



Behaviour Policy

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Behaviour Policy

1. Purpose and Principles

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

High expectations of behaviour are a key feature of the 'TDA Way', enabling us to function as a mutually supportive organisation in a calm, safe and secure environment. Positive behaviour choices underpin effective teaching and learning within, and beyond, the classroom, allowing us to effectively support our students to thrive in terms of their wellbeing, learning and character development.

To support our students to make positive behaviour choices, we invest time and resources to help them develop our character values of compassion, commitment, curiosity, courage, confidence and courtesy. Promoting good behaviour, and challenging behaviour that fails to meet our expectations, is essential in ensuring that everyone is treated with dignity, kindness and respect.

TDA will, therefore, maintain a 'warm-strict' approach towards its behaviour management which balances the need for effective, and consistently applied, rules and routines with appropriate and proportionate challenge and support which enables positive relationships between all members of the TDA community.

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

- Behaviour in schools (February 2024)
- Suspension and Permanent Exclusion guidance (September 2023)
- Mobile phones in Schools guidance (February 2024)
- Preventing and tackling bullying (July 2017)
- Use of reasonable force (July 2013)
- Searching, screening and confiscation (July 2022)
- Equality Act 2010
- Behaviour in Schools: Advice for Headteachers and school staff (Jan 2022)

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

2. Basic expectations

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

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

- 2.2. Our expectations of students' behaviour, and anticipated support from parents/carers, is set out in the 'Commitment to learning and character development' (Appendix 1) which students and their parents/carers are required to read and sign upon joining the academy and also at reintegration meetings following seclusion or suspension.

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

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

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

Communication with parents/carers occurs via a number of media including the TDA website, where all policies can be found, the 'Commitment to learning and character development', termly newsletters and face-to-face meetings.

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

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

Students are expected to wear their uniform with pride and can expect to be challenged by staff if they are found to be wearing incomplete uniform, unacceptable items or are wearing the uniform inappropriately, such as an untucked shirt.

Uniform issues will often be addressed by staff, at the start of the day, as students are greeted at the entrances to the academy, and also during morning registration with tutors. If necessary, students will be provided with item(s) on a temporary, or permanent, basis, according to need.

Inappropriate items will be confiscated and stored until the end of the day. Where issues persist and the matter becomes one of open defiance, support will come from the HoY/DHoY and detention or seclusion may be used as a sanction, if deemed to be appropriate.

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

Should students arrive to school after 8:45am, they will receive a negative behaviour point; this will contribute to their daily behaviour points total which may result in a same-day detention, on an escalating scale (see section 4.9).

Students arriving after 9am, without a valid and proven reason, will be deemed to be truanting tutor time and be subsequently placed in truancy seclusion until 4:45pm.

A clear process is in place to support students in developing their character around punctuality to lessons which can be found detailed in Appendix 3. Students are expected to be in lessons promptly at the scheduled start time; each one will finish 5 minutes before the start of the next, in order to facilitate travel time and any need to visit the toilet. Students will receive a negative behaviour point if they arrive late to a lesson (up to 5 minutes). If a student arrives more than 5 minutes late, they will be deemed to be truanting and be subsequently placed in truancy seclusion until 4:45pm.

Double-period lessons – students can be awarded a late mark to each of the two lessons, if they are afforded an opportunity to take a break between lesson one & two.

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

Any student found to be truanting a lesson, will receive a negative event (truancy) and sit a same-day seclusion including a 4:45pm finish, reduced to 4:15pm if a student consistently meets behaviour expectations whilst in seclusion. This process is detailed in Appendix 4 - Maximising attendance to lessons.

- 2.7. Mobile phones - At TDA, we acknowledge that mobile phones and other devices have some learning benefits. However, it is our belief that access to screen time can significantly distract students from their learning and provide a vehicle for unkind comments, bullying and/or sexual harassment. As such, we encourage our students to use their devices to support their independent learning outside of school and educate them on how to stay safe and healthy with modern-day technology via our PD curriculum.

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

KS5 students are allowed to bring their own electronic devices which can be used in designated areas to support their learning (Study Centre and Sixth Form pastoral zone).

