respond to any of the above wave 2 HOH interventions, or a extremely serious incident:</p> <p>Persistent disruptive behaviour whilst on PSP (20)</p> <p>Alcohol on site (20)</p> <p>Threatened physical abuse (staff) (20)</p> <p>Physical assault (staff) (25)</p> <p>Sexual assault (25)</p> <p>Illegal drugs on site (25)</p> <p>Weapons (25)</p> <p>False allegations against staff (25)</p> <p>Arson (25)</p> <p>Malicious setting off of fire alarm (25)</p>	<p>Deal with by: (behaviour points recorded on SIMS by SLT) The following actions will be instigated depending on the nature of the incident or outcomes of relevant investigations. Previous sanctions and interventions will also be considered.</p> <p>Head of School Meeting Governors' disciplinary committee Referral to DIP Managed move Potential Permanent exclusion</p>

See Appendix B for more detail on the waves of behaviour model.

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:

- **HOH detention**

Number of Points	Sanction	Actions	Letters
15		Phone call from Form tutor informing of points accumulation	
20	HOH Detention after school 30 minutes	SSA to contact parent informing of the date and time. SSA to record on SIMS and Detention Spreadsheet.	
30	HOH Detention after school 60 minutes	HOH to contact parent informing of the date and time. HOH to record on SIMS and Detention Spreadsheet.	Letter 1 sent home
40	SLT Detention 60 Minutes	SLT to contact parent informing of the date and time. SLT to record on SIMS and Detention Spreadsheet.	
50	Half Day isolation in Return to Learning	HOH phone call to inform of date of isolation.	Letter 2 sent home
70	Second Half day isolation. HOH reports card.	Parents contacted by HOH to arrange a meeting for report to be discussed.	Letter 3 issued at parental meeting with HOH
100	Full day in Return to Learning and issue of SLT report card	Parents contacted by SLT to arrange a meeting for report to be discussed.	Letter 4 issued At parental meeting with SLT
130	PSP Instigated	HOH to arrange meeting to implement PSP	Letter 5 Issued at the meeting
180	Student to attend a Head of School Panel meeting. At this stage do we consider a one-day exclusion for persistent poor behaviour?	Parents contact to inform and arrange panel meeting. Referral to professional agencies considered and SEN assessments if not already completed and considered appropriate.	Panel letter

		PSP Reviewed	
250	Managed Move considered / Raised with DIP and Managed Move board	Discussed with parents / DIP Referral paper work completed	DIP Paper work referred
350	Alternative provision considered PRU referral to be explored	Discussed with parents	External agency documentation
400+	Governors disciplinary		Panel Letter

Detentions

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	30 Minutes	Recorded on SIMS and Spreadsheet	SSA 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 Failure to attend a 30-minute HOH detention	Head of House	60 Minutes	Recorded on SIMS and Spreadsheet	SSA to contact home to inform of the detention. Text also sent through Comms HOH to make contact informing of failure to attend detention.
40 points or referral for an incident as per the behaviour policy Failure to attend a 60-minute HOH detention	SLT Detention	60 Minutes	Recorded on SIMS and Spreadsheet Letter from HOH informing of 2 missed detentions	SSA to contact home to inform of the detention. Text also sent through Comms HOH to write informing of failure to attend two detentions.
Failure to attend a 60-minute SLT	SLT Detention	90 Minutes	Recorded on SIMS and Spreadsheet	SLT to contact home to inform of the

detention				detention. Text also sent through Comms
Failure to attend an 90 minute SLT Detention	Return to Learning	Half day plus lunchtime	Recorded on SIMS	SLT Letter informing of continued missed detentions and half day isolation.

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 RTL Inclusion Manager (currently SSA in the Bubble room) will communicate with SLT, HOH and class teachers (as relevant) daily to update on student outcomes.

The RTL Manager (currently SSA in the Bubble room) 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 130 points or have received more than one exclusion for individual incidents.

Fixed Term Exclusions

Fixed term exclusions are only to be actioned by the Executive Headteacher, Head of school or deputy headteacher. Verbal abuse towards staff may result in a fixed term exclusion. These behaviours are not accepted at this school.

