



# **BEHAVIOUR AND ATTITUDE FOR EXCELLENCE POLICY**

**Thorpe St Andrew School and Sixth Form**

**To be read in conjunction with the Attitude for  
Excellence Procedure**

**Thorpe St Andrew School and Sixth Form believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.**

## **Key Points**

- **Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. (Section 90 and 91 of the Education and Inspections Act 2006)**
- **The power also applies to all paid staff (unless the Principal says otherwise) with responsibility for students, such as teaching assistants.**
- **Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.**
- **Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school.**
- **Teachers have the power to impose detention (known in school as an After School Reflection) outside school hours.**
- **Teachers can search and confiscate student's property.**

## **Behaviour Policy**

### **1. Legal framework:**

1.1 The policy has due regard to all relevant legislation and statutory guidance including, but not limited to:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019
- Keeping Children Safe in Education (2020)

**1.2 This policy operates in conjunction with the following school policies and procedures:**

- Attitude for Excellence Procedure
- Safeguarding Policy
- Anti Bullying Procedure
- Complaints Procedure

**2. Roles and Responsibilities**

**Governors**

- The governing board has overall responsibility for the monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.

**Principal**

- Establishing the standard of behaviour expected by students at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and students at least once a year.
- Reporting to the governing board on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

**Teaching Staff**

- Being aware of the signs of SEMH-related behavioural difficulties and follow any guidance given in specific cases.
- Setting high expectations for every student and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving their full potential.
- Being responsible and accountable for the progress and development of the students in their class..
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.

**All Staff**

- All members of staff, volunteers and support staff are responsible for:
- Adhering to this policy and ensuring that all students do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- As authorised by the headteacher, punishing students who display poor levels of behaviour. This responsibility includes the power to discipline students even when they are not in school or in the charge of a member of staff.

## **Parents**

- The school works with parents, so children receive consistent messages about appropriate behaviour in school, this is encapsulated in the student-home-school pledge.
- The school rules are explained where applicable and we expect parents to know and support these rules.
- We expect parents to support their child's learning, and to cooperate with the school.
- Parents are responsible for the behaviour of their child(ren) inside and outside of school.

## **Students**

All students are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

## **Procedures for Excellence**

The school has outlined an Attitude for Excellence Procedure which aims to:

- Model, promote and celebrate good behaviour, and self discipline through the cultivation of Aspiration, Respect and Engagement (ARE)
- Prevent bullying
- Address deteriorating behaviour
- Ensure that students complete assigned work
- Regulates the conduct of students
- Informs adults at home of the attitude and behaviour of students

The Attitude for Excellence Procedure outlines the school expectations and the Rewards and Consequences system for the school.

The Attitude for Excellence Procedure has been developed in light of the Norfolk Steps philosophy and with recognition of the importance of these key aspects:

1. A consistent approach to behaviour management
2. Strong school leadership
3. Effective classroom management
4. Using rewards and consequences
5. Behaviour strategies and the teaching of good behaviour

6. Staff development and support
7. Identifying and signposting student support systems
8. Liaison with parents and other agencies
9. Managing student transition

The Attitude for Excellence Procedure aims to encourage good behaviour through a mixture of high expectations, clear procedures and ethos which fosters discipline and a mutual respect between students, staff and students.

The procedure outlines the range of options and rewards to reinforce and praise good behaviour and the consequences for those who do not comply with the school expectations and with this policy.

The procedure outlines a range of disciplinary measures to support positive behaviour within the school.

### **School Uniform**

- The school expects all students to wear the prescribed uniform while in school as outlined in School Matters and in Appendix A.
- Reasonable adjustments can be made where students cannot, for good reason, wear the correct school uniform, e.g. the student has outgrown an item of uniform and their parent is currently unable to replace it.

### **Detentions (Reflection)**

- Parental consent is not required for detentions.
- When informing the parents of a detention, in many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the student can get home safely.
- Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.

