



BEHAVIOUR FOR LEARNING

PARENT VERSION

The Thomas Alleyne Academy

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Aims, Principles and Expectations

AIMS

To create an environment that allows teachers to teach and all students to learn effectively and achieve their full potential. To encourage students to develop positive self-esteem, high standards and good habits that will allow them to achieve their potential in their adult lives.

PRINCIPLES

At the Thomas Alleyne Academy we are a community where we value each other and help one another to do our best. We are proud of what we achieve together and as individuals in our Academy and beyond.

Our core values, Determination, Courage and Empathy, underpin all documents contained in this policy and are the building blocks which we expect everyone in the community to adopt to create a shared ethos.

EXPECTATIONS

Parents/carers and Academy staff have joint responsibility to support students to behave responsibly. The Home-Academy Partnership Agreement is shared and signed as part of the admission process. The Academy aims to work with parents should difficulties arise and encourages parents to work with the Academy to implement strategies to change behaviour patterns. The Academy will inform parents regularly of the progress their child is making through progress reports and identify potential difficulties as early as possible.

Policy Title: Behaviour for Learning, 2025

RATIONALE

The Thomas Alleyne Academy has developed this policy in consultation with its stakeholders and in accordance with guidance. The policy is underpinned by the importance of positive relationships, recognising and rewarding positive behaviour and providing support and intervention to change behaviour. In addition the policy identifies appropriate consequences which are seen to be fair and just and applied as consistently as possible. The policy aims to integrate all areas of pastoral guidance and support in the Academy's drive to become a great school. It supports and complements other relevant Academy policies such as Equal Opportunities, Anti-Bullying and Teaching and Learning.

AIMS

The behaviour for learning policy will;

- Promote understanding of the Academy's core values to ensure they are upheld and championed
- Promote good relationships in the Academy community through clear and positive communication.
- Promote a climate which enables all students to flourish, regardless of ability or special needs and supports the desired outcomes of Every Child Matters.
- Promote high standards of learning and raising of levels of achievement
- Promote equality of opportunity in a secure, well ordered and supportive learning environment
- Promote consistent application of expectations and consequences
- Promote student self-discipline and respect for self, others and the environment
- Promote an ethos of guidance and support to enable all students to make healthy choices, feel part of the Academy community and to take pride in that community
- Recognise that we all have different strengths and needs, acknowledge those strengths and needs, celebrate our strengths and support individual needs in order to achieve personal excellence.

The policy and the associated appendices will give guidance for;

- Students to enable them to understand their responsibilities and rights and healthy choices • Parents to support a relationship with the Academy where parents and school work together to help their child to achieve and mature
- Teaching and support staff to promote positive behaviour and to respond to incidents of inappropriate behaviour • Governing Body to guide school improvement
- Other relevant external agencies, and volunteers, if required.

BASIC GUIDELINES

Everyone in the Academy community has a responsibility to promote positive behaviour and beliefs. The Headteacher and Governing Body are responsible for reviewing this policy in consultation with the Academy community annually, or earlier if required.

The whole Academy community is responsible for the promotion of this policy in a consistent and positive way. The values, standards and expectations affirmed in this policy are supported through the taught curriculum across all subject areas, in addition to the specific contribution of the personal, social and health education provision, student support programmes, the use of assemblies, tutor group time, student parliament and other student consultation.

The policy will be referred to and promoted in assemblies and available on the Academy website. The Academy will Similarly communicate to students the Code of Conduct, the available rewards and potential consequences and how, when and why these are used.

The policy will be outlined for parents and carers on an annual basis on the school website through the Code of Conduct and specific reference in the Home-Academy Partnership Agreement; both of these documents will be signed on induction by both student and parents. The Academy expects parents to support this policy, and feel that the promotion of appropriate, responsible behaviour at home, at school and in the community is one of partnership between parents and Academy.

Expectations will be prominently displayed in all teaching areas and other areas of the Academy, for reference and reminders. Reflective conversations for intervention will require students to consider their behaviour in light of the core values.