If any student is seen with their phone out, it will be confiscated and stored centrally. Parents

will be contacted and can collect the phone before 4:15pm, on that day. If they are unable to do so, the student can collect the phone the next day at 3:15pm. If it is a Friday, the student is allowed to collect their phone at 3:15pm on that day. Our full mobile phone guidance can be found in Appendix 5.

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

3. In the classroom

- 3.1. Punctuality and attendance - our expectations around punctuality and attendance to lessons is outlined in section 2.5 & 2.6 of this policy and detailed in Appendices 3 & 4.
- 3.2. The TDA Classroom - each lesson or tutor time is underpinned by a clear set of behaviour expectations which support the prompt establishment of an effective learning environment which is safe, calm and focused (see Appendix 6).

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

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

In addition, guidance for students on how they can demonstrate their character in the TDA Classroom is also on display in every classroom and can be found in Appendix 7.

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

In addition, where students have gone 'over & above' our basic expectations (being punctual, courteous, correctly dressed, fully equipped, basic engagement with the lesson, etc.), they will be awarded positive behaviour points. These are issued to students who go 'over & above' in displaying our character values.

Acknowledging and Rewarding Achievement Policy is further referred to in section 4.1 of this policy and details of our policy can be found in Appendix 8.

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

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

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

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

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

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

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

If removed, the student will be taken to a department removal room for the remainder of that lesson only. They will subsequently sit a 60-minute, same-day detention; this will escalate to a 90 minute or seclusion, if a student is removed from multiple lessons on the same day. Fuller details of our on-call and removal procedures can be found in Appendix 9.

Double-period lessons – if a student is removed from the first of a double lesson, they will return to the second period for an opportunity to continue their learning. If the student continues to make poor behaviour choices, they will be immediately removed; this will count as a second removal.

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

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

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

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

4. Beyond the classroom

- 4.1. Acknowledging and rewarding positive conduct and achievement - As students accrue positive and behaviour points, they receive rewards when they reach certain thresholds.

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

Pastoral staff can award Praise Postcards to students who have demonstrated the positive behaviour with regards to our basic expectations where specific improvements have been made.

Heads of Year, and their deputies, will identify those students who receive 3+ positive events in

different lessons/tutor time each day, and acknowledge their exceptional effort and achievement with a Praise Postcard.

Fuller details of the TDA 'Acknowledging and Rewarding Achievement Policy' can be found in Appendix 8.

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

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

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

Failure to meet our expectations in social areas and the Refectory will result in a negative behaviour point which may result in a same-day detention (see section 4.9).

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

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

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

- 4.4. Bullying - The Academy is committed to ensuring that our environment should be free from bullying, prejudice, violence and intimidation. Details of our stance on bullying can be found in the Academy's Anti-Bullying and Responding to Prejudiced-Related Incidents Policies, both of which are available on the Academy website.
- 4.5. Search and confiscations - There are two sets of legal provision which enable Academy staff to confiscate items from students:
- the general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment;
 - the power to search without consent and to confiscate "prohibited items".

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

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

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

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

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

Persistent refusal of a student to submit to a search will be deemed as open defiance which poses a potential health & safety risk; this will contribute to a decision regarding a suspension or permanent exclusion.

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

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

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

- 4.7. Sanctions protocol – Sanctions are issued when a student makes a behaviour choice which does not meet our expectations. When appropriate, sanctions will be decided after due evidence collection and decision making to ensure they are fair, proportionate and consistent with legislation such as the Equality Act (2010).

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

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

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

- 4.8. **Low-level graffiti or vandalism** – student will complete a period of community service (maximum 1 week) either at lunchtime, in the Refectory, or after-school with a member of the site team.
- 4.9. **Next-day detentions** will be issued when students accrue negative behaviour points for the following reasons:
- late to tutor time;
 - late to lesson (up to 5 minutes);
 - persistent uniform infringement (any member of staff when student has not responded to previous challenge on the same day);
 - persistent lack of equipment/books (tutor only);
 - lack of homework (KS3 = core + MFL, KS4 & 5 = all subjects);
 - persistent low-level disruption, not resulting in a removal (1 only per lesson);
 - lack of work/engagement;
 - persistent refusal to follow instruction;
 - unkind behaviour;
 - poor behaviour in the corridor or at lunchtimes (e.g. running or play fighting inside, throwing water, etc.)

