



## Behaviour Policy

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## Behaviour Policy

### 1. Purpose and Principles

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

Good behaviour has always been a key feature of the 'TDA Way', enabling us to function as a mutually supportive organisation in a safe and secure environment. Good behaviour underpins effective teaching and learning within, and beyond, the classroom, allowing us to effectively support our students and better fulfil our core purpose.

In addition, we aim for our students to develop and reflect our character values of compassion, commitment, curiosity, courage, confidence and courtesy. Promoting good behaviour, and challenging behaviour that fails to meet our expectations, is essential to this.

TDA will, therefore, maintain a 'warm-strict' approach towards its behaviour management which balances the need for effective, and consistently applied, rules and routines with positive relationships which are supportive of students' wellbeing, learning and character development.

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

- Behaviour and discipline in schools (Jan 2016)
- Preventing and tackling bullying (July 2017)
- Use of reasonable force (July 2013)
- Searching, screening and confiscation (Jan 2018)
- Exclusion from maintained schools, academies and pupil referral units (Sept 2017)
- Equality Act 2010

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

### 2. Basic expectations

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

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

- 2.2. Our expectations of students' behaviour, anticipated support from parents/carers as well as a statement of our own commitment to supporting students' wellbeing and education, is set out in the Home Academy Agreement (Appendix 1) which students and their parents/carers are required to read and sign before joining the academy and also at reintegration meetings following seclusion or exclusion.
- 2.3. Communicating our expectations - TDA acknowledges the importance of ensuring that staff, students and parents/carers fully understand the Academy's expectations of behaviour and conduct.

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

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

Communication with parents/carers occurs via a number of media including the TDA website, where all policies can be found, the Home-Academy Agreement, direct email of behaviour summary documents and social media.

- 2.4. Uniform and equipment - TDA has high expectations of students' uniform and appearance, including jewellery items, outdoor coats and hoodies, footwear and hairstyles. On days when students have PE, they are expected to only wear the TDA PE Uniform. Full details of acceptable uniform items can be found on the TDA website and in Appendix 2 of this policy.

In addition, students are expected to be appropriately equipped each day, details of which can also be found in the Uniform Policy.

Students are expected to wear their uniform with pride and can expect to be challenged by staff if they are found to be wearing incomplete uniform, unacceptable items or are wearing the uniform inappropriately, such as shirts not tucked in. Uniform issues will often be addressed by staff as soon as students enter the academy site and most certainly during morning registration with tutors.

Tutors will support students to correct any issues with their uniform where there is a genuine need; inappropriate items will be confiscated and stored until the end of the day. Where issues persist and the matter becomes one of open defiance, support will come from the HoY/DHoY and detention or seclusion may be used as a sanction, if deemed to be appropriate.

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

A clear process is in place to support students in developing their character around punctuality which can be found detailed in Appendix 3. Students are expected to be in tutor time or lessons promptly for the scheduled start of each session; each session will finish 3 minutes

early in order to facilitate travel time. Should students arrive late to a session, they will receive a negative behaviour event on SIMS and will receive a sanction based on an escalating scale.

- 2.6. Mobile phones - At TDA, we acknowledge that mobile phones and other devices have some learning benefits; however, it is our belief that heightened access to screen time can inhibit our students' social and literacy development. As such, we encourage our students to use their devices to support their independent learning outside of school and educate them on how to stay safe and healthy with modern-day technology via our PD curriculum.

KS3 and KS4 students are encouraged not to bring mobile phones, headphones or other devices into the academy. If they choose to, they must be switched off and in their school bag at all times, whilst on the school site; headphones should also be kept in bags and not be worn. KS5 students can only use their phones in designated areas to support their learning. They may use their phones in lessons if directed to do so by their teacher.

If any student is seen with their phone (outside of any designated area), it will be confiscated and stored centrally. Parents will receive a text message and can collect the phone before 4:15pm. If they are unable to do so, the student can pick the phone the next day at 2:45pm. If it is a Friday, the student can pick up the phone before 4:15pm on that day.

Our full mobile phone guidance can be found in Appendix 4.