Head of School Panel

Students who continue to exhibit poor behaviour and do not responding to the provisions of the Pastoral support plan will be required to attend a formal interview with the Head of School. Parents / carers and the student will be formally invited to attend this meeting where further support will be considered and expectations outlined. The purpose of this meeting is to continue to work towards improving behaviour and reduce the risk of managed moves, referral's to a PRU or permanent exclusions.

Governors' Disciplinary Hearings

Students who exhibit persistent poor behaviour, risking permanent exclusion, will 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 Executive Headteacher or Head of school. 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.
- 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.

Mobile Electronic Devices

- Students are allowed to bring mobile phones and music players in to school but are responsible for their safe keeping and should recognise this is a privilege not a right.
- Mobile devices can be used in communal areas during break and lunchtimes, but **not to make or receive calls** or for **any form of filming/photography**
- **External speakers/docking stations may not be used** in any area at any time. These will be confiscated and parents asked to collect the item.
- Mobile phones **must be turned off in lessons**; this includes times between lessons. There will be some occasions when a teacher may allow a mobile personal device to be used for research, to aid learning or as a calculator. Abuse of this will result in the device being confiscated.
- If a student has their phone out in a lesson, they will be asked to put the phone away as a first warning. If they repeat this behaviour the same lesson, the teacher will use the normal call out system and an SSA or senior member of staff will be called to the room to confiscate the phone. This will be done by asking the student to place their phone into an envelope which will be labelled and sealed and placed at the front office and can be collected at the end of the day by parents.
- Earphones may not be used in class. Students must not use plugs in school to plug in chargers for phones or lap tops as this presents a fire risk.

Right of search

Search with Consent

If the headteacher or authorised member of staff suspects a student has a banned item in his/her possession, they will instruct the student to turn out his or her pockets or bag.

A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff. In such cases, a sanction such as internal or external exclusion may be applied.

Search without Consent

If the headteacher or authorised member of staff has reasonable grounds to suspect that a student is in possession of a weapon, illegal drugs, alcohol or stolen property then a search without consent will be carried out.

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 / external speakers** – where mobile phones are used in the classroom or communal areas without consent, these will be confiscated. If a student uses a mobile phone without prior permission the member of staff **must** confiscate it. The mobile phone or music player will be handed to the appropriate SSA. The incident will be recorded. If three incidents are reported, regardless of time scale, the phone will be retained by the Head of House and parents/carers asked to come in and collect it. Where external speakers or docking stations are used, parents will be requested to collect the banned item.
2. **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).
3. **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.
4. **Solvents and sprays (excluding deodorant sprays)**
5. **Cigarettes and other related paraphernalia, including e-cigarettes and vapes.** Parents will be requested to collect these items.
6. **Items likely to cause harm** such as laser pointing devices, fireworks (including 'snaps')
7. **Pornographic material**
8. **Stolen items**
9. **Legal drugs** such as paracetamol and so-called 'legal highs'. Students who need medication can hand this in to the main office for safe keeping (see medication use in medical care policy)
10. **Illegal items** – such as weapons or drugs. 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.

11. **Alcohol** – this will be confiscated and discarded in school. Pupils drinking alcohol in school will be subject to sanctions.
12. **Fizzy drinks and 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.
- 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 fire alarms

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.

The penalty for a student caught maliciously setting off the school fire alarm is permanent exclusion. 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 and students understand that they may be subject to sanctions where necessary and where lawful. This is particularly true where the behaviour:

- a) results in offsite bullying
- b) results in repercussions for the orderly running of the school
- c) poses a threat to another student or member of the public
- d) adversely affects the reputation of the school
- e) occurs when the student is taking part in any school-organised or school-related activity
- f) occurs when the student is travelling to or from school
- g) occurs when the student is wearing their school uniform
- h) 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. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed.