The implementation and application of the policy will form part of the Academy development plan. The guidelines for staff specify roles and responsibilities. The appendices detail the procedures for classroom management, logging rewards and sanctions, monitoring and intervention with repeat sanctions, and how achievement is celebrated. It also lists various intervention options. Serious and/or regular breaches by students of the Code of Conduct can result in time in the Inclusion Room, a fixed-term exclusion or permanent exclusion from the Academy.

STAFF TRAINING

The Academy will share best practice, and provide inset and other forms of professional development. Senior leaders will support staff in implementing this policy and in reinforcing positive behaviour management. The Academy will work with external agencies as necessary to support students.

MONITORING, EVALUATION AND REVIEW

The governing body will review the policy and its implementation and effectiveness on an annual basis, taking into account relevant data, including information on student progress, views expressed through parents' contact with the Academy, reports from pastoral teams, analyses of exclusions and their reasons and reports or reviews by external agencies where provided.

The Academy's self-review processes will include a focus on the impact of the policy on teaching and learning and the raising of standards. The line management framework for curriculum and year groups will include regular monitoring and reviews of students' attitudes and behaviour.

CONCLUSIONS

Positive behaviour for learning is essential to promote a safe learning environment in which young people can thrive. It is essential that all members of the Academy community understand and can support what this is and why it is needed. Through positive behaviour management we can all work in a climate that contributes to wellbeing.

LINKED POLICIES

~~Equal Opportunities~~ E-Safety Online safety
Complaints
Anti-Bullying
Substance Misuse
Attendance
Uniform
Home Learning
Restraint

The Pastoral Team

The pastoral team will implement strategies to support students in times of difficulties as appropriate. They will also implement sanctions in accordance with the Sanction Ladder as a consequence of unacceptable behaviour.

Tutors

Every student has a nominated Tutor who will provide academic, social and emotional support to the students during their time at the Academy. The Tutor should be the first point of call when contacting the Academy with concerns or information about a child.

Tutors will monitor uniform, equipment and attendance to ensure a student's success at the Academy. They will work closely with the Heads of Year and other members of the pastoral team to resolve issues and identify any information that needs to be communicated to teaching or other staff and placed on student files.

Using the Student Information Management System (ARBOR), tutors and Heads of Year monitor the behaviour and progress of students in their care and provide guidance, support and praise as appropriate. They communicate with parents as and when needed either by phone, or by mail or email.

Teaching Assistants

They will support the more vulnerable students in each year group and will become involved with a child should they develop ongoing behavioural difficulties linked to learning.

Support Workers

The Student Support Workers will work with students to investigate incidents of unacceptable behaviour and will do any restorative or mediation work. They will contact parents if there is an issue with behaviour or uniform.

Attendance Officer

The Attendance Officer will work with students and parents to ensure a high rate of attendance. They will contact parents if a student is not in school and the Academy have not received a call from home. In addition they will contact home if a student's attendance is falling or their punctuality is unacceptable.

Heads of Year

Working closely with Senior Leadership to implement the Academy's Behaviour for Learning Policy, they will support and advise staff on issues as they arise. With the support of others on the pastoral team, they expect to work closely with parents to ensure students attend school regularly, choose the right behaviour to ensure a high standard of learning at the Academy and that they abide by the Academy's Code of Conduct. Parents will be contacted by the Head of Year should a child be involved in more serious behaviour or regarding concerns with academic issues.

SENDCO

The SENDCO oversees the provision of academic and some behavioural interventions, particularly for vulnerable students.

Assistant Headteacher

The Assistant Headteacher – Guidance & Support manages the pastoral team and will become involved with a student if more serious issues arise. They are also responsible for Child protection, the school's mental health lead and Children Looked After.

Academy Code Of Conduct

We, the Academy community (students, parents, staff, and visitors) expect a high standard of self-discipline and behaviour from everyone, in order to let everyone know what Thomas Alleyne's stands for. We are responsible for our own actions. We are all representatives for our community. Our Academy is committed to equal opportunities and anti-bullying and will not tolerate incidents of abuse, harassment or violence against others. Following our Code of Conduct helps us demonstrate our core values.