### **Referral (Hub)**

- The school has outlined in the Attitude for Excellence Procedure that the use of referral for disruptive students can be used. Students are placed in a 'Hub' area for a limited period.
- The use of the 'Hub' will only be made in exceptional circumstances and when an adult deems it necessary.
- The time spent in the Hub will be used constructively as outlined in the Attitude for Excellence Procedures.
- Students will be allowed time to eat and use the toilet when in the Hub..

### **Bullying**

Thorpe St Andrew School and Sixth Form will take all reasonable measures to ensure the safety and well being of all students and staff. This includes the protection from bullying. We aim to combat bullying and other harmful behaviours using preventative strategies (alongside others) through the active development of our students' character and by developing their social,

emotional and behavioural skills through explicit teaching, modelling of these, facilitating student reflection of behaviours and supporting students to comply.

Where bullying is found, it will not be tolerated and students will receive consequences and may be permanently excluded. The Anti-Bullying procedure outlines a range of strategies that can be used by the school to support the victims of bullying and address the perpetrators.

### **Drugs, Alcohol and other banned/misused substances**

Thorpe St Andrew School and Sixth Form will not tolerate drug use of any sort. We will educate students on the dangers, risks and the law surrounding drugs, alcohol and other banned substances. Any person found to be in the possession of drugs, alcohol or other banned substances (including solvents and any other substances that can be misused or harmful) will be disciplined. Students may be permanently excluded if they are found to be involved in a drug, alcohol and other banned substances related incident (including supply, possession or taking drugs or the similar in relation to the illegitimate use of prescribed drugs).

### **Non Prescription Drugs and Medication**

Some over-the-counter drugs can be harmful if misused. We advise that students should not carry these in the school. If they need medication this can be left with support staff within their school.

It may be necessary for a student to take medication during the school day. Parents should make the school aware of this in writing as soon as their child starts the medication or starts the school. Medical evidence may be requested prior to administering medication. These medications can also be left with support staff within the child's school.

### **Fixed Term and Permanent Exclusions**

- Only the Principal has the power to recommend the Permanent Exclusion of a student from school. The Principal can delegate the power to issue a Fixed Term Exclusion to other members of the senior team. The Principal may exclude a student for one or more fixed periods, for up to 45 days in any one school year. The Principal may also exclude a student permanently. The law does not allow for extending a Fixed Term Exclusion or 'converting' a Fixed Term Exclusion into a Permanent Exclusion. **In exceptional cases, usually where further evidence has come to light, a further Fixed Term Exclusion may be issued to begin immediately after the fixed period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.** It is at the discretion of the Principal (or the delegated member of staff) as to what behaviour constitutes an exclusion.
- A Fixed-Term exclusion is issued in response to breaches of the school expectations and behaviour policy, where lesser consequences, such as reflection, Hub and exclusion within another school are considered inappropriate.

- The following behaviours are deemed unacceptable at school. This is not an exhaustive list but serves to illustrate what may constitute a serious breach of the school expectations. These are classified by the school as a Serious Issue. **A Serious Issue can result in a fixed-term exclusion** in the first instance:
  - Any form of Bullying
  - Verbal abuse to others including threatened violence (including arguing with staff)
  - Physical abuse of others (including play fighting, serious or actual violence)
  - Theft/Vandalism or damage to property including arson
  - Indecent behaviour, sexual abuse or assault
  - Being in possession of any item that is not allowed (Banned Item) in school under any circumstance:
    - Alcohol, drugs or other misused substances
    - Cigarettes, matches, lighters and other smoking paraphernalia
    - Offensive weapons of any kind (including fireworks)
    - Material that is inappropriate or illegal for children to have such as racist, radical/extremist or pornographic material.
    - Aerosol spray cans of any type
    - Any item that we believe to be stolen
  - Bringing the school into Disrepute
  - Persistent Defiant Behaviour
  - Persistent Unacceptable Behaviour which has been previously reported and for which the school consequences and other interventions have not been successful in modifying the student's behaviour
  - Behaviour, or threatening to behave in a way that risks the spread of COVID-19
- Permanent exclusion is the ultimate consequence that the school can impose.
- Permanent exclusion is a last resort and issued in response to a serious or persistent breaches of the school's expectations and behaviour policy and where allowing the student to remain in school would harm the welfare of students in the school.
- In exceptional circumstances **it may be appropriate to permanently exclude a student for a single serious one off offence**, this could include (but is not limited to):
  - Serious violence against another person
  - Sexual abuse or assault
  - Supplying an illegal drug
  - Carrying an offensive weapon
- If the Principal excludes a student, parents will be informed immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision. The school informs the parents how to make any such appeal.
- Where a student with a social worker is at risk of exclusion, their social worker is informed and involved in relevant conversations.
- The Principal informs the Trust and Local Authority.
- The governing body itself cannot either exclude a student or extend the exclusion period made by the Principal
- The school will create a committee, made up of between three and five members to consider any exclusion appeals.
- When an appeals panel meets to consider exclusion, they consider the circumstances in which the student was excluded, consider any representation by parents and the Local Authority, and consider whether the student should be reinstated.

