



# BEHAVIOUR AND ATTITUDE FOR EXCELLENCE POLICY

Thorpe St Andrew School and Sixth Form

**PART OF BROAD HORIZONS EDUCATION TRUST**



<b>TSAS Behaviour Policy</b>	
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## **Thorpe St Andrew School and Sixth Form Behaviour Practice and Procedure 2023-2024**

### **Ethos and Intent**

At Thorpe St Andrew School and sixth form, we believe in high expectations for learning, behaviour and respect. We believe that high aspirations, positive attitudes to learning and good attendance are the foundations of strong academic progress and personal development and that in order to facilitate “Excellence for All” good behaviour that is aspirational, respectful and engaged in learning will be demonstrated in all aspects of school life. We also believe that students will do their best if they are cared for and show this care for each other. Respect for all and building relationships for all is key.

Our behaviour policy aims to create a culture where aspiration, respect and full engagement in learning and the school community is celebrated and achieved by all. Students seek to work as hard as they can at all times and develop independent learning skills and a genuine love of learning. Students know that disruption to learning will not be tolerated and all staff will apply appropriate consequences consistently and rigorously. There is a sense of respect for self, others and the environment that permeates the school and attitudes within it ensuring that we develop positive relationships with everyone. Behaviour around the school is calm and purposeful so that students feel safe at all times and show this through the positive relationships they have with everyone.

### **Purpose**

- To ensure that “Excellence for All” is modelled across the school
- To ensure that “Aspire, Respect and Engage” is promoted and modelled by students and adults across the school
- To ensure that students understand the link between attitudes to learning and academic progress and are able to take ownership of their own attitudes to learning (with appropriate support)
- To ensure that there are clear and consistent consequences in place to support students to meet our schools expectations.
- To ensure that incidents of low level disruption are low and reducing over time as a result of clearly applied consequences, rewards and a culture of high expectations
- To maintain strong communication and transparency with all stakeholders so that expectations, rewards and consequences are clear and contribute to a culture of excellence
- To maintain staff, student and parent relationships which are positive and productive.

This policy 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
10. Developing good relationships with students and all stakeholders.

The policy aims to encourage good behaviour through a mixture of high expectations, clear routines, positive relationships, effective procedures and ethos which fosters discipline and a mutual respect between students, staff and students.

### **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 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 misbehaviour occurs outside of school
- Teachers have the power to impose detention 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, 2002, 2010, 2011
- Education and Inspections Act 2006, 2011
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour 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 (2023) 'Use of reasonable force'
- Keeping Children Safe in Education (2023).

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

- Safeguarding Policy
- Anti Bullying Procedure
- Complaints Procedure.

### **Roles and responsibilities**

#### **The Local Governance Committee**

The LGC is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

#### **The Principal**

The Principal with the Senior Leadership Team is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log (ClassCharts) is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.

#### **Teachers and Staff**

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging students to meet the school's expectations

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Individual pupils and their needs (supported through the leadership team and Curriculum Leaders)
- The needs of the students at the school
- Emotion Coaching
- Safeguarding training
- Norfolk Steps training
- Trauma informed practices
- De-escalation techniques
- Restorative communication.

Behaviour management will also form part of continuing professional development.

### **Parents and carers**

- Parents and carers, where possible, should:
- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school via the Behaviour for Educational Support Team (BEST)/Year Group promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

### **Students**

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy and social routines
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards.

We help students to meet the behaviour standards and they will be provided with repeated induction sessions wherever appropriate and through our pastoral curriculum. Students will be supported to develop an understanding of the school's behaviour policy and wider culture. Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy via the school senate and other methods to collate student voice. Extra support and induction is provided for students who are mid-phase arrivals.

### **Inducting incoming students**

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. Supportive measures may include a buddying system, pre-teacher introductions and/or additional time around the school in more student specific departments (e.g. SEND).

### **Preparing outgoing students for transition**

To ensure a smooth transition to the next year, students have transition days with their new teacher(s) in their new post-16 setting. In addition, staff members hold transition meetings to ensure behaviour is continually monitored and the right support is in place. Information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

### **Pastoral Team**

The staff who lead, manage and deal with behaviour incidents are identified below. The same people also support students on a daily basis within the School.

Principal	Mrs Bignell
Vice Principal	Mrs Wilkinson
Deputy Principal - Behaviour	Mrs Allen
Deputy Principal - Personal Development	Mr Hookway
Assistant Principal - Behaviour Routines	Mrs Dunne
Head of School/Year 11	Mr Mortimer/Mr Woodhouse
Head of School/Year 10	Mrs Dunne/Mr Coleman
Head of School/Year 9	Mr Tiddy/Mr Bowman
Head of School/Year 8	Mr Dewar/Mrs Moore
Head of School/Year 7	Mr Walker/Mrs Minster
BEST Co-ordinator (Behaviour Team)	Mrs Thetford
BEST Lead/Assistant Year 11	Mrs Harvey/Mrs Taylor

BEST Lead/Assistant Year 10	Ms Larkman/Mrs Byram
BEST Lead/Assistant Year 9	Mrs Thurling/Miss Banham
BEST Lead Year 7 and 8	Mrs Watker
BEST Assistants Year 7 and 8	Mrs Norman/Mrs Broomfield/Miss Bond

### **Behaviour Expectations**

At Thorpe St Andrew School and Sixth Form, we expect all students to follow our social routines and to maintain our ARE principles of behaviour. These are:

**Aspire** - Aim High

**Respect** - Be Kind

**Engage** - Work Hard.

### **Safeguarding**

The School recognises that changes in behaviour may be an indicator that a child is in need of help or protection. All staff should maintain professional curiosity and proactively consider whether a child's behaviour, including misbehaviour, may be linked to them suffering, or being likely to suffer, significant harm.