EMPATHY. We will

- Treat others with kindness and respect, both in school and on the way to and from school · Allow others to stay focused on their work, and not disrupt their learning
- Speak politely to each other
- Understand that everyone has different needs and strengths
- Treat all property with respect
- Take care of displays around the Academy
- Help anyone who is hurt or upset and inform staff when needed
- Be on our best behaviour in and around the school site as well as on all school trips and visits
- Use the litterbins

DETERMINATION. We will

- Wear the correct uniform, including wearing correct PE kit and bring a note from home if there is a problem with our uniform
- Follow the ~~Classroom Code~~ classroom routines displayed in every teaching area
- Follow classroom safety rules
- Eat and drink in the dining hall or designated areas
- Walk around the Academy in a quiet and orderly manner
- Be responsible for our own possessions

COURAGE. We will

- Always tell the truth
- Follow instructions without argument and comply with Academy sanctions if we break a school rule Not use mobile phones, headphones or other electronic devices whilst on school site.
- Stay in the designated areas in the Academy
- Tell staff if we see strangers on Academy site
- Tell an adult if we are being bullied, or we know that others are being bullied
- Follow the rules for safe use of ICT
- Only bring a small amount of money to school
- Ask a teacher if we need to borrow money
- Not smoke/vape on or around the Academy site
- Not bring alcohol, illegal substances, drugs, cigarettes, vapes, matches and lighters, aerosols, dangerous items, weapons, e-scooters and or stolen items to school or carry or use them on site

Sixth Form Code Of Conduct

Students who wish to join The Thomas Alleyne Academy are expected to behave in a mature and responsible manner at all times. You should be aware that the way you conduct yourself has an impact on younger students and on the wider school community. You will be treated as young adults and given considerably more freedom of action than you had in Year 11. However, please remember that the adult learning environment we offer comes with the expectation that you have a greater sense of responsibility in the way you conduct yourself. You may be invited to call your teachers by their forename in class, but remember that this liberty is not extended beyond the confines of the classroom.

Attendance

You should attend school at all times except when attending another centre, when ill or when prior permission has been granted by the Head of Sixth Form.

- A telephone call should be made to the Academy and Sixth Form office on the first day of any absence and a note to your tutor should be brought to explain your absence.
- Doctor's and dental appointments should be arranged outside the school day or during non-contact time, and should not encroach upon lesson time unless this is unavoidable.
- You should arrange driving lessons outside of school time.
- As a full-time student you must not undertake part-time employment on the days when you are at Sixth Form.

Registration

- You should arrive at school on the days when you have lessons at **8.30** in the morning, unless you have lessons off site.
- You should sign out if you leave the site for any reason during school hours.
- You should ensure that the Sixth Form Administrative Assistant knows of any change of address, telephone numbers or change to your timetable.

Timetabled periods

- You should be punctual for all of your lessons.
- You should prepare your work carefully and keep to the deadlines that staff give you.
- If your teacher is away for any reason s/he will set work for you to complete. You should check for work set with the Head of Department or your other teacher in that subject if appropriate and undertake the work during the lesson time.
- You must attend all Academy assemblies, Post 16 meetings, and 'enrichment' sessions as required.

Dress

- There is no uniform for Post 16 students but there is a **Dress Code**. You should always dress appropriately for a professional working environment.

Food

- As with the rest of the students, you should not take food out of the Dining Hall or be eating on site, or in the Sixth Form Centre.
- No food and drink are permitted within the study suite in the Sixth Form Centre.

Electronic devices

- Post 16 students may have mobile phones with them, however these should not be seen/heard whilst on school site.
- You may be issued with a device for your personal use that allows you to maximise your use of technology in the classroom. You will be required to sign a contract for the safe keeping of a device that is on loan to you.

Common Room and Study Areas

- The Common Room should be kept clean, tidy and reasonably quiet. Quiet working is expected in the study areas.
- Smoking/vaping and the drinking of alcohol are not permitted on or near the Academy site.

Management of the Common Room

- The Senior Students play an important role in the management of the Common Room. It is, however, up to all students to maintain the facilities and use the area responsibly.