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

Similarly, chewing gum is not permitted and students can expect an equal challenge should they be seen to be using it.

### **3. In the classroom**

- 3.1. Punctuality - our expectations around punctuality to lessons is outlined in section 2.5 of this policy and detailed in Appendix 3.
- 3.2. The TDA Classroom - each lesson or tutor time is under-pinned by a clear set of behaviour expectations which support the prompt establishment of an effective learning environment which is safe, calm and focussed.

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

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

These expectations are highly visible in every classroom and can be found in Appendix 5 of this policy.

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

In addition, where students have gone 'over & above' our basic expectations (being punctual, courteous, correctly dressed, fully equipped, basic engagement with the lesson, etc.), they will be awarded positive behaviour points via SIMS. These are issued to students who demonstrate 'over & above' academic achievement and progress in the classroom, as well as our character values.

Acknowledging and Rewarding Achievement Policy is further referred to in section 4.1 of this policy and details of our policy can be found in Appendix 6.

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

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

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

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

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

- reminding the student of academy expectations of their behaviour and the consequences of not meeting them;
- brief (5 minutes maximum) 1:1 discussion with the student outside the classroom;
- seating rearrangement.

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

If removed, the student will be taken to the department removal room or year area for the remainder of that lesson only. They will subsequently be collected during afternoon tutor time, on the same-day, to sit a 60-minute care & consolidation session. Fuller details of our on-call and removal procedures can be found in Appendix 7.

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

- 3.5. Behaviour CPD - All teaching staff will receive regular CPD on managing their classroom to support effective teaching and learning. This will be extended to all non-teaching staff to support the management of students' behaviour in their own specific context.

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

All CPD will be based on proven, research-based methods as well as the latest guidance from the DfE and Education Endowment Foundation (EEF).

#### **4. Beyond the classroom**

- 4.1. Acknowledging and rewarding positive conduct and achievement - As students accrue positive and negative behaviour points, they receive rewards when they reach certain thresholds for their conduct (the balance of negative and positive behaviour points).

Agreed rewards are periodically reviewed via the Student Council to ensure their relevance to the wider student body. Fuller details of the TDA 'Acknowledging and Rewarding Achievement Policy' can be found in Appendix 6.

Tutors only can award Praise Postcards directly to students who have demonstrated the

positive behaviour with regards to our basic expectations where specific improvements have been made.

Lastly, tutors will also identify a 'Tutee of the Week', based on TDA Character Values, to their respective HoY. These students will receive a mention in the HoY Weekly Update.

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

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

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

Failure to meet our expectations in social areas and the Refectory will be investigated by the relevant pastoral team and proportionate and appropriate sanctions applied, as outlined in section 4.7 of this policy.

- 4.3. Conduct outside the academy gates - Staff have the authority to discipline students for misbehaviour outside the Academy gates. The Academy can discipline a student for poor behaviour when a student is:

- taking part in any Academy-organised or Academy related activity;
- travelling to or from the Academy;
- wearing the Academy uniform;
- in some way identifiable as a student at the Academy.

The Academy can also discipline when a student:

- displays behaviour which will have repercussions for the orderly running of the Academy;
- displays behaviour that poses a threat to another student or member of the public;
- displays behaviour that could adversely affect the reputation of the Academy.

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

- 4.4. Bullying - The Academy is committed to ensuring that our environment should be free from bullying, prejudice, violence and intimidation. Details of our stance on bullying can be found in the Academy's Anti-Bullying Policy which is available on the Academy website.

- 4.5. Search and confiscations - There are two sets of legal provision which enable Academy staff to confiscate items from students:
- the general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment;
  - the power to search without consent and to confiscate "prohibited items".



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

- Knives or weapons;
- Alcohol;
- Illegal drugs;
- Stolen or missing items;
- Tobacco;
- Fireworks;
- Pornographic images;
- Any item that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to a person or property;
- Any banned items, including items which could disrupt lessons.