Physical Intervention

'...there is a common misconception that, since the Children Act 1989, any physical contact with a child is in some way unlawful. That is not true.' (Quoted from the Department for Education and Employment Guidance)

Whilst physical force should not normally be used with pupils, there are certain situations where this may be appropriate:

- a) Risk of injury to the individual or others
- b) Damage to property
- c) Self-defence.

Please see physical intervention policy. (ULT Policy)

Part 3.

Post 16

To be read in conjunction with code of conduct (Appendix C1)

Responsibilities:

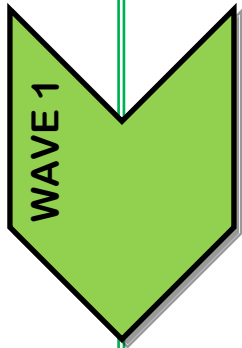
In order to maintain the existence of privileges (Appendix D) sixth formers at Thomas Alleyne's must:

- Listen carefully and follow staff instructions at the first time of asking.
- Speak and act kindly and respectfully to others without exception.
- Never distract or prevent others from teaching and/or learning.
- Complete all assignments to the best of their ability and to meet all set deadlines.
- Attend to all lessons, assemblies, enrichment and registrations on time or early.
- Maintain an overall attendance score of at least 96% in line with whole school policy
- Be fully equipped for all lessons and activities
- Be organised in all aspects of their learning e.g. in folders, exercise books and planners.
- Carry their identification cards at all times. This is an important safeguarding measure as we need to be sure that we know who is on the school site for the safety of the whole school.
- Keep their mobile phone hidden and turned off at all times, except when in designated sixth form areas or during non-contacts.
- Always wear smart and professional dress as detailed in the **Sixth Form uniform policy**.
- Respect and care for the school and all property belonging to the school and that of others
- Act as a role model in all that they say and do so that the good name of Thomas Alleyne's Sixth Form is upheld and maintained
- Participate in a range of super-curricular and extra-curricular activities beyond the classroom.
- To understand that failure to adhere to the sixth Form Code of Conduct will result in intervention.

Thomas Alleyne's Sixth Form Waves of Intervention

All teachers and cover supervisors must take responsibility for the behaviour of students they teach. Any situation of poor or inappropriate behaviour for learning must be recorded and appropriate action(s) taken. All low-level incidents should be dealt with by the teacher/cover supervisor.

The aim of the Thomas Alleyne's Sixth Form Waves of Intervention is to provide staff with clear guidance as to which interventions should be taken and when. Swift and appropriate intervention should enable Sixth Form students to adhere to the high standards and expectations of Thomas Alleyne's Sixth form. All Interventions and behavioral incidents, e.g. no homework, must be recorded on SIMS as per school policy.



Class Teacher Actions:

- Verbal warning from the class teacher/cover supervisor.
- Contact home via red card, text, email or by telephone.
- Removal of some study periods – formal intervention.

Department Actions:

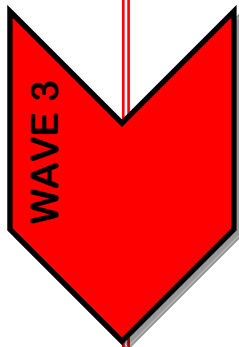
- Meeting with the Head of Department.
- Head of Department/Subject Report.
- After school Department Intervention.
- Departmental contact with home.



Failure to respond to Wave 1 or Serious Issues

Sixth Form Team Actions:

- Removal of study periods.
- Sixth Form report card.
- Sixth Form contact with home.
- Formal meeting with primary caregiver(s) and student.
- After school Sixth Form intervention.
- Sixth Form Support Plan (4 weeks).



Failure to respond to Wave 2 or Serious Issues

SLT/Head of Sixth Form Action:

- Fixed term removal of all study periods.
- Fixed term removal of Sixth Form privileges.
- Head of Sixth Form/SLT report card.
- Head of Sixth Form/SLT contact home.
- Meeting with primary caregiver(s) and student.
- Sixth form/SLT Behavioural Contract.
- Intervention Meeting with Head Teacher.
- Governors disciplinary panel.
- Permanent Exclusion.

APPENDICES

A1 Promoting Positive Behaviour

The table below contains some suggested strategies which promote the kinds of behaviours we want from our students and should be used by staff.