Driving

- Any student wishing to park on the Academy site must register their details with Head of Sixth Form before permission can be granted and follow the safety rules for the car park. Permission is not guaranteed as parking on The Thomas Alleyne Academy site is very limited.

Disciplinary Procedures

- We expect that you will have a happy and successful time within the Sixth Form. However, if attendance, quality of work or behaviour is giving cause for concern, you will be asked to complete a commitment interview to identify

what support or help may be needed and targets set for improvement.

- If there is no improvement after an agreed period and you have not met the targets set, a further interview will take place with the Head of Sixth Form. At this point, parents will be informed.
- Failure to meet agreed targets to ensure your success on the programme may result in permanent exclusion from the current programme of study.

Rewards and Sanctions

Teaching staff have a responsibility to plan for positive behaviour for learning through well-planned and differentiated lessons. Staff and students will follow the clear routines set out for behaviour entering, exiting and whilst in the classroom to establish clear and shared expectations that create a safe learning environment. Staff will promote positivity to develop an emotionally intelligent classroom that fosters cooperation and good attitude and relationships around the Academy. Staff will be aware of students with identified social or behavioural difficulties and suggested strategies.

All staff have a responsibility to reward positive behaviour, cooperation and good attitude around the Academy. Praise is considered to be fundamental to establishing good relationships with the students and creating a safe environment or learning.

Students will take responsibility for their behaviour choices and use strategies given to them by staff, e.g. as part of an IBP and/or PSP.

The Academy encourages staff to call home and share good news with parents and inform parents of any issues throughout the year. Any call home should be started with a comment on something the student has done well.

FUNDAMENTAL	
REWARDS	SANCTIONS
<p>Praise and Encouragement</p> <p>Meaningful verbal praise and encouragement during lessons. This should be specific and focus on skills and linked to an overall comment:</p> <p>Written praise as part of feedback when marking work. This should be a general overall comment and a specific comment on a skill.</p> <p>Feedback on monitoring behaviour logs, achievement logs, attendance and punctuality.</p> <p>All areas can comment on quality and quantity of work, meeting targets, collaboration with others, creativity, independent study.</p>	<p>Low-key Responses</p> <p>Non-verbal or minimal-verbal responses that do not stop the flow of the lesson and do not invite escalation. Calm and positive body language.</p> <p>Language for positive effect – firm and assertive, focussed on the behaviour you want not the behaviour you want to stop.</p> <p>Students can use RAG cards to communicate difficulties. Students with exit cards must use them appropriately.</p>
REGULAR	
REWARDS	SANCTIONS
<p>Merit Stamps and Merit Cards</p> <p>A merit stamp is given for:</p> <ul style="list-style-type: none"> · A good piece of classwork · Great effort on a piece of work · Presenting work carefully/correctly/skilfully · Attempting an extension task · Handing in your home learning on time · Contributing thoughtfully to Q&A sessions · Significant contribution to class discussion · Excellent collaboration in group work · Improvement in behaviour for learning · Helping others · Taking on responsibility · Avoiding bystander behaviour · Good quality green pen work · Using initiative and leading by example · Completing a reading task · Extending learning beyond the classroom · Participating in a competition · Helping students in lower years · Attending a club, intervention or group · Completing independent study 	<p>Reminders and Consequences</p> <p>Reminders and interventions that disrupt the flow of the lesson should be communicated to the student quietly in an unemotional voice to keep the situation calm and under control, not allowing others to get involved. Take up time should be used to allow students to 'save face'.</p> <p>First reminder - a statement of reality and could include when/then phrases. E.g. You are continually turning around and talking to the person behind you. When you do this, then their work and progress is interrupted. Stop and finish your paragraph.</p> <p>Two acceptable choices e.g. complete your first paragraph within five minutes, or you will have to move seat. Use 'take up time'.</p> <ul style="list-style-type: none"> · Continual chatting and interrupting the work of another student · Calling out · Refusing to work · Wandering around the classroom inappropriately · Using a mobile phone inappropriately

10 merits earn a complete merit card which is handed into the form tutor who will log the card and ensure they are placed in the house merit box.