- If the appeals panel decides that a student should be reinstated, the Principal must comply with this ruling.

### **The Power to use reasonable force and other physical contact**

- All members of staff have the legal right to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.
- Any physical intervention used will be conducted in lines with the guidance relating to Physical Restraint and the Use of Reasonable Force<sup>1</sup>.
- When using reasonable force in response to risks presented by incidents involving students with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.
- The school recognises that social distancing and infection control measures cannot be adhered to using reasonable force or exercising restraint on a student to control their behaviour to prevent them posing a significant risk to themselves or others.
- If a member of staff develops coronavirus symptoms after using restraint or reasonable force, they will be sent home immediately and advised to test for coronavirus. The school will then follow all necessary procedures if the test is returned positive/

Physical restraint may be appropriate in the following situations:

- A student attacks a member of staff or another student
- A student tries to, or does, conduct deliberate damage or vandalism to property
- A student is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A student is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others.
- A student leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time and where doing so may lead to a risk of injury, property damage or serious disruption.

### **The power to discipline beyond the school gate**

- Students at the school must agree to represent the school in a positive manner.
- Guidance laid out in the Attitude for Excellence Procedure applies both inside school and out in the wider community, particularly if the student is dressed in school uniform.
- Staff can issue consequences for misbehaviour outside of the school premises.
- Staff may discipline students for misbehaviour off the school premises when the student is:
  - **Wearing school uniform.**
  - **Travelling to or from school.**

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

- **Taking part in any school-related activity.**
  - **In any way identifiable as being a student at the school.**
- Staff may also discipline students for misbehaviour off the school premises that, irrespective of the above:
  - **Could negatively affect the reputation of the school.**
  - **Could pose a threat to another student, a member of staff at the school, or a member of the public.**
  - **Could disrupt the orderly running of the school.**
- Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti Bullying Procedure.
- The school will impose the same behaviour sanctions for bullying incidents and non-criminal misbehaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.
- In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour consequences once the student has returned to the school premises or when under the supervision of a member of staff.
- Complaints from members of the public about misbehaviour by students at the school are taken very seriously and will be dealt with in accordance with the complaints procedure.

### **Screening and Searching Students**

As outlined in 'Searching, screening and confiscation: advice for schools' (DFE, 2014) the Principal and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items (identified above as Banned items)

### **Monitoring**

- Regular feedback is provided to staff, students and parents on how well they are executing these behaviour expectations and procedures.
- Parents, staff and students are asked for feedback on the behaviour expectations on a regular basis, and changes will be made where necessary.
- The Policy is reviewed annually by the local Governing Board
- The below addendum is reviewed in reaction to any new government advice.

