

Thomas Clarkson Academy (TCA) Behaviour Policy

A copy of the Brooke Weston Trust behaviour and discipline policy is also available from our school website. This policy demonstrates in more detail the approach to behaviour and discipline at TCA.

Good behaviour and discipline are key foundations for effective teaching and learning. At TCA we expect and insist on the highest standards of behaviour throughout our school.

Courtesy, good manners and consideration for others, together with self-discipline and respect for each other are always expected.

All students are expected to make a full contribution to the school and support the positive endeavours of all its members. High expectations are essential for the benefit of all in any community and we do expect them to be kept.

They are:

- School uniform must be worn in accordance with our uniform policy and guidance.
- Hoodies are not to be worn under school blazer.
- Students must be punctual to school and lessons.
- No chewing gum is allowed on school premises.
- Students are expected to behave in a safe manner on school premises.
- No mobile phones to be used on school premises. We have a “See it, hear it, take it” policy [TCA-Mobile-Phone-Policy 2022-23](#).
- Learning will not be disrupted.

Behaviour Tiers

- Tier 1: 30-minute Lunchtime detention for misbehaviour (Red Card).
- Tier 2: Fail to attend Tier 1. 45 min After School Detention (ASD).
- Tier 2.5: Failure to attend ASD – Principals Detention. Fridays 1500-1630.
- Tier 3: Isolation for serious misbehaviour (Internal Exclusion).
- Tier 4: SLT Isolation (ISR).
- Tier 5: Suspension/Fixed Term Exclusion (FTE) by the Principal for serious misbehaviour up to and including permanent exclusion from TCA.

Behaviour for Learning Expectations

I AM TCA

TCA LEARNING ROUTINES = WORKPLACE EXPECTATIONS

- A TCA Student comes to school equipped for learning
- A TCA Student arrives on time to lessons
- A TCA Student sits on a chair with their feet on the floor
- A TCA Student faces the person speaking
- A TCA Student respects 'One Voice in the room'
- A TCA Student strives to complete all work and 'stretch' tasks
- A TCA Student completes their homework
- A TCA Student waits for breaks to eat, drink and go to the toilet
- A TCA Student dresses smartly in correct uniform.

I AM TCA

A TCA STUDENT TAKES PRIDE IN THEIR BOOKS...

- P** Pen for writing. Pencil for diagrams & grids
- R** Ruler for underlying dates, headings / LQ's and subheadings.
- I** Incomplete work must be finished
- D** Date written in full
- E** Empty space is not allowed.

I AM TCA

A TCA LESSON...

- Begins promptly with students entering quietly, handing out books, adding date and carrying out engage tasks
- 'One Voice in the room' No hands up or calling out. The Teacher will choose who to answer questions
- Will end with students standing behind their chairs / stools
- Teacher checking floor and ensures classroom is tidy
- Teacher dismisses one row at a time.

I AM TCA

A TCA STUDENT SLANTS

- S** Sits up
- L** Listens in silence – one voice in the room
- A** Answers questions with no hands up
- N** Never interrupts
- T** Tracks the speaker

EXPECT STAFF TO CONSISTENTLY CHALLENGE YOU ON THESE AREAS

These boards are in classrooms and around TCA to allow teachers to embed learning behaviours and for students to be held accountable to.

Supporting behaviour in TCA

In order to get the behaviour we want, it is vital that we provide support which is:

- Immediate.
- Seen as fair and consistently applied by all.
- Provide an opportunity for students to have a restorative conversation with their teacher where required.
- Are related to behavioural targets in reports (where applicable).
- Considering SEN (statutory duty).
- Considering CiC and the needs of our most vulnerable students.

Restorative conversations should include:

- Acceptance of responsibility.
- An apology (written or verbal as appropriate).
- Acceptance of the sanction/support.
- Conflict resolution & a fresh start.

A restorative return to appropriate behaviour will lead to a fresh start. A range of support may be applied:

- Involving parents early on.
- Extra schoolwork if the student can gain some positive achievement.
- Withdrawal of privileges (lunchtime detention).
- Withdrawn from the learning environment (Isolation).
- Suspensions/Exclusions only used when necessary or there are persistent breaches of the school behaviour policy.

Misbehaviour is defined as:

- Disruption in lessons (See Appendix A), in corridors between lessons and at break and lunchtimes.
- Disruption of learning caused by mobile phones.
- Non completion of classwork.
- Incorrect uniform without uniform pass.
- Defiance of adults / abhorrently rude behaviour.