5 merit cards generates a postcard of the student's choice.

Merit cards count towards House Points. The winning House each half term wins a non-uniform day for the last day of half term, or other activities as decided by the School Parliament.

Values Postcards

Postcards and/or achievement points will awarded for the following successes. Ten postcards within one category will earn a badge for that core value.

Determination

Exceeding your target
Outstanding assessment
Outstanding home learning
Outstanding piece of classwork
Progress from previous progress report
KS5 Attend a UCAS fair
KS5 Attend a trip/experience linked to one of you're a-Level subjects
KS5 Attend an apprenticeship fair
KS5 Complete at least one virtual work experience placement
KS5 Visit a higher education establishment

Courage

100% attendance & commitment to an extra-curricular club for half term
Actively participate in a school event
Actively participate in lessons
Continued to regularly attend a club
Delivering a presentation to others
Demonstrating creativity in your work
Making a positive contribution in a competition
Outstanding performance at an extra-curricular event
Representing the school at a fixture or event
Sustained positive attitude to learning
Trying a new curricular activity for at least 3 weeks
KS5 Engage in one employer encounter
KS5 Regular attendance at duty for a half term
KS5 Regular support given to link teacher in your role as prefect for half term

Empathy

Acting as an ambassador for the school
Acting with fairness towards others
Being involved in a community project or charity event
Demonstrating empathy in the classroom
Intervening and preventing poor behaviour or bullying
Making a positive impact to our environment
Positive contribution to group work
Positively celebrating diversity in our community
Regularly attend student council events
Significant act of kindness or intervention
Significant contribution to Character Curriculum
Significant contribution to assembly or presentation
Sustained positive attitude to learning

- Inappropriate or unkind comments
- Poor language choices

Second reminder—carry out the consequence, e.g. moving seat, staying behind for a few minutes at the end of the lesson, calling home, speaking to tutor. At this point behaviour should be logged on Arbor as a 'second reminder' together with the consequence (0 points).

Use of phones, headphones or electronic devices.

If a phone/device is seen or heard by a member of staff it will be confiscated and placed in the pastoral office. In the first instance this can be collected by the student at the end of the day. Any further instances of confiscation, parents will be required to collect the item at their convenience.

OCCASSIONAL

Removal from lesson and detentions

When a student's behaviour does not improve despite several re-directions, consequences and/or home contact, a formal conversation is had with the student to ensure they understand that good behaviour for learning is their responsibility.

If this stage is reached within a lesson, the student is removed through the use of an on-call member of staff. They are taken to a 6th form classroom where they sit and complete work.

At the end of the day, the student will attend a 30-minute detention. At the detention, a conversation between the member of staff and the student will be had to resolve the situation for future lessons.

Behaviours that warrant on-call (1 points) are:

- continued disruption of teaching and learning despite reminders
- continued defiance in a lesson despite reminders
- rudeness to a member of staff
- aggressive or unsafe behaviour
- truancy
- poor behaviour at lunchtime

Reception will text home to notify parents of the same day detention. Teachers will fill in the details of the log by the end of the day.

There may be an immediate on-call for higher level behaviours that may warrant a higher level sanction than a detention (see Exceptional below)

If a student is removed from more than 2 lessons in a day, they will be referred to another member of staff or transferred to the Inclusion Room.

Two on-calls in a day will lead to a one-hour detention.

Should a student refuse to complete the detention or their behaviour be of a more serious nature; pastoral staff and SLT can place students in 1 hour detentions or a SLT 2 hour detention on a Friday.

