



Thorns Collegiate Academy  
Plan and Procedures for Managing Behaviour

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## A Policy Statement on the Management of Behaviour at Shireland Collegiate Academy Trust.

'The Feature that marked those schools with sustained improvement in attendance, behaviour and attainment was the consistency with which staff, having an agreed policy, applied it. Students benefit if they know that the consequences of misbehaviour are the same whenever or wherever it takes place that attendance and punctuality are expected by all teachers, and that concentration, effort and high standards of presentation are required in all classes. In too many schools, however, students had learnt how to circumvent rules and to exploit differences in teachers' approaches ....'

[Paragraph 32 from the Ofsted report: Behaviour and Attendance in Secondary Schools 2001.]

This policy statement recognises that management systems by themselves do not provide all the answers to establishing high standards of behaviour. We are most likely to be successful when we reinforce management systems with high expectations of learning, which value individuals and celebrate their progress.

Similarly, while it is important that boundaries are made clear and sanctions are in place, the emphasis in establishing a whole school policy should be on praise, recognising positive behaviour, and the development of self-discipline.

The Behaviour policy is based on the following:

### Core Principles and Values

The belief that the education and success of all students is of equal value.

- Celebration of diversity in gender, race, creed, sexuality and ability, by providing quality teaching to raise standards and equalise life choices.
- A belief that bullying in any form is completely unacceptable and will always be taken very seriously.
- Respect for the dignity of ourselves and others.
- Recognition that all members of our community have rights, with complementary responsibilities.
- Recognition that all students may experience difficulties because of events such as bereavement and family problems. As with students who have special educational, physical or emotional needs, the school should provide support to ensure that a disproportionate number of behaviour issues do not arise from these more vulnerable students.
- A commitment to developing individual potential and autonomy both inside and outside the classroom.
- The belief that students learn best in a safe and nurturing environment, which promotes a sense of belonging.
- A recognition that high student self-esteem and aspiration are essential to success and are best encouraged in a community that celebrates all that is positive.

- Recognition that the success of any Academy policy depends on the understanding and support of parents and carers and as such, should be shared with them and their commitment to it sought.

## Implications for the Academy Curriculum and Organisation

- All involved in the planning, delivery and evaluation of the curriculum should recognise that the quality of teaching and learning has a significant impact on student behaviour.
- Good behaviour can be taught. Expectations of learning behaviour should permeate the curriculum. The pastoral curriculum should provide opportunities to develop students' social, emotional and behaviour skills. High expectations in the classroom, consistently applied across the Academy, should establish good behaviour as the norm.
- Students also learn by example. We have a responsibility to model what we expect.
- Students respond better to praise and encouragement than punishment. Teaching styles and classroom management should reflect this.
- All involved in the organisation of timetable and classes should avoid creating barriers to success for any individual. Whilst no individual has the right to disrupt the learning of others, decisions about class sets, groupings or opportunities should be made on the basis of ability not behaviour.
- Opportunities should be provided both within the classroom and outside it for students to develop social skills and personal responsibility i.e. class monitors. These opportunities should also provide ways in which all members of the community can express opinions and listen to one another i.e. school council.
- Everyone needs help to manage behaviour issues at some point. The Academy's management structure should recognise this and provide clear ways in which staff can be supported.
- The Academy's Safeguarding Team and Children's Services should provide the means by which vulnerable students are identified, monitored and supported.
- All students should be aware of the way in which the Academy deals with incidents of bullying and how bullying should be reported. Students should be involved in this process through peer mentoring schemes, school council discussion, and the like.
- The Trust will support staff in developing teaching approaches that promote positive behaviour and attendance, by providing regular training sessions, individual advice and opportunities to observe good practice.
- In its practical strategies for intervention the Academy will make full use of support from the wider community, including multi-agency teams, EWOs, partner schools, police, social services, etc.
- The communication systems of the Trust will ensure that parents are actively involved in their child's education, with contact being made and support enlisted not only to manage negative issues but also to celebrate success.

## Rewards

Students are rewarded via the Epraise online system. All staff can reward points on Epraise. Students can login to Epraise to monitor their points and achievements, and their position on the Academy leaderboard.