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

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

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

- 4.6. Physical control or restraint - Very rarely, and only ever as a very last resort, it may be necessary for staff to use force to restrain or control students. In this case, the Physical Control or Restraint Policy will be followed which is written in accordance with advice from the DfE ('Use of reasonable force' 2013).

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

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

- 4.7. Sanctions protocol - All sanctions are set after due evidence collection and decision making to ensure they are fair, proportionate and consistent with legislation such as the Equality Act (2010).

Statements, fully completed, will be required from all parties directly involved in an incident

plus witnesses wherever possible, including any present member(s) of staff. All statements will be recorded on an official Statement Form and will be signed.

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

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

4.8. **Same-day care & consolidation sessions** can be issued for the following reasons:

- lesson or tutor time removal;
- truancy;
- persistent late to lessons or tutor time;
- repeated uniform infringement;
- repeated lack of equipment;
- poor behaviour during break or lunch;
- 2 or more negatives from multiple lessons including low-level disruption (not leading to a removal);
- health & safety issue;
- unkind behaviour;
- vandalism or graffiti.
- persistent failure to return Library book.

4.9. Referrals to **Seclusion** can be made by Heads of Year, Directors of Key Stage or the Vice & Deputy Principals. Students will be referred to Seclusion for a single day.

Seclusion may be issued for the following reasons:

- discrimination against protected characteristics;
- failure to attend a 90-minute SLT detention;
- physical aggression which does not warrant exclusion (e.g. pushing, hair-pulling, kicking);
- sexual abuse which does not warrant exclusion (e.g. use of foul & abusive language, texting);
- encouraging others to fight and/or filming a fight;
- foul and abusive language which does not warrant exclusion (e.g. not directed at staff);
- smoking/vaping on site;
- multiple removals in a day;
- persistent care and consolidation sessions which are not resulting in changed behaviour.

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

- 4.10. **Fixed Term Exclusion (FTE)** - In line with DFE guidance (September 2017), only the Principal is legally allowed to issue FTEs and this must be on disciplinary grounds. A student may be excluded for one or more fixed periods, up to a maximum of 45 days in an academic year. An FTE can also be for parts of a day (0.5 days).

The Principal will be alerted to incidents which may warrant an FTE by the Vice Principal for PDBA, following discussion with the relevant Director of Key Stage and Head of Year and only after a full review of all evidence, including statements and video footage (see section 4.7).

FTEs are likely to be issued for incidents such as:

- serious acts of physical aggression (punching, kicking, biting, head-butting, etc.);
- serious incidents of sexual abuse (e.g. persistent, physical touching);
- foul and abusive language directed at staff;
- bullying;
- persistent open defiance;
- possession and/or use of drugs;
- possession of a weapon.

The length of each FTE will be decided by the Principal after consideration of academy policy, the nature & context of the incident and the behaviour history of the student. In exceptional circumstances where the Principal suspects that further information may come to light following further investigation by pastoral staff, an initial 1-day FTE will be issued which may subsequently be extended or converted to permanent exclusion.

Alternatives to a Fixed Term Exclusion will be considered in cases where:

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

Each FTE will be followed by a re-admission meeting, similar to that outlined in 4.9.

- 4.11. **Escalation of sanctions** - If a student fails to attend a care & consolidation session, or are removed from it for not meeting behaviour expectations, then they will sit a 90-minute care & consolidation session with a member of the senior team.

Failure to attend, or to meet behaviour expectations in the SLT detention, will result in a day in the Seclusion Room, on the following day.

Refusal to attend, or failure to meet behaviour expectations in the Seclusion Room, will result in a Fixed Term Exclusion.

- 4.12. **Permanent Exclusion, Internal placements and MM** - We aim to avoid permanent exclusion of any student; staff will explore opportunities to provide appropriate support for the student and family before this eventuality. However, permanent exclusion will be considered, by the Principal and Chair of the Academy Committee, as a consequence for a single serious

incident which threatens the safety and wellbeing of students and/or staff. It will also be considered for a student whose behaviour persistently fails to meet our behaviour expectations over a significant period of time and whose needs cannot be met by the Academy.