Volunteering for an external or special project Working collaboratively with others KS5 Support Fun Run KS5 Support Sports Day KS5 Support a whole school event	
PERIODIC	
REWARDS	SANCTIONS
Values Badges Badges will be awarded to those participating in Student Parliament and to peer mentors. Additionally TAA Values Badges can be earned by achieving ten awards in a postcard category. A bronze bar is awarded to a student who collects all three core value badges. A silver and then gold bar is awarded for a second or third collection of badges for all the categories. Students may also be nominated for a particular badge for an exceptional contribution in that category.	Reports, contracts and isolation Should a student continue to demonstrate unacceptable behaviour for learning the Monitoring Ladder will be followed and these students will be discussed at fortnightly line management meetings. Tutors monitor their tutees through the front page of Arbor and via daily logs. Within a subject, a student may be put on A subject report. If their behaviour does not improve they may be removed from some lessons and a behaviour contract will be drawn up. If a student misbehaves in several subjects, generating frequent behaviour logs, they will be put on form tutor report in the first instance; if their behaviour does not improve, they will be put on Head of Year report. An individual behaviour plan may be put in place if the behaviour still does not improve. Interventions will be logged on Arbor. Parents will be involved by Heads of Department, tutors and Head of Year.

EXCEPTIONAL	
REWARDS	SANCTIONS
Certificates of Achievement and Awards At half-termly House Celebration Assemblies, students will be presented with awards such as <ul style="list-style-type: none"> • TAA Values Badges • Prizes for inter-house and attendance competitions. • Certificates will be presented at the end of year Achievement Assemblies : • Achievement and effort in subjects • Outstanding and improved attendance • Form tutor award for positive contribution and all round improvement, participation in school life, e.g. House events and interschool competitions, and service to the Academy • Duke of Edinburgh award • Roll call for TAA value badge bar winners Trophies will be presented for exceptional contributions and academic awards over their school life at the annual Prize giving in December.	Inclusion and fixed term exclusions Where a student demonstrates high level misbehaviour (1 point) or frequent misbehaviour resulting in many behaviour points they become at risk of exclusion. Intervention will be put in place by the Head of Year. Parents will be involved in meetings. <ul style="list-style-type: none"> · Swearing at staff · Gross defiance · Fighting · Repeated bullying · Theft · Malicious allegations · Being in possession of a prohibited item · Disrupting a formal assessment · Bringing the academy into disrepute. -Being used the influence of any banned substance.

Tiered Sanctions Summary

SANCTION	POSSIBLE REASONS GIVEN	LEAD PERSON	DURATION	COMMUNICATION
Permanent exclusion	Serious one-off incidents such as assault on staff, possession of a weapon, drug related offences, or following a series of serious offences or exclusions	Head teacher	Five days at home with education from the sixth day provided by the Local Authority. Governor's Hearing within 15 days	Letter/meeting
Alternative to permanent exclusion	Following a series of exclusions	Head teacher	Education at an alternative provider	Letter/meeting
Fixed term exclusion	Persistent offences, fighting, persistent bullying, theft, malicious allegations, swearing at staff	Head teacher	1-5 days at home with work	Letter/phone call
Inclusion Room	Alternative to fixed term exclusion, persistent disruption of teaching and learning, accumulation of behaviour logs	Assistant Head	9.00-12.25am for one to five days or up to six weeks. Work provided. Remedial work.	Letter/phone call
2 hour SLT Detention	Refusal to attend 1 hour detention or more serious behavioural issues.	Head of Years	3.00-5.00pm on a Friday	Phone call
School Detention	Removal by on-call, serious behaviour issues, truancy, defiance	On-call, Head of Years	30 minutes or one hour	Phone call
Break or lunchtime removal	Poor behaviour/punctuality	All	10-30 minutes	Phone call
Confiscation	Banned items, incorrect uniform	All	Kept until the end of the day or overnight in safe. Recorded disposal of unclaimed items at the end of year	Phone call if overnight
Attendance workshop/detention	Late arrival to school	Attendance Officer	Text message sent home outlining minutes late. Lunch detention – 15mins the same day.	Text or Letter

The Sanctions Ladder

STAGE ZERO

The vast majority of students will not move onto our sanctions ladder. They will be getting on with work and achievement. They will be celebrated with zero behaviour logs as well as with merits and postcards.

STAGE ONE

Some students may receive detentions because they have been removed from a lesson having failed to fix their behaviour after two reminders. A student may receive a detention for poor behaviour at unstructured times. Staff will call home if they have concerns and students may be put on positive, subject or tutor report.