Any safeguarding or child protection concerns must be reported to the Designated Safeguarding Lead (DSL) immediately, using CPOMS. The DSL, after liaising with appropriate staff or other agencies, will determine whether early help intervention or a referral to children's social care is appropriate.

### **Behaviour Expectations and SEND**

Some students who frequently display challenging behaviour may lack the ability to self-regulate because of an SEND or mental health issue. Perceived 'misbehaviour' may also be a sign that they are unable to access the work that has been set.

While it should not be assumed that every incident of misbehaviour will be connected to their SEND, all staff should consider behaviour in relation to a student's SEND in the first instance. Consideration should be given as to whether students' needs are being adequately met and whether they can effectively access the curriculum. Students learn best to manage their self-control, behaviour and learning when they feel well supported by staff who are caring, understanding, curious and consistent. Staff will try to anticipate triggers of misbehaviour and put in place preventative measures to reduce the likelihood of a behaviour incident.

Staff will be supported in this by the school's SENCO, and inclusion team, pastoral teams and behaviour team and will use their 'best endeavours' to meet the needs of those with SEND (including students who have unidentified SEND).



At Thorpe St Andrew school , we will make reasonable adjustments for behaviour according to individual needs. Examples of reasonable adjustments include:

- Providing equipment for students who struggle with memory and organisation
- Allowing 'downtime/time-in' for a short break when feeling overwhelmed
- Allowing students to move or use a fidget toy agreed by the school
- Adjusting uniform requirements if there are sensory or medical issues
- Adjusting seating plans for students who have visual, hearing, sensory, attention or other areas of need
- Providing a visual timetable showing what is happening now and what is coming next and making sure any changes are communicated in advance.

Where a child continues to experience difficulties, despite evidence-based support and interventions, the school may involve the following specialists:

- Educational Psychologists
- CAMHS
- MAP
- GP services
- Local Authority Inclusion/SEND services.

Patterns of challenging behaviour by students who are not on the SEND register, will be raised as a concern to the SENCO for investigation into unmet or unidentified SEND or mental health issues using the school's referral forms.

### **School Uniform**

- The school expects all students to wear the prescribed uniform while in school as outlined in School Matters
- Reasonable adjustments can be made where students cannot, for very good reason and with the prior agreement of the school, wear the correct school uniform, e.g. wearing PE kit during the day because of a sensory need/issue.

A uniform infringement will be addressed:

- At the gate
- During morning motivation
- During form time.

Each BEST has a bank of uniform and Students identified as not meeting uniform expectations (on the gate, during line up, during form time) will be sent to the BEST office to collect the correct uniform in exchange for their mobile phone.

Students who do not bring their PE kit will have to wear a loan kit in exchange for their mobile phone. BEST and PE have been provided with safes to store the mobile phones.

### **Responding to Positive Behaviour**

Our students learn best when they feel safe. This can be achieved by having clear expectations and routines, consistently applied with reasonable adjustments if appropriate. All staff will aim to create a positive and supportive environment in the classroom and around the school using positive language and relationships based on dignity and respect. This helps students to engage in and make good progress with their learning and can promote staff and student health and well-being. The school recognises that acknowledging positive behaviour encourages further positive behaviour. Communicating positive behaviours to parents can also be an effective way to motivate students to behave well.

When a student's behaviour meets or goes above the expected behaviour standard, staff will recognise this through positive recognition, rewards, and celebrations. This will include recognising the progress of students who require additional support with their behaviour. The school will demonstrate a fair and clear application of rewards to reinforce the routines, expectations, and norms of the school's behaviour culture. These are:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence/postcards home
- Positives logged on ClassCharts
- Reward prizes and events
- Certificates, prize ceremonies and special assemblies
- Leadership opportunities through events in school, school Senate and the House system.

### **Responding to Behaviour that Does not Meet Expectations**

Responses to behaviour that do not meet our expectations will always be made with the aim of helping students to make better decisions and choices in the same or similar contexts in the future. For most students, a gentle reminder or nudge in the right direction is all that is needed. However, for some, more supportive measures and interventions will be required.

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore a calm and safe learning environment. All staff should deal with poor behaviour without delegating either the task or the accountability. The person best placed to manage the behaviour of a student is the class teacher or the member of staff who was there at the time. Staff will endeavour to create a predictable environment by always responding to behaviour that falls short of the standards in a consistent, fair, and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

When managing behaviour, staff should also consider the possible impacts of trauma, using the "connect before you correct" approach, by looking beyond the challenging behaviour displayed and questioning what feelings and emotions might be driving the behaviour and considering the de-escalation approaches from the Norfolk Steps training.