### ***Addendum: The School in relation to Covid-19***

- *Students are prohibited from entering areas of the school that have been closed for cleaning, social distancing, or infection control purposes.*
- *Students who purposefully access prohibited areas of the school or areas outside their bubble without permission will be disciplined in line with this policy.*
- *Any bullying or harassment towards students who have had, currently have, or are suspected to have coronavirus is not tolerated – this behaviour will be addressed in line with this policy.*
- *The school expects students to adhere to social distancing and universal hygiene measures during lunchtime and break time.*

- *Students are expected to take their break and lunchtime within their permitted bubbles and only in designated areas.*
- *Students are expected to wear a face covering on arrival to school and whilst in communal areas unless they are eating in a designated eating area. When in a classroom students do not have to wear a face covering.*
- ***Exemptions***
- *Some students will be exempt from wearing a face covering. These students will wear a lanyard to indicate this. They will have been asked to email office @ with reasons. **These emails will be passed to Best who will issue student lanyards***
- *At present there are no swimming lessons at school so students do not require the necessary items for swimming.*
- *There is presently no changing facilities so we ask that students attend school in PE kit and remain in this all day when they have PE.*

## Appendix A: Prescribed School Uniform

The Governors of Thorpe St Andrew School and Sixth Form believe it is important that the school has a prescribed uniform for students. A uniform helps support the ethos of the school and a student's pride and commitment to being part of it.

The prescribed uniform enables parents to follow clear guidelines. There are no exceptions. Following the guidelines can reduce conflict for parents and avoid the cost of replacing inappropriate items.

Students must take full responsibility for wearing the uniform provided for them.

**Repeated failure to wear the uniform correctly will be treated as a persistent failure to follow instructions and will be treated as such. This may lead to consequences such as asking an adult at home to bring in appropriate uniform, being sent home to change (with permission from an adult at home) or being placed in the Hub until the uniform is corrected. The procedure for this is outlined in the Attitude for Excellence Procedure document.**

### School Uniform

- White long sleeved shirt
- *Year 11 student leaders wear a blue shirt*
- Navy pleated skirt or navy tailored trousers
- Navy knitted jumper with the school logo\*.
- Black socks or tights
- If Muslim students choose to wear the Hijab it must be plain white or plain navy in colour.
- Thorpe St Andrew School Sixth Form Tie\*
- *Short Sleeved Shirts are Acceptable Uniform*
- Black belt with small buckle (optional)
- Plain black footwear only - these must be 'polishable'- therefore no suede, canvas or similar allowed.
- Dark plain coat or jacket (a hoodie is not a coat and therefore not acceptable attire).
- Blue and white striped apron for technology.

In addition we ask that:

- **Uniform should be kept smart and clean at all times and worn in a correct business-like manner.**
- **Hairstyles should not be extreme in either style or colour. All colour should be subtle, this means no pink, green, blue etc.**
- **Make-up must be subtle and discreet.**
- **Rings and other jewellery including nose studs are not considered suitable for school.**

- **A maximum of one pair of plain stud earrings (not hoops or other styles) can be worn, but facial and other body piercings are potentially dangerous and not permitted. Earrings must be removed for PE, so please think carefully about when you allow ears to be pierced).**
- **Ear tunnels, stretchers and plugs are not permitted.**

### **Games, Physical Education and Sport**

- Towel, Black one-piece swimsuit or swimming trunks, white swimming hat
- Black shorts
- Trainers that are only used for PE
- Maroon socks
- Football boots (optional)
- Maroon reversible rugby shirt with internal white band for outdoor sport (boys only)\*
- *We have introduced a midlayer warm top to our PE uniform that is currently available for pre-order at Stevensons.*
- Black/ navy jogging bottoms or sports leggings may be worn for outdoor sports lessons along with thermal base layers in cold weather.

### **School Outfitters**

Appropriate and compliant school uniform can be purchased from a range of stores and outlets. However, school branded items(\*) are only available from our main supplier:

Stevensons, 67 Ber Street, Norwich, NR1 3AD

Email: [norwichbranch@stevensons.co.uk](mailto:norwichbranch@stevensons.co.uk)

Phone: 01603 622355

Website address: <https://www.stevensons.co.uk/>

Items can be purchased in store and online. Please see Stevensons website for more details.