## Points

Students can achieve points for the following categories:

- Meeting expectations (e.g. attendance, punctuality, uniform, etc)
- Effective participation
- Excellent classwork
- Excellent homework
- Resilience
- Kindness
- Creative Thinking
- Star of the week (awarded 10 points)

## Achievements and Accolades

Students can also be rewarded with Achievement badges and Accolades. These are specific to subject areas, or a talent/skill or role in the Academy. Points are awarded to each Achievement and Accolade.

## Shop

Students can use the points they achieve to purchase items from the Epraise shop. The items in the shop range from privileges such as MUGA access at breaktime, to monetary prizes, such as Amazon vouchers.

The items in the shop were added in consultation with the School Council. All students can suggest ideas for shop items. This is routinely monitored and reviewed.

## Roles and Responsibilities

This policy is based on the belief that promoting positive behaviour is the responsibility of the community as a whole.

The policy will not have an impact on the learning ethos of the Academy unless everyone applies it comprehensively and consistently.

Specific roles are as follows:

### The Standards and Performance Committee and the Trust Board

- Defines the principles underlying the Trust's behaviour policy.
- Ensures that all aspects of the policy promote equality for all students and addresses individual need.
- Monitors and evaluates the implementation of the policy by receiving reports and data.
- Supports the practical strategies of the policy by holding disciplinary and attendance panels for students and their parents when there are serious concerns.

### The Chief Executive Officer and the Principal

- Frame a policy, which promotes positive behaviour.
- Provide structures and training to support staff in ensuring the policy is consistently and fairly applied.
- Ensure that the policy promotes equality for all students and addresses individual need.
- Monitor sanctions and rewards to ensure that they are consistent and so that both progress and concern can be highlighted effectively.
- Support the practical strategies of the policy by: dealing with serious referral issues, setting up and leading teams i.e. BMS team, Inclusion team, providing communication systems with parents and outside agencies, providing appropriate class groupings and timetable arrangements, allocating appropriate resources to support they systems.

### Teachers and Teaching Assistants

- Ensure that the policy is consistently and fairly applied.
- Exercise classroom management that encourages positive behaviour.
- Prepare lessons that support all students in their learning so that vulnerable students do not feel excluded.
- Model in their own actions the expectations the Academy have for students.
- As form tutors or subject teachers act in the first instance in dealing with low-level disruptive behaviour and in identifying early causes for concern.
- Through Form Tutor programmes and lesson content encourage the development of social, emotional and behavioural skills.

### BMS Team (Behaviour Management Services)

- Implement sanctions as per behaviour policy.

- Provide support programmes for identified individuals and groups.
- Advise the Inclusion or Safeguarding team on appropriate courses of action.
- Communicate with parents/carers re concerns and provide advice or support for families.
- Communicate with and support departments or individual staff, with specific concerns.
- Monitor individuals or groups to allow for early intervention and review of support provided.
- Evaluate support for individuals through reports to the Senior Team and Governors.

### Support Staff

- Ensure that the policy is applied consistently outside the classroom as well as in lessons.
- Provide role models to students in their own actions and dealings with others.
- Support staff involved in disciplinary, attendance or reward procedures by providing clerical and administrative assistance

### Parents and Carers

- Take responsibility for their child's behaviour and attendance, by ensuring their child attends every day and on time (unless they are ill).
- Support the Trust's core beliefs on positive behaviour management, by reinforcing our student expectations.
- Support the Academy in carrying out sanctions and celebrating success, as and when necessary.
- Keep in regular communication with the Academy, particularly to share any concerns or issues with key staff.

## Support

### Support for Students

Some students will need extra support to manage their behaviour so they can avoid escalating problems and possible exclusion. The Academy will provide, in addition to the regular teaching of positive behaviour, rewards and sanctions, structures designed to ensure early identification of students at risk and their support.