## Low level disruptions/In class behaviour/Social Routines

Low level disruptions are behaviours which are not directly confrontational or challenging, but which nevertheless disrupt the teaching and learning environment. If allowed to continue, the concentration and learning of other students can be badly affected. Staff will always consider whether low level disruptions are because of a safeguarding concern, an identified or unidentified SEND or mental health need.

At Thorpe St Andrew school and Sixth Form we believe that the following **routines** promote positive attitudes to learning:

- The classroom teacher and/or support staff meet students at the door
- Where possible, students are greeted by name and with a smile
- There is a seating plan in place that maximises student learning, this is not open to negotiation with students
- Students have a clear routine when entering the classroom, including a “do now” task
- Latecomers are noted on ClassCharts and addressed privately at an appropriate point in the lesson
- The teacher will set out the context of the lesson and the learning question/learning outcome. There is an expectation that students do not speak when the teacher is speaking and are focussed and engaged
- The lesson starts promptly and has a clear structure
- There are clear mechanisms in place to support the organisation of learning, for example systems for distributing books and equipment
- Teachers and support staff are well aware of the needs of different learners and differentiate work accordingly
- High expectations permeate the lesson; praise is used widely and there is clear challenge
- There are clear systems in place for ending the lesson and leaving the classroom in an orderly way.

In addition to this our social routines are detailed in appendix 1.

To stop any low-level disruptions escalating to more serious behaviour breaches, staff will intervene quickly and calmly using the following de-escalation techniques. This list is not exhaustive, and staff may use responses tailored to the individual needs of a student:

- Ensure that, if appropriate, all reasonable adjustments have been implemented e.g., use of a fidget toy
- Use eye contact, hand signals or questions to distract and to signal their misbehaviour has been noted
- Using first names, check the student’s understanding of what it is they need to do
- Use clear, consistent language to explain the task and expected behaviours
- Use positive language, signals and praise for doing the right thing
- Stand closer to the student (being aware of their personal space) to signal their

behaviour is being monitored

- Verbalise self-regulation techniques and offer support e.g. 'I can see you are becoming anxious/stressed/annoyed, try taking three deep breaths and then we can look at this task together'
- Remind the student of expected behaviours again and consequences for further disruption.

Teachers will use the school's social routines as reminders to all of the expectations for behaviour in class and for learning.

When a student fails to follow the social routines and learning is disrupted staff will follow this approach (also using the points above as guidance):

- First offence - Verbal warning (*no log on ClassCharts*)
- Second offence - logged on ClassCharts
- Third offence - Sent to Hub.

### **Behaviour Outside of the Classroom**

Thorpe St Andrew School is committed to ensuring that student behaviour outside of lessons is good at all times. Staff, including duty staff, will apply the same approaches and intervene quickly and calmly using the de-escalation techniques outlined. This includes:

- Ensuring that students move around the school in a calm and orderly way
- Ensuring that student language is appropriate at all times. This includes zero tolerance of swearing and discriminatory language
- Ensuring that students respect the school environment. This includes ensuring litter is placed in bins and ensuring that all school equipment and property is treated with respect
- Ensuring that students take pride in their physical appearance. This means that appropriate uniform is worn at all times, including on the journey to and from school
- Students respect and follow rules in relation to mobile phone and headphone usage
- Students respect the fact that the school is a non-smoking site. This includes the area at the front of the school building
- Students are positive role models and treat each other with respect and courtesy. All forms of bullying will be challenged and addressed in line with the school behaviour policy.

Out of Class Behaviour Expectations are explicitly shared with students via our **Social Routines**. Again, as with the learning routines, these are systematically shared with students throughout the academic year.

When a student fails to follow the expectations of our school this will be recorded on ClassCharts and monitored by the Head of Year and BEST, this includes out of class behaviour.

For safeguarding reasons, as a school we ensure that students feel safe within all areas. Should misbehaviour occur within the locality of the toilets, the behaviour system will be

followed.

Expectations about behaviour in toilets are explicitly shared with students. Examples of unacceptable behaviour that will result in sanctions include:

- Vandalism
- Misuse of resources
- Vaping
- Eating in toilets
- Littering in the toilets
- Multiple occupancy of a toilet cubicle.

### **Sanctions and Consequences**

Where misbehaviour continues or there is a serious breach of the school's behaviour expectations, the school may use a sanction and apply a consequence. When taking this disciplinary action, the school will consider the following:

- That any contributory factors have been identified and considered e.g. if a student has suffered bereavement, abuse or neglect, has mental health needs, is subject to bullying, has identified or unidentified SEND, is subject to criminal exploitation, or is experiencing significant challenges at home
- Whether the misbehaviour gives cause to suspect that a student is suffering, or is likely to suffer, harm. If this is the case, staff will follow the Child Protection and Safeguarding policy and speak to the SDSL or Deputy at the earliest opportunity.