Detentions will be issued according to the following escalating scale:

- 1 negative behaviour point (BP) = warning (tutor);
 - 2 BP = 30-minute detention;
 - 3 BP = 45-minute detention;
 - 4 BP = 60 minute detention;
 - 5+ BP = 90-minute detention with SLT.
 - If student receives multiple detentions (e.g. 2 BPs and a removal), then highest detention applies.
 - If a student refuses/fails to attend a detention or is removed from it for not meeting behaviour expectations, then the detention will escalate to the next stage.
 - Refusal to attend SLT 90-minute detention, or failure to meet behaviour expectations, escalates to seclusion plus a 90-min detention.
- 4.10. Referrals to **Seclusion** can be made by Heads of Year or relevant SLT link. Students will be referred to Seclusion for a single day and may be issued for the following reasons:
- relatively low-level behaviours that do not warrant suspension: physical or verbal aggression, bullying, sexual harassment, unkind behaviour (including discrimination against protected characteristics), theft, misuse of IT, H&S issue;
 - filming a fight;
 - multiple removals (3+ in a day);
 - open defiance (non-compliance);
 - refusal to attend a removal room or failing to meet behaviour expectations when there;
 - refusal to attend, or failed, SLT detention (seclusion plus repeat of SLT detention);

- banned item in school;
- refusal to hand over mobile phone.

Pastoral teams and SLT links will work with students whose behaviour in Seclusion fails to meet expectations; if the student's behaviour persists, they will be suspended (refusal to follow advice) and the Seclusion repeated on their return to the academy.

Each seclusion will always be communicated to parents/carers by phone or email and may be followed by a re-admission meeting, at the discretion of the HoY (see section 4.11).

Where students are failing to respond positively to this sanction or where it is deemed that a student would benefit from a short break from TDA mainstream, a 1-week placement in an isolation facility at another, local academy will be considered.

- 4.11. **Suspension** - In line with DFE guidance (September 2023), only the Principal is legally allowed to issue a suspension and this must be on disciplinary grounds. A student may be suspended for one or more fixed periods, up to a maximum of 45 days in an academic year. A suspension can be for parts of a day (0.5 days).

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

Suspensions are likely to be issued for incidents such as:

- serious acts of physical aggression or abuse (punching, kicking, biting, head-butting, etc.);
- serious incidents of sexual abuse (e.g. persistent, physical touching);
- encouraging others to fight/incitement;
- bringing the academy into disrepute;
- foul and abusive language directed at staff;
- bullying (including discrimination against protected characteristics);
- persistent open defiance;
- persistent refusal to follow advice & guidance (including truancy);
- refusing, failing or leaving seclusion without permission, including during transfer to SLT detention (suspension plus a repeated seclusion);
- vaping/smoking on site;
- serious incident of theft, vandalism or graffiti;
- health & safety risk;
- possession of a weapon.

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

Alternatives to a suspension will be considered in cases where:

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

Each suspension will always be communicated to parents/carers by phone or email and will be

followed by a re-admission meeting, the aim of which is for the student to accept responsibility for the incident and learn from it, re-commit to the 'Commitment to learning and character development' and understand the consequences of any further incident. At the meeting, further support options will be considered and agreed upon. Documentation will ensure that this procedure is transparent and officially recorded.

- 4.11. Escalation of sanctions - If a student refuses/fails to attend a year-based detention or is removed from it for not meeting behaviour expectations, then the detention will escalate to the next stage (see section 4.9).

Refusal/failure to attend, or to meet behaviour expectations in the SLT detention, will result in a next-day Seclusion plus a repeat of the 90-min detention.

Refusal to attend Seclusion or leaving without permission, will result in suspension followed by a repeated seclusion.

The length of a suspension will escalate by 1 day for repeat of the same offences; the readmission process will also escalate to increasingly senior members of staff, as appropriate.

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

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

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

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

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

Following the issue of a permanent exclusion, parents/carers will be invited to attend a Panel Hearing and, if the Principal's decision is upheld, have a subsequent right to appeal. Further details on the Academy's procedures for permanent exclusion and the appeals process are available on request.

5. Pastoral care and support

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

All staff have access to data which records all positive and negative behaviour events added by

staff. This is especially useful to tutors and pastoral teams who use it to track the conduct of students on a daily, weekly and termly basis in order to provide appropriate challenge and support to students as well as celebrating their successes.