#### The BMS, Inclusion and Safeguarding Team:

- Will identify students at risk and decide the most suitable course of action for their support. This may include in-house support/mentoring or a referral to an outside agency.
- The teams will meet regularly to discuss 'at risk' students and decide the most appropriate plans of support for each individual.
- Will provide mentoring (both academic and personal), devising tailored programmes for individuals who require behavioural or emotional support, e.g. anger management.
- Will liaise and communicate regularly with parents/carers and other agencies.
- Will advise on appropriate alternative curriculum.
- Will communicate with staff as appropriate (following data protection regulations) when changes to an individual's behaviour may be due to external factors, e.g. bereavement or family member imprisonment.
- Will monitor an individual's progress to measure the impact of support and make changes to plan as necessary.

### Outside Agencies

The Academy works closely with a wide variety of external agencies, examples include Childrens' Services, Educational Psychologists, Learning Support Services, Police, and many more.

Our Academy's will act as part of a wider community of support. Some students will benefit from referral to another agency for:

1. Alternative curriculum provision for set periods of time e.g. as part of a planned re-entry strategy.
2. Assessment leading to statement or a planned programme within their Academy.

The support outlined above will be provided within the following context:

- The Academy will contact parents sooner rather than later. Early intervention should help to avoid exclusion.
- The Academy will work within the wider community and communicate with and take advice from other professional bodies.
- All referrals will be mindful of a child's SEN where appropriate and the Academy will therefore act in accordance with the policy for SEN.
- Senior and Middle Leaders will monitor sanctions regularly to ensure that no child 'slips through the net' and that all concerns are identified at an early stage.



- All support programmes will contain targets for improvement and regular review. The Academy should be in a position to respond in a flexible manner to a child's changing need, particularly when programmes are not deemed to be successful.

### Staff Support

While it is the responsibility of all staff to deal with occasional and minor misbehaviour, there will be a need sometimes for support in managing more serious situations. Inexperienced staff may also need support and advice. In order that all staff are able to implement this policy effectively the Academy will:

- Communicate clearly the way in which behaviour issues are referred and to whom.
- Identify the way in which more senior staff will support behaviour issues.
- Provide regular training, particularly for staff either new to the school or the profession, on positive teaching strategies.
- Provide staff with training on issues of racial harassment, and other forms of bullying so that they are best able to be sympathetic to.
- Use other professionals and consultants from outside the school to give advice and training.
- Employ a range of staff within the school, as identified below, to support the work of teachers in creating a positive learning environment.

The Trust recognises that all staff will need help with behaviour management at some point and that to ask for help is not a weakness.

The forms of support that will be provided once a difficulty has been identified are varied and will be applied in a manner appropriate to the incident, as follows:

- Advice from senior staff on how to apply the sanctions within this policy in a given situation.
- Support from senior staff in dealing with difficult situations by isolation, referral, withdrawal or the like when these are deemed temporary.
- Advice in deciding whether an incident is a case of straightforward misconduct or a symptom of more complicated underlying problems i.e. bullying, racial harassment, ADHD, SEN, etc and provide, through the BMS and Inclusion team, the process for further referral when required.
- Liaison, through the BMS and Inclusion team, and identified staff with other agencies.
- Lesson observation by senior staff or subject leaders to provide feedback on how classroom management can be improved on an individual basis.
- Opportunities for staff to observe good practice in other lessons or schools.
- A Staff Development Programme that is closely linked to individual performance management targets.
- Opportunities in subject/year group meetings to discuss issues and share ideas.
- The allocation of resources to provide staffing levels and expertise to support teachers.

## Support for Parents

Expectations of parents' involvement in supporting good behaviour should not be taken for granted but made explicit. The Academy will therefore make this policy clear to all parents at all Open Evenings and Induction events before new students join the school. The Home School Agreement will play an important part in harnessing parental agreement and support and will help parents to understand their own role in this part of their child's education.

- The Behaviour Policy will be issued to all parents annually with opportunities for them to comment via the Thorns website.
- All reports and communications to parents about progress will also stress behaviour so that parents are kept up to date.
- Parents will always be contacted as soon as there is any concern so that they are involved immediately.
- Parents will also be contacted when praise for achievement or improvement has been made.
- Arrangements will be made to communicate in the home language where this might be necessary.