Staff will try de-escalation techniques to avoid the use of sanctions and consequences wherever possible. However, staff can sanction students whose behaviour falls below the standard that could reasonably be expected of them. Staff can issue consequences at any time students are in the school or elsewhere under the charge of a member of staff, including on trips.

Sanctions and consequences must be reasonable and proportionate and consider any special circumstances. Staff should avoid moving through the sanction ladder too rapidly and, wherever possible, should implement the 'support pre consequence' steps calmly and with care, allowing 'take up time' between each aspect of support given. Following any consequence, the school will support the student to reflect on and understand their behaviour. This could be a short 'check-in' conversation or a longer more restorative meeting, depending on the individual circumstances. At the same time, staff will work together to understand a student's context as this will inform effective responses to more complex behaviours.

The school uses the following general strategies or approaches to support behaviour needs:

Norfolk Steps approaches

Passport behaviour plans and wishes and feelings

Trauma informed and attachment aware practice and emotional coaching

<p>An understanding of adverse childhood experiences (ACEs) and how these may impact on behaviour</p> <p>Restorative communication</p> <p>Reports, monitoring and support from BEST</p> <p>Referral to inclusion team NCC</p>			
Stage	Possible pre consequence support	Consequence	Possible post consequence support
1	<p>An approach which is non-threatening (side on, eye level or lower):</p> <ul style="list-style-type: none"> <li>▪ Using positive language, discuss the impact of the behaviour and relate to expectations</li> <li>▪ Check understanding of task</li> <li>▪ Provide a refocusing task e.g. handing out books or equipment; asking a question they can answer</li> </ul>	<p>Verbal warning</p> <p>Log behaviour on ClassCharts</p>	<p>Restorative conversation with relevant staff member or peers</p> <ul style="list-style-type: none"> <li>▪ Discussion with the student, including explaining our expectations.</li> <li>▪ Communication with parent/BEST/HOY</li> </ul>
2	<p><i>If appropriate</i>, allow the student time to refocus and calm down:</p> <ul style="list-style-type: none"> <li>▪ Reminder of behaviour expectations and consequences for non compliance</li> <li>▪ Refer to previous excellent behaviour/learning as a model for the desired behaviour</li> <li>▪ Short conversation outside of classroom</li> <li>▪ Move location within classroom</li> <li>▪ Remain for a short discussion after the lesson</li> </ul>	<p>Result in removal from classroom</p> <p>Student will take themselves to the Hub and notification is sent digitally to remove</p> <p>If required OnCall staff member will assist and support student in positively engaging with leaving the classroom</p> <p>Reflective work and text books will be given to the student in the hub.</p> <p>Where necessary deescalation time will be provided</p>	<p>Communication with parent</p> <ul style="list-style-type: none"> <li>▪ Restorative conversation with relevant staff member or peers</li> <li>▪ Referral to year teams/BEST for monitoring and report</li> <li>▪ Possible referral to SENDCO/Inclusion Tea</li> </ul>

		Follow-up 20 minute lunch time detention	
3	Use of BEST/Senior Team/BASE to prevent an external internal suspension (EIS to another school) or suspension or exclusion	Internal external suspension, Suspension and permanent exclusion (see below for further details)	Reintegration meeting strategy and plan for support

## Stage 2 Removal from Classroom to the Hub

The requirement to be removed from class is an indication of a serious shortfall in behaviour expectations and will only be used once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal.

Removal from classroom/school to the Hub as a consequence does not include circumstances in which a child is asked to step outside the classroom briefly for a conversation with a member of staff and asked to return following this. It also does not include the use of SEND or Inclusion Spaces for planned intervention or therapeutic work to support with behaviour.

If a student is removed from class the school will inform parents the same day via ClassCharts behaviour notification.

A student will remain in Hub for no longer than is necessary. For most, this will be a maximum of 1 lesson. However, there may be exceptional circumstances, where a student remains in the Hub for more extended periods. All students in the Hub will receive regular breaks, including movement breaks and food/drink breaks and opportunities to visit the toilet.

Staff will be made aware of any medical needs and ensure any health care plans are fully implemented. Staff will record all incidents of removal from the classroom along with details of the incident that led to removal, and any protected characteristics of the child on ClassCharts.

The school will collect, monitor and analyse this data weekly to examine repeat patterns and the effectiveness of the use of removal. This information will be used to provide timely intervention and support to students. This may include a plan review and/or investigation by the DSL and/or SENDCO. Parents will be informed of the outcome of any investigations. In addition, the school will provide any necessary support to departments or staff.

This data and the impact of interventions to support behaviour is reviewed at Year Group meetings. Use of the checklist can help identify areas where a student needs further support to stop behaviours escalating to the point where suspensions and permanent exclusions are

used.

### **Stage 3 External Internal Suspension, Suspension and Permanent Exclusion**

External Internal Suspension (EIS) is a suspension to another school and suspensions will be used as a last resort. However, it is acknowledged that they are sometimes necessary to ensure a calm and safe environment for all students and staff. The Principal can use suspension or permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following extensive support and intervention. In deciding whether to issue a suspension or permanent exclusion the school will have reference the Trusts Suspension and Exclusion policy and legislation that governs the suspension and permanent exclusion of children (The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012).