Red Cards for misbehaviour will result in a lunchtime detention. These need to be logged by 15:30 daily.

Serious misbehaviour is defined as:

- Repeated misbehaviour including disruption to learning (3+ red cards).
- Missing lunchtime detention.
- Truancy.
- Repeated breaches of School rules.
- Any form of bullying.
- Sexual Misconduct, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation to students or staff.
- Vandalism.
- Theft.
- Fighting.

- Smoking / Vaping.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items;
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers and lighters & Vapes.
 - Fireworks
 - Pornographic material / digital images
 - Any article a staff member reasonably suspects has been or is likely to be used to commit an offence, or to cause personal injury, or to damage property of any person (including the student).

Red Cards for serious misbehaviour will result in isolation (Internal exclusion; half day or full day). Failure of isolation / repeated serious misbehaviour will result in an SLT Isolation. Where appropriate a suspension (fixed-term exclusion) will be utilised. The Principal will consider the length of suspension up to and including Permanent Exclusion.

If learning cannot continue due to behaviour a student will be removed to another classroom (Buddy-Room), with their work for the remaining duration of the lesson

Searching

Keeping Children Safe in Education (KCSIE) sets out the statutory duty of all staff to make sure that they make decisions in the best interests of the child. This applies to decisions to search pupils and confiscate items.

TCA recognises that all pupils have a right to expect a reasonable level of personal privacy, under Article 8 of the European Convention on Human Rights. Any 'interference' with this right by your school must be justified and proportionate.

We have a duty of care to all pupils in TCA. This means that we should balance:

- The need to safeguard all pupils by confiscating harmful, illegal, or disruptive items
- The safeguarding needs and wellbeing of pupils suspected of possessing these items

To support this if a student is suspected of carrying a prohibited item Student Services must be notified. The Headteacher, Mr Scott has permitted the following staff to undertake a search supported by one other member of staff.

- Student Services
- Senior Leadership Team
- Safeguarding Team

Searches must be conducted by someone the same sex as the pupil.

The search must then be logged on CPOMS.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period-of-time.
- Difficult to defend against.

Bullying can include:

- Physical bullying which can include kicking, hitting, pushing and taking away belongings.
- Verbal bullying which includes name calling, mocking and making offensive comments.
- Emotional bullying which includes isolation an individual or spreading rumours about them.
- Cyber-bullying where technology is used to hurt an individual- for instance text messaging or posting messages/images on the internet or any form of social media.
- Racist bullying occurs when bullying is motivated by racial, ethnic or cultural prejudice.
- Homophobia and biphobia. Bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.
- Transphobic bullying occurs when bullying is motivated by a prejudice against people who identify as a transsexual.
- Disablist bullying occurs when bullying is motivated by a prejudice against people with any form of disability.
- Sexist bullying occurs when bullying is motivated by prejudice against someone because of their gender.

In response to bullying:

Students can report bullying themselves via the online portal found [HERE](#). This can be done anonymously but we advise for as much details so we can follow up swiftly.

Staff in TCA can log concerns onto the school bullying log system for follow up by Behaviour / safeguarding. The TCA Safeguarding page can be found [HERE](#).

Students can expect a swift response to concerns raised. For repeated concerns there are levels to intervention:

Level 1 SSO:

- Verbal warning / Meeting with Pastoral team.
- Intervention – Mediation – Apology verbal.

Level 2 RSL:

- Parental face-to-face meeting – Perpetrator.
- Parental Meeting – Victim (Phone / email).
- Mediation – written apology.
- All logged on provision mapper meeting log: Bullying victim OR Bullying Perpetrator.

Level 3 SLT:

- Parental meeting: KS3 Director of Behaviour / KS4 AP Behaviour.
- Sanction applied at Tier 3 Iso.
- EHA offer to perpetrator / family of perpetrator.

- Safer Schools Police Officer meeting.
- Victim Parental meeting update: Phone call with follow up email.

Level 4 VP Pastoral:

- Parental meeting.
- FTE
- EHA offered again (if not previously accepted).
- Victim Parental meeting update: Phone call with follow up email.

Level 5 Principal;

- Principals Board.

In our wider community

When students are outside of the school, they still represent TCA.

You should think about how your actions reflect on you and your school. Sanctions will be applied where a student has misbehaved off-site when representing the school such as on a school trip. If the School is made aware of disrespectful behaviour outside of the building, we will sanction the students concerned.