STAGE TWO

Inclusion: 1 and 2 days

Reached when a student has moved beyond the normal systems of good order within the Academy—if the student has previously been given Stage One sanctions and is failing to engage with the reflection process or if the offence is deemed to warrant such a punishment. The Academy still takes responsibility for the supervision of the student during the agreed hours and will work to address the issues. Parents will be asked to take an active part in the management of their child's behaviour. During the day, students will do remediation work and will write a letter of apology to be readmitted to mainstream school. A student will not be able to return to mainstream school from the Inclusion Room until the appropriate meeting has taken place. Student put on Head of Year report. Meeting with Head of Year and support worker (IBP/PSP process outlined)

STAGE THREE

Inclusion: 3 days

Reached when a student has committed a serious offence or has not responded to Stage Two sanction or is repeatedly disrupting teaching and learning in the academy. The Academy still takes responsibility for the supervision of the student during the agreed hours and will continue to work to address the issues. Parents asked to take an increasingly active part in the management of their child's behaviour. During the day, students will do remediation work and will apply to be readmitted to mainstream school. A student will not be able to return to mainstream school from the Inclusion Room until the appropriate meeting has taken place. Meeting with Head of Year and SLT. Individual Behaviour Plan (IBP) set up.

STAGE FOUR

Inclusion: 4 days

Reached when the student has not responded to the additional support and IBP, meaning they continue to disrupt the teaching and learning in the academy. Students will complete Day 1 of their 4 day inclusion period at Barnwell School Inclusion Unit to support improved behaviour with additional external support offered. Meeting with Head of Year and SLT.

STAGE FIVE

Inclusion: 5 days:

Reached if the student has already received a Stage Four sanction that academic year or if the offence is deemed of a very serious nature that warrants such a punishment. A student is deemed to be at risk of permanent exclusion at this stage, although a student may be permanently excluded for a one-off event of a serious nature at any time. External agencies may be engaged if not already involved through a TAF meeting. Meeting with AHT (Behaviour) and Head of Year - outline next steps / potential Pastoral Support Plan (PSP)

At this stage the Inclusion Room may be used for an extended period of up to six weeks. Phased returns to lessons may also be used.

External Exclusions One to Five Days

Reached if a student has not responded to Stage Five sanctions that academic year or within a term if held in the previous academic year or if the offence is deemed serious enough to warrant such a sanction. Where a child returns from a fixed-term exclusion before a re-integration interview, the student will be placed in the Inclusion Room pending re-integration. Student put on Senior Report. Following a 2 day Suspension the student will be placed on a PSP if not already on one.

STAGE SIX One and two days Reintegration with Assistant Headteacher and Head of Year

STAGE SEVEN Three to Five days Reintegration with Headteacher, Assistant Head and/or Head of Year

Fixed Term to Permanent Exclusion

STAGE EIGHT Five Days with Parent/Carers see Headteacher and Assistant Head.- consideration of permanent

Reached if an offence takes place and the student has already reached a Stage Seven interview that academic year or within two terms if held in the previous academic year or if the offence is of an extremely serious nature as defined in our Code of Conduct, Governors' Guidance on Exclusions and government guidelines. The exclusion will be used by the Academy to decide the seriousness of the offence or to consider if the student has repeatedly and wilfully breached the Academy's behaviour policies. If the offence is deemed not to be so serious it will be converted into a Stage Six offence. If however the offence is deemed to be fully proven (on Headteacher's judgement of the balance of probability) then a permanent exclusion will take place.

- Parent/carers will be given the opportunity to speak to the Headteacher during the five-day period
- Students will be given the opportunity to put their side of the story during the five-day period
- The Headteacher will either investigate the alleged offence fully or appoint an investigating officer to act on her/his behalf; this person will not have been involved in any of the events leading up to the exclusion.

STAGE NINE Nine Permanent Exclusion Parent/Carers see Governors

This stage can only be reached at the end of an investigation during a Stage Eight sanction. It is the Headteacher's decision. It is subject to confirmation by a panel of governors formally constituted to consider the permanent exclusion.

- Governors will meet within 15 days of the permanent exclusion.
- The Local Authority will be informed on the day of the exclusion. They will fulfil their duty to provide education on the sixth day.