An EIS is where a student will sit in a different school within the Norwich locality. The times of the day differ from school to school but are approximately 9:15 am till 2:30pm. Transport in the form of taxis is provided should it be helpful. EISs form a compulsory part of our behaviour strategy that encompasses the use of suspension supported in another academic environment.

Before this point, the leadership team and Principal will review the support and intervention strategies in response to misbehaviour.

In addition to an escalation in misbehaviour the following may result in a stage 3 consequence as these 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:

- 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
- Bringing a banned item into school (see list below).

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.

As a school we will look for alternatives to suspensions and exclusions and will actively seek Alternative provisions and offer support for all of our students to remain at school and in education. This may mean that we offer online learning, AP off site, BASE/RAT provision, Managed Move to another school or an alternative not listed here.

### **Supporting Student's Reintegration from a Level 3 Consequence**

When a student has received an EIS/Suspension the school will hold a review meeting for the student and current behaviour. A support plan will be put in place immediately before the reintegration meeting which may involve:

- A home visit
- A call to parents/carers
- A meeting with a School Counsellor
- Wishes and feelings completed/reviewed, behaviour management plan
- A review of SEND provision
- EHAP referral
- Referral to outside agencies.

At the reintegration meeting, these supportive actions will be discussed and an agreed action plan will be arranged with the parents/carer, the student and the school.

On return to the school the student may have these supportive actions in place to assist their behaviour:

- Counselling
- Weekly or daily BEST check ins
- 2 in 10 meeting check ins
- A round robin
- Going on report to nominated staff.

## **Thorpe St Andrew Behaviour Tiers**

Weekly, the pastoral teams will analyse the behaviour data of the students in their Year Group. This analysis will determine a tier of intervention for those students who need extra support to meet the expectations of the school.

### **Tier 1 - Yellow Alert Watch List**

This level of intervention is the responsibility of BEST. This initial tier of intervention acts as a check to ensure that we have everything in place to support the student at school. Parents are contacted, the school checks that SEND needs have been met or screened and that there are initial wishes and feelings completed. The second level of the "Tier 1 yellow alert" brings with it a Positive behaviour management plan, a pupil passport, and discussions regarding more intensive support in school and assistance outside of school for the family.

### **Tier 2 - Orange Alert - Support Plan**

If a student is at this level more senior team members support the student. The responsibility is now with the Head of Year/Head of School and there are further supportive consequences and interventions discussed such as well being referrals, daily report cards, BASE/RAT support. At this point, a managed move may be discussed as it may be considered that the student would benefit from a fresh start.

### **Tier 3 - Alert Intervention**

This is the highest level of support and at this point the student is at risk of permanent exclusion and will have amassed a number of suspensions or there are other significant concerns. The support at this stage is provided by the Principal, Vice Principal, Deputy Principals or the BEST Co-ordinator. At this level NCC inclusion will be contacted. There will be a JAGS review in school and a considerable number of supportive measures will be implemented.

Throughout this all actions will be monitored and collated on a Behaviour tiers monitoring sheet.

### **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
- Whilst we appreciate that a detention may cause difficulty in travel arrangements for parents/carers the school can and will set after school detentions.
- First opportunity detentions will be Monday to Thursday for 30 minutes. If a student does not attend a detention after a second chance, they will be required to attend a 2 hour leadership detention on a Friday from 3:05pm to 5:00pm
- During detentions there will be reflection activities and text books available for learning activities.

### **Mobile Phones**

At Thorpe St Andrew School we allow students to have mobile phones that are switched off

and out of sight/not used.

See it, hear it, lose it!

Allowing access to mobiles in the school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. For that reason, all mobile phones must be kept in bags at all times during the school day. Failure to comply will result in negative.

- First offence confiscation
- Second offence confiscation – Parental collection
- Third offence – confiscated daily for a period of time (a term for example)
- In exceptional circumstances, and to support individual children, a child may be permitted by the Principal to use their mobile phone during the school day as a reasonable adjustment – this would be in a specific safe supervised space.

### **Bullying, Prejudice Related Incidents and Sexual Harassment**

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, prejudice and sexual harassment. 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 through the Pastoral Curriculum and facilitating student reflection of behaviours and supporting students to comply.

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

We are fully committed to the principles of the Equalities Act 2010 and seek to ensure that no student is discriminated against on the grounds of sex, race, disability, sexual orientation, religious belief or pregnancy.

### **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 are harmful) will be disciplined. Students may be permanently excluded if they are found to be involved in a drug, alcohol and other banned or misused 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.

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

### **Banned items**

In order to promote the safety of all members of the school community the following items are 'Prohibited' (Section 550ZB(5) of the Education Act 1996) and are banned within our school:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarettes papers
- fireworks
- pornographic images
- any article that a member of staff reasonably suspects has been or is likely to be used to commit an offence
- any article that a member of staff reasonably suspects has been used to cause personal injury to or damage to property of any person (including the student).

The school has also banned:

- Catapults
- Laser pointers
- Electronic Cigarettes / Vapes
- Fizzy drinks – including 'energy drinks'.