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

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

- in possession of illegal drugs or legal highs;
- partaking of illegal drugs or legal highs;
- selling illegal drugs or legal highs,

on the academy premises or travelling to or from the academy.

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

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

## **5. Pastoral care and support**

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

All staff have access to SIMS data which records all positive and negative behaviour events added by staff. This is especially useful to pastoral teams who use it to track the conduct of students in their year on a daily and weekly basis in order to provide appropriate support. Tutors use the data on their form group to celebrate successes and challenge and support behaviours which fail to meet our expectations.

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

- 5.2. Monitoring individual students - Tutors and pastoral leaders will place individual students on

report if they feel that the student would benefit from a bespoke period of close monitoring. This may be for a number of reasons including concerns around safety and wellbeing, poor punctuality or general conduct in and/or out of lessons.

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

- 5.3. Team Around the Child (TAC) meetings - Where students fail to respond positively to sanctions and consequences aimed at supporting them to make better choices around their behaviour, then a TAC meeting will be held to discuss additional, supportive strategies.

Students will be identified by the weekly and termly data reports as well as the pastoral team's own knowledge of the students and his/her background and context. The meeting will be attended by the relevant Director of Key Stage, Head/Deputy Head of Year, Safeguarding Officer and the SENDCo. The aim of the meeting will be to share understanding of the student's context, identify their individual needs and the subsequent barriers to positive behaviour choices and then decide strategies to support greater levels of positive engagement and better conduct.

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

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

Should a student's behaviour and wellbeing be of serious concern, then, with the parent/carer's permission, the academy will engage with an Early Help Assessment, formally engaging LA support.

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

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

This will include a referral made to the Local Authority Behaviour Panel who meet weekly to discuss strategies and support to help students avoid a PEx. As part of this support, relevant pastoral staff will work with the family via the Local Authority's Personal Support Plan (PSP) which provides a vehicle to identify barriers to better conduct and then agree strategies to improve the student's behaviour choices.

## Appendix 1 - HOME-ACADEMY AGREEMENT

Our Home-School Agreement outlines the expectations and responsibilities of academy staff, students and parents/carers in support of our core purpose, *To ensure that each student acquires the necessary knowledge, skills and character to make a positive contribution to society and thrive as a global citizen.*

### 1. The Academy will:

- provide a healthy, safe and caring environment;
- provide a calm and orderly environment which enables students and staff to work and achieve;
- provide a broad, balanced and well-sequenced curriculum which supports the acquisition and recall of knowledge;
- provide a well-sequenced curriculum which supports the development of students' character and wellbeing;
- establish clear and consistent expectations of teaching and tutoring which maximise opportunities for students to thrive;
- set a regular pattern of home learning and provide appropriate and timely feedback;
- acknowledge students positive character and achievements through our established rewards system;
- challenge, and respond appropriately and proportionately to, all behaviour which does not meet our expectations;
- effectively tackle any bullying, discrimination, harassment or victimisation;
- regularly seek the views of students and parents to aid planning and improvement;
- provide regular and accurate information concerning students' attendance, attitude to learning and academic attainment;
- provide regular opportunities for students' learning and wellbeing to be discussed;
- respond constructively to parents' and carers' communications and concerns;

### 2. As a parent/carer, I will support my child's education by:

- supporting the academy's core purpose and values;
- ensuring my child attends regularly and on time and inform the academy promptly of the reasons for any absence;
- ensuring my child attends in full uniform and is fully equipped for all lessons and activities;
- supporting the academy's policies and guidelines relating to behaviour and rewards;
- supporting my child to complete homework which develops their knowledge and understanding of subject content;
- communicating with all staff with respect and politeness; I understand that I will not be allowed into school without a pre-arranged appointment;
- alerting the academy about concerns or problems that might affect my child's wellbeing, work or behaviour;
- engaging with parents' meetings to discuss my child's wellbeing, attitude to learning, behaviour and academic attainment;
- reading all communications from the academy and responding appropriately to support developments in our educational provision.
- engaging with the SIMS Parent app and informing the academy of any changes to my contact details so that communication can be maintained;
- understanding that any valuables brought into the academy are done so at the owner's own risk.