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

- 5.2. Monitoring individual students – individual students will be placed on report if it is felt that they would benefit from a bespoke period of close monitoring; this will be initiated by the tutor, a pastoral leader, member of the senior team or Principal, depending on the level of concern.

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

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

As part of the support package for identified students whose behaviour and wellbeing are of significant concern, the Academy will use Pre-Early Help which includes a programme of support packages provided by internal staff and external partners.

Where a student, and their family, have identified complex needs, then, with the parent/carer's permission, the academy will engage with an Early Help Assessment, formally engaging external support.

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

- 5.4. Team Around the Child (TAC) meetings – year teams will analyse conduct data to identify those students who have persistently made unsuccessful behaviour choices and not responded positively to sanctions and consequences.

These names will be brought to an SLT meeting in the penultimate week of each term to discuss additional, supportive strategies and next steps. The meeting will be attended by the Principal, SLT members (all who are linked to a year group), pastoral leaders and the SENDCo. The aim of the meeting will be to share understanding of the student's context, identify their individual needs and the subsequent barriers to positive behaviour choices and then decide strategies to support greater levels of positive engagement and better conduct.

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

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

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

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

A summary of this process can be found in Appendix 10 of this policy.

If improvements are not subsequently made, further action, to avoid a permanent exclusion, may include a 6-12 week placement in the Walford Centre (KS3), alternative external provision (KS4) and/or a referral to the Local Authority Behaviour Panel who meet weekly to discuss strategies and support to help students avoid a permanent exclusion.

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

Appendix 1 - Commitment to learning and character development:

Student name:

Tutor group:

Date:



As a student I will show:

Commitment by:

- striving for 100% attendance;
- arriving to school on time;
- attending and being punctual to **all** lessons;
- wearing the correct uniform;
- being fully equipped for learning;
- upholding the Academy's values of *curiosity, commitment, courage, compassion, confidence* and *courtesy*;
- upholding Fundamental British Values of democracy, the rule of law, individual liberty, and respect & tolerance;
- not bringing any banned items to the Academy.

Curiosity by:

- completing and submitting all home-learning promptly and to the best of my ability;
- engaging in a positive way with all lessons.

Compassion by:

- respecting and tolerating different faiths, cultures, beliefs and viewpoints;
- sharing concerns with an appropriate adult e.g., a parent/carer, tutor, subject teacher, or member of the Year Team.

Courtesy by:

- working honestly with staff;
- being respectful to all members of the Academy community;
- maintaining a clean and pleasant environment for all (i.e. no vandalism, graffitiing, or littering).

As a parent / carer, I will develop my child's education by:

Supporting:

- the Academy's core purpose and the TDA Way;
- the Academy's behaviour and rewards policies;
- my child to complete all home-learning activities.

Ensuring:

- my child attends regularly and on time. If this is *not possible*, I will *promptly* inform the Academy of the reason for absence;
- my child attends in correct uniform and fully equipped for lessons;
- I alert the Academy about any concerns or problems that might affect my child's work or behaviour.
- attending parents' meetings to discuss my child's wellbeing, attitude to learning, behaviour and academic attainment;
- where possible, providing my child with the time and appropriate space to complete home-learning;
- reading all communications from the academy and respond promptly, where required;
- treating all staff with courtesy and respect;
- promptly informing the academy of any changes to contact details.

Student signature:

Parent/carer signature:

Appendix 2 - Uniform List

Students are expected to wear the correct uniform, as outlined below, so that they are identifiable as a student at Thomas Deacon Academy. We will endeavour to support students and families when necessary; however, refusal to abide by the uniform policy may result in seclusion or exclusion.

If you would like to talk to us about your child and any aspect of our uniform policy linked to culture, race, religion, gender, disability or for medical reasons then please contact your child's Student Support Officer in the first instance.