Meet, Greet and foster relationships	Meet and greet pupils by the door – every lesson and greet each one by name and with a smile. Get off to a good start.
Always wait for silence	It is important that students are silent before you speak. This ensures that all students are able to hear and follow instructions given. It also establishes the priority which should be given to the instructions and the learning which will follow.
Set clear boundaries	Students require clear boundaries. It is important that they should understand where those boundaries are, and that those boundaries are constant. This allows for fairness and consistency and reduces the risk of confrontation.
Make your expectations of the students very clear and stick to them.	Students must be clear regarding the expectations of them. This helps to reinforce the boundaries but also creates a sense of pride and independence in the students. If they know the teacher has high expectations of them they are more likely to impose these expectations on themselves.
Always be positive and polite	Teachers should model the behaviour they expect of the students. If we expect our students to adopt a positive approach in dealing with each other and ourselves, we should do likewise
Always focus on the primary, not the secondary, behaviour	Students often adopt secondary behaviour tactics to save face. Equally, they can use these tactics to divert us away from the primary behaviour where they know they are wrong, to a secondary behaviour which can result in confrontation, especially where the student can point out how picking on the secondary behaviour is unfair, as it is not part of the original misbehaviour
Always separate the person from the behaviour	Failure to separate the behaviour from the person can result in the student feeling “victimized”. It can also make it difficult to build a positive relationship with the student, or to praise them at a later date, when praise is deserved.
Use non-verbal signs as much as possible	Just as a high proportion of communication within the learning environment is through non-verbal signals, so too is effective behaviour management. These can be used most effectively to encourage good behaviour or to deal with unwanted behaviour before it becomes such an issue that verbal communication is required.
Use tone/volume of voice	Shouting is not always an effective strategy. Sometimes talking quietly can be more effective. Controlling your voice by changing the tone and volume attracts the attention of the listener and can help vary the learning experience.
Set students behaviour and work targets which are realistic and achievable	Setting targets which are impossible to meet will dispirit students and result in behaviour aimed at failure avoidance. Setting clear, achievable targets and explaining how and why you expect students to achieve them will create a positive cooperative learning climate.
Finish an instruction with “thank you”.	Not only is this polite, so modelling good behaviour but the use of “thank you” implies that you expect the student to comply. “Please” implies a choice.

A2 Non-confrontational Discipline

These strategies suggest ways in which poor behaviour can be dealt with at Stage 1 of the Behaviour for Learning policy and prevent escalation to a higher stage.

Either.... Or,,,, choices	By offering a choice, students can either do what the teacher requests or they can choose to take the consequences. Importantly it can detract from the primary behaviour when the student is trying to save face. When chewing gum, for example, rather than challenging the student about chewing gum, simply offer the student the choice of either swallowing the gum or putting it in the bin.
The Walk Away	Students thrive on confrontation. By giving a direction and then walking away from the student, this gives them the opportunity to comply but also removes from them the opportunity to challenge, question and confront. By giving time for compliance you are also giving out the subtle message that you trust them to comply.
Maybe....and	Many students will engage in secondary behaviours when they have been corrected – “but I was only....”. These are face saving strategies. When you react to these secondary behaviours you deflect from the primary behaviour and confrontation is more likely. Responding with “maybe.. <i>but...</i> ” adds fuel where as responding with “maybe... <i>and....</i> ” suggests a degree of agreement with the student but at the same time redirecting them back to the primary behaviour and suggesting that compliance is a reasonable expectation.
Deliberately ignore	Deliberately ignoring unwanted behaviour not only sees that the unwanted behaviour does not get the attention it craves but can also demonstrate how that behaviour is unacceptable. Simultaneously acknowledging students who are doing the right thing merely reinforces this message.
Double “what” questions	Asking a student why they are doing something will often result in the student stating they ‘don’t know’ or can lead to confrontation. Asking the double what (“what are you doing” followed by “what should you be doing”) allows you to gain a students attention, make them consider what the task is and redirect them to complete the task, without asking them why they aren’t on task in the first place.
Where should you be?	Asking a student why they are late to their lesson will often illicit an uncooperative response or simple denial of all knowledge. Asking a student where they should be avoids the issue of lateness, avoids the resulting confrontation and allows the teacher, once the student has said where they should be, to direct them there.
Giving sound advice	Giving advice is an effective behaviour management strategy as it can make the student aware of the potentially negative consequences of their unwanted behaviour. It is important the advice is about the behaviour and its consequences and not about the person.
When.....then	This strategy allows student to identify cause and effect. It secures cooperation because they can identify a direct consequence from their decision to comply – “When everyone is sitting down, in silence, then I will let you go to lunch”