### 3. As a student, I will:

- attend the academy regularly and be punctual at the start of the day and to all lessons;
- always wear full academy uniform and be fully equipped for lessons, as detailed in the TDA uniform policy;
- meet **all** behaviour expectations of the academy and alert staff to any factors which poses an issue to achieving this;
- demonstrate and uphold the Fundamental British Values of democracy, the rule of law, individual liberty and respect & tolerance of differing faiths, cultures, beliefs and viewpoints.
- demonstrate and uphold the TDA values of curiosity, commitment, courage, compassion, confidence and courtesy;
- help maintain a pleasant environment by keeping areas of the academy clean, tidy and free from graffiti and litter;
- always work to the best of my ability, to fully develop my knowledge and understanding;
- complete all home learning to the best of my ability, and by the deadline;
- share any concerns I have with an appropriate adult such as a parent/carer, tutor, subject teacher or year team staff so that issues which are worrying me can be resolved quickly and effectively;

**I have read, understood and will adhere to the Home-School Agreement**

## Appendix 2 - Uniform Guidelines

BLAZER	<b>Black</b> with integral Academy badge on pocket. <ul style="list-style-type: none"> <li>Sleeves must NOT be rolled up.</li> <li>Students will have their blazers on at all times around the Academy building. The blazer may be removed in lessons at the discretion of the member of staff.</li> </ul>
TROUSERS	<b>Black</b> tailored trousers; no skin-tight/stretchy/slim fit trousers; no 'jeans' type trousers. No trousers above the ankle or any form of cropped/turned up trousers. No modifications of trousers should be made.
SKIRT	<b>Official Academy skirt with pleats</b> available to buy from the Academy shop only. No other skirts are allowed.
SHIRT	<b>White</b> shirt buttoned to the neck with enough material to tuck in at the waist. ALL shirts must be worn tucked in.
TIE	Official Academy tie in black with year-coloured stripes. Ties are always "clip on" version
KAMEEZ	<b>V-neck</b> , sleeveless in plain black – no longer than mid-calf (to be worn with tailored trousers).
HIJAB & PATKA	Hijab – plain black only, pinned under chin to stay on head comfortably. Hijabs worn around the neck are not permitted. Patka – plain black only. Bandanas are not permitted.
JUMPER	<b>(optional) V-neck plain black; no cardigans are allowed</b>
TIGHTS	<b>Plain black</b> or <b>neutral</b> ; no patterned tights, no ladders/holes visible, no socks with tights
SOCKS	Plain black or grey.
SHOES	<b>Black, low heeled</b> . No boots/boot-style shoes, plimsolls, canvas shoes or trainers allowed.
JEWELLERY	One pair of plain small stud earrings of silver or gold colour. One small ring. No bracelets and no facial piercings.
HAIRSTYLES	Suitable for a professional working environment. No bright hair colouring or unnatural shades/tones. No logos, tramlines of 'shaved designs'. Any shaving must be a minimum of grade 2.
MOBILE PHONES & EAR-PHONES	<b>No mobile phones or ear-phones to be in use OR visible in and around the academy</b> - these will be confiscated by staff if seen in the building
MAKEUP	Discreet natural make-up is permitted suitable for a professional working environment. No acrylic nails or nails with bright designs/colours are permitted
OUTDOOR CLOTHING	Outdoor coats, hats, gloves or hoodies must NOT be worn in the academy building.
SPORTS UNIFORM	<b>Navy/Sky Academy Polo Shirt , Navy/Sky Academy Hoodie</b>  <b>Navy/Sky Academy PE shorts, Navy/Sky Academy Tracksuit bottoms, Navy/Sky Academy Skort, Navy/Sky Academy Leggings, Navy/Sky Academy socks</b> (All these items need to be purchased from the academy shop.)  Suitable footwear e.g. sports trainers or football/rugby boots if participating in these activities on grass (not available from shop).
EQUIPMENT LIST	<b>Essential items:</b> - Bag for carrying equipment and books. - Pencil case - Blue or black pens x 2 and one purple - Pencils x 2 - Pencil sharpener - Eraser - Ruler (with cm and mm markings) - Scientific calculator - 180 degrees protractor - Compass - Glue stick - Scissors - Reading book  <b>Optional items:</b> - coloured pencils - Felt tips - Highlighters

**Notes:**

- Shaded items only can be obtained from the school shop, except where indicated.
- Piercings – clear retainers can be worn in existing piercings if necessary.
- Shirt, tie and school trousers will be worn with the kameez.
- Ties will be worn with the hijab.