### **Reasonable force**

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

*(All members of the school community are receiving Norfolk Step on training this year and identified individuals will be receiving Norfolk Step up training in line with this policy)*

- 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 and with Norfolk steps training
- 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.

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.

### **Restraint/Positive Handling**

Where a student's behaviour could present a significant risk of injury to themselves, other people, or property the school will complete a risk assessment and determine if an individual child requires a positive handling plan to be put in place. These plans will be developed in the student's best interests and agreed by staff, parents and the student concerned wherever possible. They will be reviewed at least termly or when the needs of the student change. The plan will document situations that may trigger challenging behaviour and any successful preventative strategies. The plan will also document how physical intervention should be used appropriately.

### **Recording, reporting and responding to incidents of restraint/positive handling/use of reasonable force**

All incidents of positive handling/restraint must be notified to the safeguarding team using the Restraint Notification Form for Norfolk Steps and Broad Horizons Education trust will be informed. In addition, the 'Restraint Record Form' must be completed also uploaded onto CPOMs. This must be completed as soon as is practicable, and within 24 hours of an incident taking place, by all those involved.

Parents will be informed on the same day as the incident and invited into the school to discuss the incident as soon as practicable and a written review of the incident must be conducted by the Principal and DSL and recorded on CPOMS (Child protection online management system)

### **Behaviour Outside of the School**

- Students at the school must agree to represent the school in a positive manner
- This 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 issue consequences for students for misbehaviour off the school premises when the student is:
  - Wearing school uniform
  - Travelling to or from school
  - Taking part in any school-related activity
  - In any way identifiable as being a student at the school.
- Staff may also issue consequences 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 policy
- 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 complaint's procedure.

### **Online Misbehaviour**

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school.

Consequences will only be given out of school premises or elsewhere when the student is under the lawful control of a staff member.

## **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).

A search can be considered if the member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

Before any search takes place, the member of staff conducting the search should explain to the student why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

Under common law, school staff have the power to search a student for any item if the student agrees. The member of staff should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed.

Thorpe St Andrew School always considers the age and needs of students being searched or screened. This includes the individual needs or learning difficulties of students with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a student has a disability.

Thorpe St Andrew School does not endorse and will not undertake a physical search of any students' persons. Any intimate search must be carried out off-site by a person with more extensive powers in this area - e.g. a police officer - not a member of school staff. This will not occur on the school site and will involve direct collaboration between the police and parents.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the student is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying students who may benefit from early help or a referral to the local authority children's social care services.

According to Department for Education advice the following procedures are permitted:  
Confiscation - school staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline. They will be either disposed of or passed to the police as appropriate. We cannot return them to the student.

## **Searching with Consent**

Any member of the Leadership Team or the Safeguarding Team may search a student if they have their consent. A student has given their consent if any member of staff asks them to turn out their pockets, or look in their bag, and the student agrees. If a student refuses the

request, this is considered the same as refusing to attend detention or cease other unacceptable behaviour and will be treated as such.

### **Searching without Consent**

In the event that a member of staff has reasonable cause to believe a search is necessary, this may be carried out, without consent, by any member of the Leadership Team or the Safeguarding Team. For higher level searching concerns surrounding weapons or drugs, the Principal/Vice Principal/Deputy Principal must be present.

### **Conducting the search**

A search should have two members of staff present, except in exceptional circumstances. Any member of staff carrying out a search without consent must have read and understood the latest government guidance on searching, screening and confiscation. They are not obliged to carry out the search. A search without consent can be carried out of possessions, outer clothing, (hats, coats, shoes, gloves and scarves), and pockets. Where necessary a student will be asked to remove their coat and/or hoodie/jumper, empty all pockets, open their bags and in some circumstances remove their shoes and socks. Possessions and items of apparel that have been removed may then be searched by the staff present. If undesirable items are discovered the school will use its power of confiscation to retain the offending item(s).

Searches will be carried out at an appropriate location. Where possible, this should be away from other students. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

A member of staff is able to search personal spaces at the school for any item provided the student agrees. If the student withdraws their agreement to search, a search may be conducted both for the prohibited and banned items listed above.

### **Post Search**

After a search has been completed, the member of staff will log the search on CPOMS. This is regardless of whether a prohibited item is found or not found. This will allow the DSL (or Deputy) to identify possible risks and initiate a safeguarding response if required.

Parents will always be informed of any search for a prohibited or school banned item that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied. Where appropriate, parents/carers will be invited to retrieve the offending property and asked to ensure that they are not brought to school again. In the event that illegal items are discovered then the Police will be informed immediately.

### **Confiscation**

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or students



- is prohibited, or identified in the school rules for which a search can be made
- is evidence in relation to an offence.

### **Suspected Criminal Behaviour**

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the DSL team will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the DSL will make a tandem report to children's social care, if appropriate.

### **Child on Child Abuse**

All staff are aware that children can abuse other children and this is most likely to include, but may not be limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence (such as rape)
- sexual harassment (such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse)
- upskirting (which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm)
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals.

Sexual violence and sexual harassment are never acceptable, will not be tolerated and children whose behaviour falls below expectations will be sanctioned. Our school Anti-bullying policy has 4 stages of consequence for the perpetrator that at the final stage if no improvement in behaviour has been seen can result in a permanent exclusion.