## Consultation

Staff, students and parents will have the opportunity to discuss this policy and its effectiveness on a regular basis so that it becomes a flexible document that responds to changing need. Consultation will take place as follows:

- In staff training sessions and meetings at least once a term.
- In School Council meetings at least annually.
- Through annual postings to parents and at parental consultation evenings through questionnaire.
- At our Family Forum meetings.
- Monitoring and Evaluation

Rewards and sanctions will be monitored to provide the Academy with regular information on how effectively the behaviour policy is working. The Academy will also monitor to ensure that rewards and sanctions are distributed fairly and so the data will be analysed by: -

- Gender
- Ethnicity
- SEN
- Age

The person responsible for monitoring by gender, race and SEN etc. is the teacher responsible for SEN/EMAG, and this work forms part of our policy on Equal Opportunities.

Behaviour data will be monitored by:-

- Comparing termly statistics, and annual totals for rewards and sanctions
- Monitoring individual's rewards and sanctions to identify progress or cause for concern.
- Observation of lessons and student response

Evaluation of the behaviour policy will be based on the above data and will inform the Academy's development planning. Evaluation will take the form of termly reports to Governors.

## Behaviour Management – Pastoral Issues

Although pastoral issues / misbehaviours are embedded in the behaviour management policy it is recognised that in a classroom situation these cannot always be dealt with effectively by the teacher delivering the lesson and that further guidance from SLT/BMS/Heads of Year (who may be more aware of sensitive issues) may need to be sought.

### Whole Staff Responsibility to Pastoral Issues

All staff members (teaching or non-teaching) have a duty of care to the students and their colleagues and as such, are expected to challenge any of the following behaviours whether in the classroom, on the corridors or elsewhere on the Academy site:

- Eating or drinking outside of the dining room/designated areas.
- Incorrect uniform without a letter of explanation
- Rudeness to staff / students
- Lateness for lessons / school
- Lack of school equipment
- Preventing others from learning
- Health and safety on school site
- Inappropriate behaviour e.g. play fighting, spitting
- Vandalism/graffiti/damage to property
- Swearing
- Smoking
- Leaving the school site or going out of bounds
- Any form of bullying (physical or mental)
- Theft of school / staff / student property

In order to promote consistency across the school it is important that all staff meet their obligation in challenging students whenever they are aware of these behaviours.

### Form Teacher Responsibilities

Based on the Primary model, it is important that Form Teachers take the first line of responsibility for pastoral issues. This includes regular communication with parents when there are concerns regarding a student.

If the Form Teacher considers that their efforts to gain support from parents is no longer working then a referral should be made to the Head of Year or BMS Team who can then decide on what further action should be taken.

### Head of Year Responsibilities

Heads of Year work closely with Form Teachers, particularly focusing on monitoring attendance, punctuality, uniform and equipment.

Heads of Year will liaise with the BMS, Inclusion and Safeguarding Teams to seek guidance for ongoing issues or any serious concerns raised.

#### Director of L4L Responsibilities

The Director of L4L should deal with medium level to serious level misbehaviours on a day-to-day basis. They should also support Form Teachers and Heads of Years 7-9 where efforts have been made to gain parental support but have not proved successful.

Serious incidents should be referred directly to the BMS or Safeguarding Team to investigate.

## Managing Behaviour at Thorns Collegiate Academy

When a student fails to meet our expectations, within the classroom or around the Academy, in spite of warnings, the student will be referred to the BMS Team to investigate and apply the most appropriate sanction.

Incidents that occur between students outside the Academy may also be investigated by the BMS Team.

If a serious incident occurs statements will be taken from students to evidence the events that have taken place in order for a resolution to be made. Statements will be uploaded to students' secure records.

### Student Expectations

We expect Thorns students to:

- Arrive on time
- Be respectful
- Correct equipment, smart uniform
- Do your best work
- Expect to be challenged
- Follow instructions first time

MOBILE PHONES AND EARPHONES ARE NOT PERMITTED. If seen on the Academy site, they will be confiscated in the first instance and a sanction applied when appropriate.

### Sanctions

Sanctions will be issued where a student has failed to meet the Academy expectations.