<p>BLAZER Only available from: www.chromasport.co.uk</p>	<p>BLACK with integral Academy badge on pocket.</p> <ul style="list-style-type: none"> • Sleeves must not be rolled up. • Students must have their blazers on around the academy building, unless otherwise instructed by the Principal during periods of extreme warm weather. The blazer may only be removed in lessons at the discretion of the member of staff.
<p>TROUSERS</p>	<p>BLACK tailored trousers (no modifications).</p> <ul style="list-style-type: none"> • No skin-tight/stretch/slim fit trousers. • No 'jeans' type trousers. • No trousers above the ankle or any form of cropped/turned up trousers.
<p>SKIRT Only available from: www.chromasport.co.uk</p>	<p>Official Academy Skirt – no other skirts are allowed.</p>
<p>SHIRT</p>	<p>WHITE Shirt buttoned to the neck with enough material to tuck in at the waist; shirts must be worn tucked in.</p>
<p>TIE Only available from: www.chromasport.co.uk</p>	<p>Official Academy clip-on tie in black with year-coloured stripes.</p>
<p>KAMEEZ</p>	<p>V-NECK Sleeveless in plain black and no longer than mid-calf. Shirt, tie and school trousers must be worn with the kameez.</p>
<p>HIJAB & PATKA</p>	<p>HIJAB – Plain black only, to be pinned under the head to stay on comfortably. Hijabs worn around the neck are NOT permitted. Ties must be worn with the hijab. PATKA – plain black only. Bandanas, durags and caps are not permitted.</p>
<p>JUMPER</p>	<p>BLACK V-NECK optional item from October half term to Easter. Cardigans are not allowed.</p>
<p>TIGHTS</p>	<p>PLAIN BLACK OR SKIN TONED:</p> <ul style="list-style-type: none"> • No patterned tights. • No ladders/holes visible. • No socks with tights.
<p>SOCKS</p>	<p>Plain black or grey</p>
<p>SHOES</p>	<p>BLACK. No boots, high heels, plimsolls, canvas shoes or trainers allowed.</p>
<p>JEWELLERY</p>	<p>ONE pair of plain small stud earrings of silver or gold colour. One small ring.</p>

	<ul style="list-style-type: none"> • No bracelets. • Facial piercings – a single nose stud can be worn but nothing else (nose rings, lip or eyebrow piercings, etc.)
HAIRSTYLES	Suitable for a professional working environment. No unnatural shades. No logos, tramlines or other shaved designs/patterns.
MOBILE PHONES & EAR-PHONES	No mobile phones or earphones to be in use or visible in the Academy. If seen or heard in the building, these items will be confiscated.
MAKE-UP	Discreet natural make-up is permitted, suitable for a professional working environment. No acrylic, gel, fibre glass, silk, polygel nails or nails with bright designs/colours are permitted.
OUTDOOR CLOTHING	Outdoor coats, hats, gloves or hoodies must not be worn in the Academy building.
SPORTS UNIFORM Only available from: www.chromasport.co.uk	Navy/Sky-blue Academy Polo Shirt and Academy Hoodie. Navy/Sky-blue PE shorts, Academy Tracksuit bottoms, Academy skirt or Academy leggings. Navy/Sky-blue Academy socks. Suitable footwear such as sports trainers or football/rugby boots, if participating in these activities on grass.
EQUIPMENT LIST Widely available at retailers including: www.amazon.co.uk www.wilko.com www.theworks.co.uk	<p>ESSENTIAL ITEMS:</p> <ul style="list-style-type: none"> – bag for carrying equipment and books; – pencil case; – 2 x black or blue pens; – 1 x purple pen; – 2 x pencils; – pencil sharpener; – eraser; – ruler (with cm and mm markings); – scientific calculator; – reading book. <p>OPTIONAL ITEMS:</p> <ul style="list-style-type: none"> – coloured pencils or felt tips; – highlighters; – glue stick; – 180-degree protractor; – Compass; – Scissors.

Appendix 3 - Late to Lesson Policy

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

Students are expected to be in the classroom by the following times:

- Tutor time – 8:45am
- Lesson 1 – 9:20am
- Lesson 2 – 10:25am
- Lesson 3 – 11:30am
- Lesson 4 – 1:20pm
- Lesson 5 – 2:20pm



To support students in meeting our expectations on this matter, the following processes should be followed by staff:

1. Late arrivals to Tutor time:

- Students arriving after 8:45am should be challenged by the tutor and the reason for their lateness explored.
- Tutor should record a late negative event (**late to tutor time**).
- The student will accrue a negative behaviour point and be sanctioned according to policy.