The school will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. All staff must challenge all inappropriate language and behaviour between children and ensure respectful relationships and high standards of conduct between staff and children at all times.

Following any report of child-on-child sexual violence or sexual harassment offline or online, the school will follow the safeguarding principles set out in Keeping Children Safe in

Education - GOV.UK ([www.gov.uk](http://www.gov.uk)) (KCSIE) - especially Part 5.

The DSL (or Deputy) will advise on the school's initial response. Each incident will be considered on a case-by-case basis and sanctions may be applied whilst other investigations by the police and/or children's social care are ongoing.

All victims will be reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the academy will not be downplayed and will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report or their experience minimised.

We will work with other agencies as required to respond to concerns about sexual violence and harassment. We will seek consultations where there are concerns or worries about developmentally inappropriate or harmful sexual behaviour from the Harmful Sexual Behaviour (HSB) Team as required so that we ensure we are offering the right support to the child(ren). Support will depend on the circumstances of each case and the needs of the child, it may include completion of risk assessments to support children to remain in school whilst safeguarding other children and the victim, delivery of early intervention in respect of HSB and/or referral to [The Harbour Centre Sexual Assault Referral Centre](#) (SARC) where a pupil discloses a rape, an attempted rape or a serious sexual assault whether this has happened recently or in the past. The assault does not have to have taken place in Norfolk but the victim must live in Norfolk to access support. The SARC also has a 24/7 helpline 01603 276381 if pupils or staff need to speak to a Crisis Worker for help & advice. Referral forms can be found on [The Harbour Centre website](#).

### **Malicious Allegations**

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and students accused of misconduct.

### **Monitoring**

The school will collect data on the following:

















- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Incidents of positive handling/reasonable force
- Anonymous surveys for staff, children, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

The data will be analysed by Deputy Principal and Assistant Principal with the support of Teachers responsible for Behaviour and Welfare, SEND and safeguarding.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic.

## Appendix 1 - Social Routines

 <h3>Social Routines</h3> <p>The social routines are to be used by all staff and all students- they are for everyone to apply and follow. These will help us all to aim high, be kind and work hard.</p> <ul style="list-style-type: none"> <li>• They are designed to make our school a calm and focussed place to be - both in lessons and in public areas.</li> <li>• We know that sometimes you might forget some of the Social Routines- that is when we will re-teach them to you by running through them during lessons or form time.</li> <li>• Ignoring a Social Routine though is a problem and will get you a negative.</li> <li>• Being brilliant at following all of our Social Routines will earn you points but more importantly make you successful. You will acquire habitual social skills that will help you beyond school in wider society.</li> </ul>   	 <h3>Starting a Lesson</h3> <ol style="list-style-type: none"> <li>1. Go straight to your lesson when you hear the first bell. Arrive at your classroom quietly and calmly, greeting your teacher as they greet you.</li> <li>2. Be ready to learn, sitting upright, facing the teacher, showing you are actively listening. <b>ASAP!</b></li> <li>3. Begin the DO NOW task immediately.</li> <li>4. The register is taken in silence. You should politely reply with confidence, clearly so you can be heard.</li> <li>5. As the lesson activities are introduced, be alert, sit up and look at your teacher do not speak to students or attempt to distract them from listening.</li> </ol>   
 <h3>During a Lesson</h3> <ol style="list-style-type: none"> <li>1. To help everyone concentrate, work in silence unless told otherwise.</li> <li>2. Sit up, look at the teacher in class and show you are actively engaged in learning.</li> <li>3. Present your work neatly and with care. Feel pride for the quality of your work.</li> <li>4. Ask for help promptly if you do not understand what to do, ask your question politely.</li> <li>5. Show kindness, respect and support to all class members and to their ideas.</li> <li>6. Always look for the most 'tricky part' of the piece of work and tackle it.</li> </ol>   	 <h3>Ending a Lesson</h3> <ol style="list-style-type: none"> <li>1. We want you to be as successful as possible. Lessons are 60 minutes of engaged learning time.</li> <li>2. Stop working and pack up only when the teacher says so, NEVER before the last two minutes of the lesson.</li> <li>3. Tidy away all equipment.</li> <li>4. Stand behind your chair in silence. Wait to be dismissed row-by-row, group by group by your teacher</li> <li>5. Leave the classroom quietly, saying goodbye and thanking your teacher and go directly to your next lesson or to your social area if it is break or lunch.</li> </ol>   

**Moving Around the School** **SIXTH FORM** Engage = ASAP

1. When you are dismissed, leave your classroom quietly and remain calm as you walk through the building and along footpaths, always on the left hand side.
2. Corridors are not places to stop. Move calmly indoors (no pushing or shoving) and go directly to your destination, walk at a fast but safe pace to avoid lateness.
3. Speak with kindness and respect to everyone.
4. Mobile phones remain out of sight. *If seen, your phone will be confiscated by staff.*

*Not following instructions, rowdy, rude or unkind behaviour will result in negative points, and even in you getting sent to The Hub with after school reflection time.*