### Appendix 3 - Punctuality Guidelines

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

The following processes are in place to support students in developing their character around punctuality.

1. Students are expected to be in tutor time and lessons at the very start of each session, allowing learning to start immediately:

- Tutor time - 8:45am (entrances locked at 8:45; late arrivals via main entrance only).
- Lesson 1 – 9:00am
- Lesson 2 – 9:55am
- Lesson 3 – 11:05am (following break)
- Lesson 4 – 12:00pm
- Lesson 5 – 1:45pm
- Tutor time – 2:40pm

2. To facilitate this, teachers will need to dismiss students 3 minutes before the end of their lesson or tutor time to allow time for students to travel.

3. Late arrivals must be marked on the register with an L code and also logged on SIMS as a negative event, by the member of staff.

3. By 2:00pm each day, year administrators will receive a SIMS late report which identifies those students who have been late to tutor time or lessons during the day.

4. If the student requires a detention, they will be collected by the year team during tutor time, at the end of the day. Students late to tutor time at the end of the day, will be identified on the following day's list.

5. The following sanctions will be implemented as a student accrues lates during a single academic term (Terms 1-6):

- 1<sup>st</sup> Late – Tutor conversation with student, late and negative event recorded. Contact made with home, by SSO, to inform them of the late and potential next steps.
- 2<sup>nd</sup> Late – 30-minute same-day detention.
- 3<sup>rd</sup> late - 60-minute same-day detention.
- 4<sup>th</sup> Late – 90-minute SLT detention.
- 5<sup>th</sup> Late – 1-day seclusion

NB/ Under this system, it is possible to accrue enough lates in a single day to warrant a next-day seclusion.

## Appendix 4 - Mobile Phone Guidance

### Vision and Values

At TDA, our students aspire to the highest standards of literacy. Our teachers seek out opportunities to develop student communication and their oracy in particular. We are committed in ensuring the school provides a wealth of opportunities for students to have quality conversations with one another and staff. We trust our teachers and leaders to provide a safe and healthy environment where everyone can flourish. We acknowledge that mobile phones and other devices have some learning benefits; however, it is our belief that heightened access to screen time can inhibit our students' social and literacy development. We are **disciplined** in ensuring that our students communicate with one another without mobile phones, or other 3G/4G network devices, at all times during the school day. We encourage our students to use their devices to support their independent learning outside of school and educate them on how to stay safe and healthy with modern-day technology.

### Expectations

- KS3 and KS4 students are encouraged not to bring mobile phones, headphones or other devices into school.
- If they choose to, they must be switched off and in their school bag at all times whilst on the school site. They cannot be kept in their pockets. Headphones should also be kept in bags and not be worn.
- KS5 students can only use their phones in designated areas to support their learning. They may use their phones in lessons if directed to do so by their teacher.
- Students are responsible for any loss or damage if they bring mobile technology into school.
- Any KS3/KS4 student who is found to be using a mobile phone will have it confiscated and a parent will need to pick up by 4:15pm.
- If a parent is unable to pick up, the phone will be returned the following school day at 2:45pm. If confiscated on a Friday, the phone will be returned at 4:15pm on the same day to the student.
- Any KS5 student who is found to be using their phone in a non-designated area or without the permission of their teacher will have the same sanctions applied as KS3/KS4.
- Students who refuse to hand over their phone to a member of staff will be dealt with by the on-call team.
- In PE lessons, students are permitted to hand in their switched-off phone to their teacher for safe keeping.
- In emergencies, parents can continue to contact their child through reception.
- If a phone is confiscated, parent/guardian will receive a text message on the number the academy holds. It is important that parent details are kept up to date.