2. Lesson Changeover:

- Staff to release their class promptly, as indicated by the audibant system.
- Students then have 5 minutes travel & toilet time. The screen clocks will show the time and the audibant system will provide verbal prompts so that everyone is clear when the next lesson is due to begin.
- Staff should be at their classroom door in order to welcome their next class and to encourage students into the room and off the corridors.
- *It is understood that this will not be possible for senior and middle leaders on lesson changeover duty which should take a priority. Their role in monitoring toilets and corridors is an important one which not only supports punctuality, but also student safety and wellbeing.*
- Staff should not line students up outside the room but let them in as they arrive so that they can make an immediate start on the 'do now' activity.
- Staff should close their door after the 5 minutes travel time, as indicated by the audibant system ("*lessons have now started*").

3. Late arrivals to lesson:

- Students arriving after this time should be asked to wait outside so that they do not disturb the start of your lesson, and other students' learning.
- At the **earliest** opportunity, briefly challenge the students, inform them that they will be recorded as late and invite them into the lesson. *Please do not leave students outside for any longer than necessary, to avoid misbehaviour or disappearance.*
- Any late event will only be negated if the student has a note from a member of staff explaining why they are late. *Therefore, if you delay a student, please ensure that you provide a note or accompany them to their class to explain the reason for their delay.*
- Otherwise, please record a late negative event (**late to lesson - up to 5 minutes**).
- The student will accrue a negative behaviour point and be sanctioned according to policy.

4. Truants:

- If a student is more than 5 minutes late to a lesson, without a valid reason, then staff should signal for on-call to attend and remove the student to LT2.
- Record this as an 'L' on the register but do not record an event of any kind, the SSO will do this.
- This will be followed up by the relevant year team, recorded as a truancy by the SSO and sanctioned according to policy.
- See *Maximising Attendance to Lessons* policy.

5. Supporting detentions:

- Any student who is recorded as having a detention on that particular day will have a **D** next to their name on the register.
- Please remind students to attend their detention, to avoid it escalating to a longer detention on the following day.
- Students who have a 90-minute detention with SLT will be collected shortly before the end of the lesson.

Appendix 4 – Truancy Policy: Maximising attendance in lessons

Our core purpose at TDA is to ensure that each student acquires the knowledge, skills and character to make a positive contribution to society and thrive as a global citizen.

It is, therefore, essential that students demonstrate commitment to attending the academy itself as well as all of their timetabled lessons, when they are in the academy.



In addition to our measures to encourage students to be punctual to lessons, the following policy is intended to deter students from truanting part, or whole, lessons.

Our Policy:

- Truancy will be considered if a student arrives to school after 9:00am, is more than 5 minutes late to a lesson, does not attend the lesson at all or is found out of lessons without a valid reason from their class teacher (this includes medical cards and time-out cards).
- Students arriving after 9:00am, without a valid reason, will spend the remainder of the day, until 4:45pm, in LT2.
- Students **found** truanting during the day will be taken to Lecture Theatre 2 for the remainder of the day, supervised by a Behaviour Support Officer (BSO) or a member of SLT. *This is likely to be students found out of lessons, wandering corridors or in toilets without a valid reason. Any reason given must be checked by the relevant member of staff.*
- The student will also sit a detention, in LT2, until 4:45pm.
- If the student is found to be truanting during P5, the student will be released at 3pm but then placed in LT2 on the following day, including a 4:45pm finish. *This allows time for parents to be alerted.*
- If a student is more than 5 minutes late to a lesson, without a valid reason, then staff should signal for on-call to attend and remove the student to LT2 (see above, if removed during P5).
- A 'Truancy' event should NOT be recorded as this will be done by the SSO who will be alerted to those students in LT2 by staff on duty in LT2.
- If a student does not attend a lesson, and is **not found**, then this will be identified by the SSO and a truancy event added, if appropriate. The student will then sit a next day Seclusion (LT2, if unavailable), followed by a 90-minute detention.
- Truancy seclusion will be reduced to 4:15pm, if the student meets clear behaviour expectations during the day.
- Refusal to attend LT2, or failure to meet expectations whilst in there, will result in an immediate suspension, followed by a repeat of the above sanction.
- Where truancy is deemed to be a persistent issue, then parents will be contacted whenever truancy occurs and invited into the academy to meet with a member of the year team and collect their child, at the end of the day (4:30pm).