They may include:

- Warning
- Break / lunch detention
- Contact with home
- Short after school detention (10 minutes, no notice required)
- Removal from lesson (BMS Callout)
- After school detention (30 minutes / 1 hour)
- An extended period of time in Seclusion
- Alternative timetable (e.g. 8.15am – 1.15pm, 12pm – 5pm)
- Alternative timetable at another Academy within the Shireland Collegiate Academy Trust
- Saturday morning detention
- Fixed Term Exclusion

Parents or Carers will be informed via phone call or email/Edulink if their child has been in breach of the Academy expectations (with the exception of isolated minor incidents).

Examples of actions resulting in a BMS callout/referral to Seclusion (this is not an exhaustive list):

- Disruptive behaviour
- Passive learning
- Open defiance or rudeness
- Failure to follow instructions
- Refusal to follow instructions
- Dangerous behaviour
- Going out of bounds
- Using mobile phone
- Smoking
- Truancing
- ***Racist, sexist or homophobic language***
- ***Sexual harassment***
- ***Swearing directly at a member of staff***
- ***Assaulting another person***
- ***Being in possession of a banned item***

### Fixed Term Exclusions

Serious behaviour events may result in a Fixed Term Exclusion.

Examples include:

- Persistent disruptive behaviour
- Sustained refusal of staff instructions
- Sustained failure to adhere to the Academy Expectations
- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Racist abuse
- Sexual misconduct
- Found in possession of a banned item (e.g. weapon, alcohol, drugs)
- Drug and alcohol related
- Theft
- Use or threat of use of an offensive weapon or prohibited item
- Abuse against sexual orientation or gender identity
- Abuse relating to disability
- Inappropriate use of social media or online technology
- Bringing the Academy into disrepute
- Endangering the health and safety of others
- Wilful and repeated transgression of protective measures in place to protect public health

In the event of a student continuing to pose very challenging behaviour we may recommend a managed move to an alternative local school or a referral to Trust's Personalised Learning Centre, as a way of avoiding a permanent exclusion.

### Permanent Exclusion

The 2017 guidance on school exclusion states that:

“A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.”

A decision to Permanently Exclude a student will only be made by the Principal. Permanent exclusion would only be proposed as a last resort if a student persistently refuses to adhere to the Trust Code of Conduct.

Permanent Exclusion may also be used in serious one-off events, such as bringing prohibited or illegal items into the Academy or violent conduct towards a peer or member of staff. This is not an exhaustive list.

### Behaviour Management Summary

The Academy continuously works with all key stakeholders to ensure high standards of behaviour. The BMS callout and seclusion system's primary aim is to remove all disruptions from lessons to allow the teacher to focus fully on delivering high quality lessons.

Students who are repeatedly referred to BMS are provided with targeted support. This will involve intervention work on how to modify their behaviours in line with the Academy's expectations.

Parent/carer support is vital to ensure that a student can be successful. The Academy strives to work in close partnership with families to apply appropriate sanctions and rewards.



## Appendix

### Appendix 1: Behaviour Sanctions

There are four main types of behaviour incident:

- S1 – Simple Rules (Sanction)
- S2 – Time Wasting or Disruption (BMS Callout + sanction)
- S3 – Rudeness and Disobedience (BMS Callout + sanction)
- S4 – Challenging Behaviours (BMS Callout + sanction)

Examples of the types of behaviour and possible actions and sanctions are listed below.

Note: Behaviours are not limited to those below and sanctions will vary depending on the severity of the incident. All serious incidents will be investigated before deciding upon a course of action.