# THE TDA CLASSROOM



## 100% AGREED EXPECTATIONS

### WELCOME

#### START OF LESSONS

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



#### EQUIPMENT

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



#### LESSON ENGAGEMENT

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



#### END ROUTINE

Each lesson or tutor time ends with students showing courtesy and compassion by standing behind their chairs and ensuring their uniform is correct before being dismissed in an orderly fashion.

We will work together and commit to the 100% Classroom

## Appendix 6 - Acknowledging and rewarding achievement

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

The following processes are in place to acknowledge and reward students who have gone 'over and above' in the following areas:

- Compassion;
  - Commitment;
  - Courage;
  - Courtesy;
  - Curiosity;
  - Confidence;
  - Academic progress;
  - Academic excellence.
1. The rewards system should encourage students to strive to meet our high expectations for their character and academic attainment & progress, thus helping them to thrive during their time at TDA.
  2. Students can be awarded positive points, on SIMS, if staff feel that they have gone over and above our basic expectations in the areas listed above.
  3. Staff should use their professional judgement to decide when students are truly deserving of recognition but should avoid awarding points for meeting our basic expectations with regards to aspects such as: attendance, punctuality, uniform, kit/equipment, homework completion and behaviour which does not disrupt their own, or others', learning.
  4. Students will then be rewarded accordingly when they reach the following thresholds for their overall conduct (the balance of positive and negative points):
    - 50 points = free dessert item and drink;
    - 100 points = £5 Amazon gift card;
    - 150 points = Pizza lunch with friends;
    - 200 points = £10 Amazon gift card;
    - 250 points = Trip to a UK theme park in the final term.
  5. Students will receive a letter of congratulation when they achieve 100 & 200 conduct points and will meet the Principal (and a receive a letter) when they achieve 250 points.
  6. In addition, tutors can award praise postcards directly to students who have demonstrated the positive behaviours with regards to our basic expectations.
- Lastly, tutors will also identify a 'Tutee of the Week', based on TDA Character Values, to their respective HoY. Each Friday, these students will receive a mention in the HoY Weekly Update and be entered into a prize draw, drawn on the Friday.

## Appendix 7 - On-call and removals guidance

Thomas Deacon Academy has high expectations regarding the behaviour of students in support of its core purpose and values. Positive behaviours ensure that students maximise their learning in lessons within a disruption-free environment.

The following processes are in place to support students in developing their character around behaviour.

1. Incidents of extreme behaviour (physical aggression, foul & abusive language, health & safety concern) should prompt an immediate removal by on-call staff to the relevant year area (Y7/8/9 on middle floor, Y10 & 11 on bottom floor). Such incidents are likely to result in a more severe consequence than detention, such as seclusion or exclusion.
2. For incidents of low-level disruption, staff should use established behaviour management techniques before signalling for on-call support (*refer to 'research-based evidence of best practice by Doug Lemov and Tom Bennett'*). These techniques should include:
  - reminding the student(s) of academy expectations of their behaviour and the consequences of not meeting them;
  - brief 1:1 discussion with the student outside the classroom;
  - seating rearrangement;
3. If the behaviour persists, teaching staff/tutor should call for support using SIMS; at this point a decision should be made whether the student is able to return to the lesson or be removed.
4. If removed, teaching staff/tutor should complete the front page of the 'On-Call Support Form'; the student will then be taken to appropriate department removal room or year zone.
5. On-call staff should complete page 2 of the paperwork and hand to the relevant SSO who will contact home, log the incident on SIMS and create a same-day, 60-minute care & consolidation session.
6. Students will be collected during afternoon tutor time to sit a 60-minute care & consolidation session.
7. If a student fails to attend the care & consolidation session, or are removed from it for not meeting behaviour expectations, then they will sit a 90-minute care & consolidation session with a member of the senior team.
8. Students whose behaviour persistently fails to meet expectations in a particular subject will receive further support from the department. If issues exist across the curriculum, then additional support will be guided by the Head of Year with support from the relevant Director of Key Stage.