Reducing the number of students out of lessons:

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

Appendix 5 - Mobile Phone Policy

Our core purpose is to ensure that each student acquires the knowledge, skills and character to make a positive contribution to society and thrive as a global citizen.

In order for us to achieve this aim, it is vital that the 'TDA Way' supports a calm, safe and secure community where everyone is treated with dignity, kindness and respect and is able to learn effectively and thrive.

We acknowledge that mobile devices have some learning benefits and encourage students to use them to support their independent learning outside of school, using a range of online platforms.

However, it is also the case that mobile phones can be a source of bullying and unkind comments as well as being a proven distraction to learning. As such, mobile phones are permitted at TDA but should not be seen or heard whilst the student is in the academy building; this includes at the start and end of the day.



Guidance:

- **All** students are *encouraged* not to bring mobile phones, headphones or other devices into school.
- Students are responsible for any loss or damage if they choose to bring mobile technology into the academy.
- If they choose to, mobile phones must be switched off, and in their school bag, at all times whilst in the academy building; headphones should also be kept in bags and not be worn.
- This includes at the start of the day and when students are leaving lessons and heading for the exits as well as when students are outside, at lunchtime.
- Whenever a mobile is seen or heard by a member of staff, it will be confiscated and an adult family member will receive a message, inviting them to pick it up, by 4:15pm. In emergencies, parents can continue to contact their child through reception.
- If a parent is unable to pick up, the phone will be returned to the student directly on the following school day at 3:15pm. If confiscated on a Friday, the phone will be returned at 3:15pm, on the same day, to the student.
- Whilst KS5 students are included in this policy, they are allowed to bring their own electronic devices (laptop, ipad, etc.) which can be used in the Sixth Form Study Centre or the KS5 pastoral area (orange).
- Students who refuse to hand over their phone to a member of staff will immediately be placed in Seclusion where they will be required to hand-in their phones as part of their usual routines.
- In PE lessons, students are permitted to hand in their switched-off phone to their teacher for safe keeping.



THE TDA CLASSROOM



100% AGREED EXPECTATIONS

START OF LESSONS:



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



EQUIPMENT:

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



LESSON ENGAGEMENT:

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









END ROUTINE:

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

Commit to the 100% Classroom and thrive at TDA.



Character Counts in the TDA Classroom

 Curiosity	 Commitment	 Courage	 Compassion	 Confidence	 Courtesy
<p>Be engaged in your lesson.</p> <p>Find enjoyment in learning.</p> <p>Listen carefully to feedback and use it to improve.</p>	<p>Sit in the seat the teacher asks you to.</p> <p>Complete all work to the best of your ability.</p> <p>Allow others to work without distractions.</p>	<p>Contribute positively to the lesson.</p> <p>Answer questions, when asked.</p> <p>Stay focused and do not get distracted by others.</p>	<p>Listen when others are speaking.</p> <p>Have respect and tolerance for other people's views and opinions.</p> <p>Be kind.</p>	<p>Believe in yourself and work hard.</p> <p>Ask when you need help.</p> <p>Say it better.</p>	<p>Be on time.</p> <p>Be fully equipped for the lesson.</p> <p>Listen and respond, politely, to all instructions.</p>

Appendix 8 - Acknowledging and rewarding achievement

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

The following processes are in place to acknowledge and reward students who have gone 'over and above' in demonstrating our character virtues:

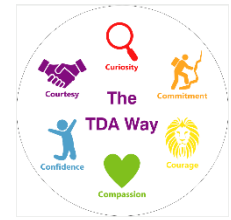
- Compassion;
- Commitment;
- Courage;
- Courtesy;
- Curiosity;
- Confidence;