Governors' Guidance on Exclusions

AIM:

This statement is to assist the Headteacher in deciding whether or not to exclude a student for breaches of the Academy's Behaviour for Learning Policy and Codes of Conduct, and to assist students, staff and parents in understanding the place and role of Exclusion as the most serious Academy sanction for misbehaviour.

This statement outlines the broad views of the Governing Body on some of the likely forms of misbehaviour that may result in the use of exclusion as an appropriate action. It is intended to be descriptive rather than prescriptive, and Governors recognise that the decision whether or not to exclude a student is entirely the Headteacher's.

THE BACKGROUND:

The law and the Academy's policies allow the Headteacher to exclude a student in response to serious or repeated misbehaviour. The law does not define what misbehaviour may mean, but it does require that for repeated misbehaviour (as opposed to serious misbehaviour), the Headteacher should normally exclude only after other responses have been attempted and have failed.

Governors recognise that the Thomas Alleyne Academy has a range of possible responses to misbehaviour, but Governors also recognise that the resources available to the school are finite.

THE GOVERNORS' GUIDANCE:

The Governors hold that Exclusion is an appropriate response where an individual's behaviour is adversely affecting the discipline and wellbeing of parts or all of the Academy community, especially where such misbehaviour disrupts teaching and learning and/or puts at risk the health and safety of any member of the Academy community (including the student who is misbehaving).

The examples below are not exhaustive, but establish criteria which the Headteacher may wish to use when deciding whether or not to exclude, and which the Governors' Discipline Committee will bear in mind when hearing appeals against or representations following Exclusion.

Governors recognise the right and the duty of the Headteacher to consider exceptions to these general points, and that each Exclusion constitutes a unique set of circumstances.

Examples of serious misbehaviour that may result in a short fixed-term exclusion are:

- Behaviour that disrupts teaching and learning for a section of the Academy community
- Damage to property or harm to a person caused by wilful or thoughtless misbehaviour
- Bullying
- Using threatening, racist or abusive language, including swearing
- Breaches of the Codes of Conduct's sections on Prohibitions
- Intoxication
- Behaviour that is likely to damage the reputation of the Academy, including breaches of civil or criminal law outside school hours or misbehaviour beyond the Academy's premises that puts at risk the Academy's reputation

Examples of serious misbehaviour that may result in a longer fixed-term exclusion are:

- Behaviour that disrupts teaching and learning for a substantial section of the Academy community or for a significant period of time or on a number of occasions
- Wilful damage to property or wilful harm to a person
- Swearing at or using abusive language to staff or to visitors
- Repeated bullying or harassment
- Using violence in retaliation
- Malicious allegations against staff
- Behaviour that is intended to damage the reputation of the Academy

Examples of serious misbehaviour that may result in a permanent exclusion are:

- Actual, attempted or threatened violence against another student or member of staff, causing physical harm or emotional distress
- Possessing, using, supplying or sharing, or intending to supply or share an illegal drug, including possessing drug-related materials

- Repeated and wilful breaches of the Academy's behaviour policies · Sexual abuse or assault
- Bringing an offensive weapon into the Academy or to its activities
- Persistent or extreme bullying or harassment, including sexual, racist or homophobic bullying or harassment
- Behaviour that has damaged the reputation of the Academy or the wellbeing of the Academy community, including conviction of a civil or criminal offence unrelated to school activities but nevertheless affecting the reputation of the Academy or the wellbeing of the Academy community

OTHER CONSIDERATIONS

Governors expect that second or further incidences of misbehaviour will usually incur a more serious sanction than a first offence, for example a greater numbers of days excluded. Governors also expect that incidents involving a breach of the law may be reported to the Police, and/ or other agencies as appropriate, such as the Youth Offending Team or Children and Families Services, in accordance with other school policies.

Governors acknowledge that there will be cases not covered by the examples above. These include cases where Exclusion (including permanent Exclusion) must be considered as the first option, because of the seriousness of the incident or because of health and safety issues. These also include cases where Exclusion may not be the most appropriate response for a particular individual or circumstances.