Attention to the speaker, Sit up straight, Arms on the table, Pens down/chromebook closed )

Aspire Aim high, Respect Be kind, Engage Work hard

**Not meeting our expectations** **SIXTH FORM**

- 1) First offence - Verbal warning (*no log on classcharts*)
- 2) Second offence- logged on classcharts
- 3) Third offence - Sent to Hub

*In the event of a serious offence we will send you directly to the Hub.*

Aspire Aim high, Respect Be kind, Engage Work hard

## Appendix 2 - Uniform

### What is the uniform requirement for TSAS?

White formal long-sleeved shirts (short sleeved shirts are also acceptable uniform).	Tucked in top button done up (except in extreme heat)
White long sleeve/short sleeve base layer	Coloured base layers or long sleeved base layer under short sleeved shirts are not acceptable
Navy pleated skirt	No shorter than just above the knee
Navy tailored trousers	Straight leg; cannot be skinny fit, leggings or jean design
Navy tailored shorts	(tailored shorts are for the summer term, up until October half term)
Navy knitted V-neck jumper with Thorpe St Andrew School and Sixth Form School Logo	Not sweatshirt material, not black or crew neck. Must have the TSAS school logo

Plain Black footwear	No white soles or logos. Eg converse, white ticks or stripes. No coloured shoe laces, just black
Plain black or white socks or black tights	No brightly coloured tights, striped tights or tights with patterns
A plain dark coat or jacket	A hoodie is not a coat and therefore not acceptable attire Denim jackets, or jackets that are not Navy, black or grey are not permitted
Tie - Thorpe St Andrew School and Sixth Form	Worn straight at an appropriate length (no fewer than 12 stripes as a general guide)
Drama lessons footwear	Students must bring appropriate footwear for drama lessons. These can be grippy socks or dance shoes. If, for medical reasons, trainers must be worn they are to be clean and have non-slip soles and a note will be required.
Technology apron	Thorpe St Andrew School and Sixth Form Butcher's Apron or Apron for technology
Student Photo-ID Cards Lanyards.	Must be worn (not in pocket), with the photo visible

### What is the PE uniform requirement as TSAS?

Thorpe St Andrew School and Sixth Form Tapered Pants, leggings, shorts or skirt or plain unbranded navy jogging bottoms, sport leggings, shorts or skirt	"Hot pant" style shorts, cycling shorts are not acceptable Black/grey jogging bottoms/leggings/shorts are not acceptable. Branded/ticked/striped jogging bottoms are not acceptable Navy joggers with branding other than school branding not acceptable
Thorpe St Andrew School and Sixth Form Polo or a plain Navy polo shirt or navy t-shirt	Black, white or any other colour t-shirts are not acceptable Nor are t-shirts with branding, marking, ticks or lines on them
Thorpe St Andrew School and Sixth Form mid layer or a plain unbranded Navy sweatshirt	Black/branded sweatshirts and hoodies are not acceptable - EG a black sweatshirt with a tick or stripes Navy sweatshirt with branding other than

	school branding not acceptable
Trainers	Suitable for PE use and only used for PE
Black or Navy one-piece swimsuit, swimming trunks or swimming shorts, a swimming hat (white) and a towel	Bikinis and patterned swimwear is not acceptable

### **Year 7,8 and 9**

May wear PE kit on a day they have PE but not on a day they have a sports club. They will have to change on days they have clubs.

### **Year 10 and 11**

Will have to come in school formal uniform every day and bring in PE kit to change into.

### **What is the TSAS policy on accessories and personal styling?**

Hairstyles should not be extreme in either style or colour. All colour should be natural and subtle (e.g. no blue, green, purple, pink etc).

Nails - kept short for health and safety. Coloured nail polish is not permitted, nails must be natural in colour.

Make-up - must be subtle and discreet, false eyelashes are not permitted.

Rings and other jewellery are not considered suitable for school.

Piercings - A maximum of one pair of plain small stud earrings (not hoops or other styles), small nose stud may be worn but facial and other body piercings are potentially dangerous and not permitted.

Earrings and nose studs must be removed for PE (please think carefully about when you allow ears to be pierced).

Ear tunnels, stretchers and plugs are not permitted.

### **What is the TSAS policy on religious dress code?**

Hindu students are permitted to show Tilak markings.

Jewish students may wear a kippah, it must be plain white, navy or black in colour.

Muslim students may wear the Hijab, it must be plain white, navy or black in colour.

Sikh students are permitted to wear pagri/turbans if worn must be plain white, navy or black in colour. Kara bracelets are permitted.

Other religious head coverings and clothing are permitted.

Religious necklaces may be worn but must be tucked inside shirts and removed for PE.

If you have any further questions not covered above, please contact the school for further clarification.

### **In the event of a student wearing the incorrect uniform**

A student will be issued with a negative for wearing the incorrect uniform.

A parent/guardian may be called and if available can bring in the correct uniform.

If an adult is not able to bring this in the student will be given the correct uniform to wear from our stock. They will have to “swap” the uniform with their mobile phone which will be kept securely in a locked safe. At the end of the day when they return the loaned clothes to us, we will give them their phone back.