1. The rewards system should encourage students to strive to meet, and exceed, our high expectations for their character, thus helping them to succeed and thrive during their time at TDA.
2. Students can be awarded positive points, if staff feel that they have gone over and above our basic expectations in the areas listed above.
3. Staff should use their professional judgement to decide when students are truly deserving of recognition but should avoid awarding positive points for meeting our basic expectations with regards to aspects such as: attendance, punctuality, uniform, kit/equipment, homework completion and behaviour which does not disrupt their own, or others', learning.
4. Students will then be rewarded accordingly when they reach the following thresholds:
 - 50 positive points = free dessert item and drink;
 - 100 positive points = £5 gift card;
 - 150 positive points = Pizza lunch with friends;
 - 200 positive points = £10 gift card;
 - 275 positive points = Trip to a UK theme park in the final term;
 - 350 positive points = Principal's Award for Outstanding Character;
 - Highest points = Barnes' Cup awarded in final assembly of the academic year.
5. Students will receive the appropriate conduct badge when they reach each threshold as a visible sign of their positive behaviour and good character; these will be presented in an assembly.
6. Students will also receive a letter of congratulation when they achieve 100 & 200 conduct points and will meet the Principal (and a receive a letter) when they achieve 275 points.
7. In addition, pastoral staff can award Praise Postcards directly to students who have demonstrated the positive behaviours with regards to our basic expectations.
8. Lastly, HoY & DHoY will identify those students who receive 3+ positive events in different lessons/tutor time each day and acknowledge their exceptional effort and achievement with a Praise Postcard. These will be presented to students during visits to tutor time, each morning.

Appendix 9 - On-call and Removals Guidance for Staff

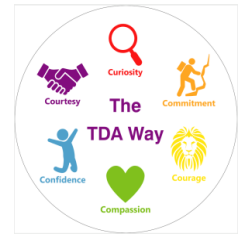
Thomas Deacon Academy has high expectations regarding the behaviour of students in support of its core purpose and values. The following processes are in place to support students in developing their character around behaviour and enable staff and students to work in a disruption-free environment.



1. Incidents of extreme behaviour (physical aggression, foul & abusive language, health & safety concern) should prompt an immediate removal by on-call staff to the relevant year area. Such incidents are likely to result in a more severe consequence than detention, such as seclusion or suspension.
2. For incidents of low-level disruption, staff should have used established behaviour management techniques **before** signaling for on-call support; please *refer to research-based evidence of best practice by Doug Lemov (TLAC 3.0) and Tom Bennett (Running the Room)*. These techniques should include:
 - a. reminding the student(s) of academy expectations of their behaviour and the consequences of not meeting them;
 - b. *brief* 1:1 discussion with the student outside the classroom;
 - c. seating rearrangement;
3. If the behaviour persists, staff should call for support using Bromcom; at this point a discussion should be had with the on-call member of staff and a decision made whether the student is able to return to the lesson or be removed.
4. If removed, the student will be taken to a **department removal room (not the year area) or Lecture Theatre 2, if the removal is during period 4.**
5. Staff should **NOT** add **any** event to Bromcom, including the removal or a low-level disruption event; this will be done by the SSOs.
6. If returned to the classroom, then the member of staff should issue a negative behaviour event (low-level disruption), at the end of the lesson. Please note that only 1 BP should be issued per lesson. NB/ if behaviour issues continue after the first on-call, then on-call should be requested again to remove the student.
7. **On-call staff should complete the Removal Form** and hand to the relevant SSO who will contact home, log the incident and create a same-day, 60-minute detention.
8. Students will sit a 60-minute detention with their year team; this will be escalated to a 90-minute detention, or seclusion, if a student is removed from multiple lessons on the same day.
9. Double-period lessons – if a student is removed from the first of a double lesson, they will return to the second period for an opportunity to continue their learning. If the student continues to make poor behaviour choices, they will be immediately removed; this will count as a second removal.
10. Students whose behaviour persistently fails to meet expectations in a particular subject will receive further support from the department. If issues exist across the curriculum, then additional support will be guided by the Head of Year.

Appendix 10 - Supporting Students at Risk of Exclusion

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



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

The following process supports this aim and is linked to section 5 of the TDA Behaviour Policy.

1. Team Around the Child (TAC) meetings (Behaviour policy, section 5.4)

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

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

The meeting will be attended by the Principal, members of SLT, pastoral leaders and the SENDCo.

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



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

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

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

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

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



2. Subsequent action (Behaviour policy, section 5.5)

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

- curriculum support and/or adjustment;
- internal or external support via the Pre-Early Help programme;
- an Early Help Assessment.