B1 De-escalation micro script

The following is a model of de-escalation and all teachers have been given a flow chart of the de-escalation script. All teachers are expected to use the script.

Step 1: 'STUDENT NAME – Please remember that we have agreed that we are always Respectful, Safe and Ready to learn. Thank you for choosing to follow those rules.'

Step 2: 'STUDENT NAME - We are trying to (insert activity here) here and at the moment you are (describe behaviour here). You need to be choosing to be Respectful/Safe/Ready to learn. Can you please choose to behave in that way from now on? Excellent. Thanks very much.'

Step 3: 'STUDENT NAME - You are still choosing to (describe behaviour here) when you agreed a few minutes ago that you would choose to be Respectful/Safe/Ready to learn didn't you? It is not fair on everyone else if you are not being Respectful/Safe/Ready to learn. I would like you to please choose to be Respectful/Safe/Ready to learn for the rest of the lesson. If you choose not to do that you will be choosing to have a Time Out. Do you understand? Excellent. Thank you. I will speak to you at the end of the lesson about this.'

Step 4: 'STUDENT NAME - You have continued to choose to not be Respectful/Safe/Ready to learn. We agreed that you would, didn't we? We also agreed that you would take a Time Out if you continued to not be Respectful/Safe/Ready to learn. Please take a Time Out now and I'll be out to discuss how you can make things better in a couple of minutes.'

Step 5: 'STUDENT NAME - You have continued to choose to not be Respectful/Safe/Ready to learn. We agreed that you would, didn't we? We also agreed that you would take a Time Out if you continued to not be Respectful/Safe/Ready to learn. Ok, please take your work and sit with (agreed parking destination). Thank you. It is important that you now choose to complete your work there for the rest of the lesson'

B2 Waves of Intervention

Wave 1

- If a student is disrupting learning by not following the rules, the teacher will use general classroom management techniques to refocus him/her. If this does not work, then a formal warning will be given – the rule broken will be clearly stated and the student will be asked to amend his/her behaviour. The teacher may also consider a seating/group change or other appropriate response to improve the climate for learning.
- If the behaviour improves, the teacher will recognise this informally at the end of the lesson. If disruption continues, the teacher may set a detention which will also be logged on SIMS.
- If this detention is attended with the appropriate attitude, there will be a fresh start to the next lesson. Students will be given a suggested toolkit of ways to show they are sorry for the disruption they have caused. For example, a letter of apology or an informal agreement made.
- If the detention is not attended without good reason or if the detention is not attended with the appropriate attitude, the HOD will instigate a detention. It will be recorded on SIMs and parents will be notified via a text message home.
- If this detention is attended with the appropriate attitude, there will be a fresh start to the next lesson. If not, the HOD will contact home and involve the parents/carers in seeking a solution. HOD report card will be used to set lesson targets and strategies. If this is not achieved, the situation will have reached pastoral detention. It may also be the case that some students are agreed to be misbehaving across the board and that they will serve HOH detentions until there is an improvement.

Every detention must have the aim of producing a positive outcome. The student should accept responsibility and agree a way forward with the member of staff. In the case of a teacher detention, the member of staff can also take the option of agreeing a suspended detention with the student—on terms mutually agreed and relating to the problem behaviour.

C1 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 insight 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.
- 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, drinking or using mobile phones.
- 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, lunch and during study periods.
- 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 and Car parking.
- 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.