Type of Behaviour Incident	Examples of Behaviour	Possible Actions
S1 – Simple Rules	<ul style="list-style-type: none"><li>• Incorrect uniform</li><li>• Late to school</li><li>• Late to lesson</li><li>• Failure to complete homework</li><li>• Poor organisation</li><li>• Poor quality work</li><li>• Incorrect PE kit</li><li>• Friction with peers</li><li>• Inappropriate use of ICT</li></ul>	<ul style="list-style-type: none"><li>• Warn student</li><li>• Contact home</li><li>• Break or lunch detention</li><li>• Afterschool detention (10 minute same day, longer with 24 hours notice)</li></ul>
S2 – Time Wasting or Disruption (BMS Callout)	<ul style="list-style-type: none"><li>• Passive learning/time wasting</li><li>• Failure to follow instructions</li><li>• Disruptive behaviour in lesson</li><li>• Disruptive behaviour outside of lesson</li><li>• Mobile phone</li><li>• Out of bounds</li></ul>	<ul style="list-style-type: none"><li>• Student is removed for at least the rest of lesson to work in Seclusion.</li><li>• Plus a 10 minute break/lunch detention is issued (or removed for rest of break/lunch)</li><li>• Edulink message sent to parent/carer</li></ul>
S3 – Rudeness and Disobedience	<ul style="list-style-type: none"><li>• <u>Refusal</u> to follow instructions</li><li>• Persistent disruptive behaviour (e.g. repeated BMS callouts or issues within a subject)</li><li>• Verbal abuse to peer</li><li>• Fighting</li><li>• Rudeness to staff</li><li>• Truancy</li></ul>	<ul style="list-style-type: none"><li>• Subject referral made by HoD (work in Seclusion for 1-2 weeks for that subject)</li><li>• One hour detention</li><li>• Isolated break and lunch for agreed period</li><li>• Extended time in Seclusion (1-5 days)</li><li>• Alternative timetable (e.g. 8.15am-1.15pm or 12-5pm)</li><li>• Saturday detention</li></ul>
S4 – Challenging Behaviour	<ul style="list-style-type: none"><li>• Persistent disruptive and challenging behaviour</li><li>• Verbal abuse to staff</li><li>• Physical assault</li><li>• Threatening behaviour</li><li>• Sustained failure to follow Academy rules</li></ul>	<ul style="list-style-type: none"><li>• Alternative timetable</li><li>• Reduced timetable for agreed period of time</li><li>• Fixed term exclusion</li><li>• Period of respite at another school</li></ul>

	<ul style="list-style-type: none"> <li>• Vandalism (e.g. setting off fire alarm, purposeful damage to building or equipment)</li> <li>• Prohibited items (e.g. smoking paraphernalia, drugs, alcohol weapons)</li> <li>• Bringing the Academy into disrepute</li> <li>• Endangering the health and safety of others</li> <li>• Willful and repeated transgression of protective measures in place to protect public health</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to the Trust's Personalised Learning Centre (PLC)</li> <li>• Managed move</li> <li>• Permanent exclusion</li> </ul>
To be recorded and reported separately	<ul style="list-style-type: none"> <li>• Bullying</li> <li>• Racist incident</li> <li>• Homophobic incident</li> <li>• Sexist incident</li> <li>• Sexual harassment</li> </ul>	<ul style="list-style-type: none"> <li>• Sanction to be issued following a full investigation.</li> </ul>

## Appendix 2: Uniform Rules

The Academy has a simple uniform which we expect all students to wear.

### **Compulsory items:**

- Blazer with Academy badge sewn onto pocket.
- Academy tie with logo
- White blouse or shirt.
- Plain black trousers (no jeans, leggings or jeggings) or plain black knee length skirt (no tube style stretchy skirts, that ride upwards as the child walks). Skirts must be an appropriate length and style for school.
- Plain black shoes, NOT trainers.
- Students should bring a sensible school bag with the correct equipment needed for the day
- Sensible waterproof coat when needed (no hoodies)
- Plain black tights or plain black or white socks (ankle or knee high). No stockings or over the knee socks.

### **Optional items:**

- Plain black v-neck jumper (no logos).
- Salwar Kameez and headscarves may be worn and should be plain black. Students are still required to wear the Academy blazer and white shirt and tie.

Failure to adhere to the uniform policy will result in students being sanctioned in the BMS. Blazers should be always worn. Trainers should not be worn around the Academy (apart from during Physical Education lessons and at break or lunchtime if taking part in sporting activities). Before students return to lesson they must put their shoes back on.

### **For Health and Safety reasons, we also ask students to observe these rules:**

- One pair of earrings may be worn but should not be excessively large. If the Academy considers that a student's earrings present a Health and Safety risk, the student will be required to remove them.
- No earrings should be worn in PE lessons.

- One nose stud may be worn. **Multiple studs and nose rings are not allowed.** Nose stud must be removed for PE lessons
- No other facial piercings.
- Bracelets and necklaces must not be worn over clothing.