- We are especially polite to local residents, parents/carers, bus drivers and shopkeepers.
- When we have finished our school day we go straight home unless we are attending intervention session or attending a club/fixture.
- We do everything we can to give local residents a positive impression of our School.
- We use the footpaths and road crossings safely, considering others use of these spaces. We always cycle sensibly and safely showing respect to other road users. TCA pupils always consider their safety and the safety of others.

Rewards (Updated December 2023)

TCA is proud to introduce an enhanced rewards system, now centred around celebrating consistent good practice through our SIMS Green Card service. This system is designed to acknowledge and encourage students' steady commitment to excellence in all aspects of their school life.

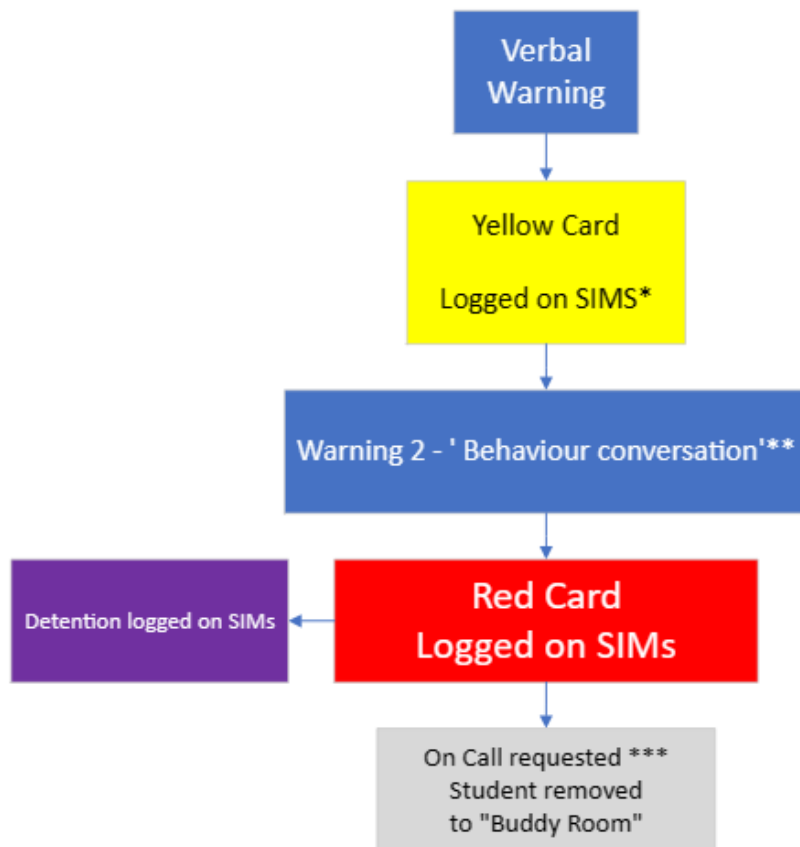
Under this revamped system, students will earn points for demonstrating consistent good behaviour, active participation, and steady academic progress. These points will contribute towards earning Bronze, Silver, Gold, and Platinum badges, which symbolise their dedication and consistent efforts.

We believe in recognising every student's journey towards excellence. Therefore, our Raising Standards Leaders (RSL's), form tutors, and parents will be regularly updated about the students' progress. This collaborative approach ensures that all student's consistent efforts are acknowledged and celebrated.

TCA social media and posters around the Academy will continue to feature stories of students who exemplify consistent good practice, showcasing their dedication and resilience. Additionally, end-of-year celebration events run by the RSL's will specially recognise those who have maintained exceptional performance throughout the year.

We are excited about this shift, as it aligns with our commitment to foster an inclusive environment where all student's efforts are valued. We believe this approach will particularly resonate with our Y10 and Y11 students, encouraging them to engage more deeply with their school community and personal growth alongside having their consistent efforts during their time at TCA recognised.

Appendix A: Behaviour for Learning – Classroom (Tier 1).



*at earliest opportunity. Log if behaviour stops here and alongside a red card.

**Highlight the behaviour to the child. Let them know the next sanction is red card and potentially a detention. Give them time to reflect and alter their behaviour.

***ON CALL means that sustained disruption to our learning community has occurred and the student must be removed. At this point the ON CALL member of staff will move the student to another class (buddy room).

Note: TCA staff maintain the ability to escalate straight to red card if in their professional judgement misbehaviour or a disruption to learning has occurred warranting this.