### **Prohibited items:**

- Hats and caps are not allowed to be worn at any time.
- Hoodies, sports jackets and sweatshirts are banned items. They should not be worn on the Academy site.
- No nail extensions, false nails and/or brightly coloured nail varnish (pale/neutral tones are allowed)
- No extreme haircuts (e.g. bright unnatural colours, patterns in hair, hair shaved grade 1 or below)
- Make-up if worn must be discrete. No vibrant colours or eye liner flicks.
- No tattoos.

### **Thorns PE kit includes:**

PE Kit – supplied by The Sports Shop-Kingswinford, 790 High St, Kingswinford, West Midlands, DY6 8AA. Tel: 01384 295941

Thorns PE kit includes:

- Thorns Collegiate Academy Black Hoodie
  - Thorns Collegiate Academy Black T-Shirt
  - One from: -Thorns Collegiate Academy Black shorts
    - Thorns Collegiate Academy Black Leggings\*
    - Thorns Collegiate Academy Black Skort
    - Thorns Collegiate Academy Black Tracksuit Bottoms\*
  - Plain black football socks, no show socks are also acceptable in the Summer term
  - Suitable trainers (not school shoes)
  - No jewellery can be worn at all, this includes earrings, nose rings, watches, rings etc.
- \*The leggings and tracksuit bottoms cannot be used for fixtures when representing the school.



## Appendix 4: Exclusion Checklist

Student:

Form:

Reason:

Number of Days:

Start: \_\_\_\_\_ End: \_\_\_\_\_

Re-admittance Meeting Time \_\_\_\_\_ Day \_\_\_\_\_

Invitees:

- ☐ Attendance data coded "E"
- ☐ Exclusion Letter given to student/posted home
- ☐ Work provided for student
- ☐ Letter uploaded onto Student Record on SIMS
- ☐ LAC – Copy of letter emailed to LA

## Appendix 5: Fixed Term Exclusion Letter

**DATE**

Address

Dear Salutation

I am writing to inform you of my decision to exclude **<Name>** for a fixed period of **NUMBER** days in the first instance **pending a possible permanent exclusion**. This means that **he/she** will not be allowed in the Academy for this period. The exclusion begins on the morning of **DATE** and ends on the afternoon of **DATE** inclusively.

I realise that this exclusion may be upsetting for you and your family, but the decision to exclude **<Name>** has not been taken lightly. **<Name>** was involved in an incident on **DATE** because of **REASON**.

You have a duty to ensure that **<Name>** is not present in a public place in school hours during this exclusion on **DATE** unless there is reasonable justification for this.

In order to consider ways to prevent the need to exclude **<Name>** in the future, I have arranged a meeting between yourself, and a senior member of staff so that we can discuss a way forward. This meeting will take place at

**00:00 a.m. / p.m. Date**

We will set work for **<Name>** to be completed on the Academy days specified in the previous paragraph during the period of this exclusion. Please ensure that work set by the Academy is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the governing body. If you wish to make representations please contact the clerk to the governing body at the Academy address, as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on <Name>'s school record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal and/or make a claim to the First Tier Tribunal <http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>. Making a claim would not affect your right to make representations to the governing body.

You have the right to see, and have a copy of, your child's Academy record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of your child's Academy record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

For your information the following sources of advice are available to you;

- Pupil Access Team, Dudley LA on 01384 814255 or email [school.exclusion@dudley.gov.uk](mailto:school.exclusion@dudley.gov.uk).
- You may also find it useful to contact the Children's Legal Centre. They aim to provide free legal advice and information to parents on education matters. They can be contacted on 020 7520 0300 or at <http://www.childrenslegalcentre.com>.
- Dudley SENDIASS (formerly Parent Partnership) on 01384 817373 or email [Dudley.Sendiass@dudley.gov.uk](mailto:Dudley.Sendiass@dudley.gov.uk).

Statutory advice can be obtained from the Department for Education website on: [www.education.gov.uk](http://www.education.gov.uk)

Yours sincerely

Mr M S Kelay  
**Principal**

## Appendix 6: Student Incident Statement

## Student Incident Statement

[illegible]