

The Thomas Adams School

Behaviour, Discipline & Rewards

Updated August 2017

Reviewed by Governors

BEHAVIOUR, DISCIPLINE AND REWARDS POLICY

Everything we do at Thomas Adams School and College is based on the fundamental principle of respect. Respect for others, respect for yourself and respect for your community. From day one the expectations of 'respect for all' is at the forefront of all we do. At Thomas Adams we want to help all our students succeed, and in order to achieve that our behaviour policy applies to a variety of areas/situations including:

- The journey to and from school or college.
- In the classroom.
- Between lessons.
- During break and lunchtimes.
- In the dining room.
- Any inappropriate use of technology.

By stressing the need to maintain good behaviour at all times we wish to create a strong and secure learning environment for the entire school community.

We aim to inspire all our students to want to succeed through our curriculum and ethos, giving them the confidence and belief in their ability to achieve, to become the very best they can be – 'Raising Aspirations'.

Section 89(5) of the Education and Inspections Act gives a Headteacher the power to include in the Behaviour Policy measures to be taken with a view to regulating the conduct of pupils at a time when they are not on the premises of the school and are not under the lawful control or charge of a member of the staff of the school. Therefore this policy also applies to:

- Behaviour outside school, on school business, e.g. school trips, sports fixtures or work experience placements. Behaviour in such circumstances can be dealt with as if it had taken place in school.
- Behaviour outside school, not on school business, where there is a link between that behaviour and maintaining good behaviour and discipline among the pupils of the school, the Head Teacher may impose appropriate sanctions as detailed in the School's Behaviour Policy.

At Thomas Adams we strive to be:

- A school with a calm culture built on mutual respect, fairness and high aspirations.
- A school where students are nurtured and supported to achieve goals.
- A school which delivers outstanding lessons by dedicated staff, delivering wide ranging opportunities to broaden horizons.
- A school focused on student achievement and on student welfare.

Students are aware of the requirements in terms of behaviour as expressed in the "code of conduct" which is displayed in all form rooms and discussed at the start of each academic year.

Adams College Student Handbook outlines the expectations for students on the Noble Street Campus.

THE THOMAS ADAMS SCHOOL WEM **CODE OF CONDUCT**

Every student at The Thomas Adams School, whether in Year 7 or Year 13, has responsibilities to the school community. Students also have rights which the school will try to uphold.

The Responsibilities of Students:

1. As members of the school community they should:

- expect to be responsible for their actions
- be polite at all times and treat the students, staff and visitors with consideration and respect
- respect the rights, views and feelings of others
- be tolerant of others irrespective of race, gender, religion and age
- respect the truth
- keep promises and honour obligations
- be fair, and treat people equally - reject injustice in all its forms
- reject violence as a solution for solving problems between individuals and groups
- not bully or attempt to bully others by word or action
- not interfere with the property of others
- play their part in creating an attractive school environment - avoid litter, graffiti and damage to school property and premises
- move around the school in a sensible and safe fashion

2. As students they should:

- work to the best of their ability and allow others to work without interference
- carry out teachers' requests at all times and not disrupt lessons in any way
- attend school regularly and on time
- come to school properly equipped for work

The Rights of Students:

All students have the right:

- to learn without interference from others
- to feel secure and free from humiliation, physical or verbal threat or abuse
- to be treated fairly and with respect by teachers and other adults in school
- to be listened to by other students and teachers
- to be well taught in a well ordered environment and be given help by teachers
- to have their achievements and merits recognised

We will not tolerate:

- | | |
|----------------------|-------------------------------|
| * truancy | * threatening behaviour |
| * drinking alcohol | * sexist and racist behaviour |
| * physical violence | * smoking by students |
| * damage to property | * drug abuse |

Inappropriate Behaviour

This is characterised by the infringement of any of these three important rights:

- All students have the right to be taught in a positive learning environment where effort and achievement are recognised and rewarded;
- All staff have the right to teach in an environment where students behave;
- Both staff and students have a right to feel safe and secure.

Any behaviour that affects these rights will be challenged, managed and monitored. Thomas Adams School wants all students to become good citizens.

Inappropriate behaviours that will never be tolerated in school include:

- Violence to others;
- Rudeness to staff;
- Bullying (verbal, physical or cyber);
- Swearing;
- Deliberate or repeated disruption to lessons;
- Damage to, or theft of, school property;
- Substance misuse including smoking and the procurement and selling of banned substances;
- Endangering the health and safety of a student or member of staff;
- Deliberate flouting of school rules;
- Setting off of Fire Alarms.

Serious inappropriate behaviour also includes repeated instances of minor inappropriate behaviour.

The school will not tolerate the posting of harmful comments about the staff or students or the school in general on social networking sites and via electronic communication devices. This particular form of unpleasant bullying will be dealt with severely with police involvement where necessary.

Students will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other students and to staff they may have offended; show they can keep the school rules, by being put on report; or any other suitable reparation.

Electronic Devices

- Mobile phones and other electronic devices must be switched off and in bags as soon as students enter the school grounds.
- Students are not allowed to use mobile phones at any time during the school day. If there are circumstances where parents need to contact their child then they must ring reception to get a message passed on to them. If there is an urgent reason why a student needs to check or use their mobile, they must do so in the Pastoral area, asking permission of the staff there.

NB: If students have mobile phones/IPods/headphones out during school time the devices will be confiscated, returned to the student at the end of the day in the first instance but parents/carers will need to collect them thereafter. This is to support a more positive learning attitude around the school. We do not set out to inconvenience parents but will enforce this policy so ask that parents discuss this fully with their children so that they take full responsibility for their actions.

In Adams College mobile phones should not be out or on in lessons unless they have teacher's permission to use the phone as part of the lesson or to record homework. They can use their phone at breaks, lunchtimes and in study periods. We ask students not to use them on the Lowe Hill site.

Drugs

The school will not tolerate drug use of any sort on school property or during off-site school activities. The school takes its anti-drugs policy very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Students will be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

Prescription drugs

Carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion.

Non-prescription drugs

Some over-the-counter drugs can be harmful if misused. We advise that students should not carry these in school. If they need medication they can go to the school welfare officer.

Medication

We are aware that it may be necessary for some students to take medication during the school day. Parents should make the school aware of this in writing as soon as their child starts taking the medication.

Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

All of these rules also apply when travelling to and from school.

Following guidance set out by the Education and Inspections Act 2006, our members of staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of students that are illegal, or banned by the school. It is our first priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken off students without notice.

A teacher or someone who has lawful control of the child can search a pupil **with their permission** to look for any item that the school's rules say must not be brought into school. Headteacher's and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- "legal highs"
- stolen items
- e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images
- articles that have been or could be used to commit an offence or cause harm.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

Any cigarettes and e-cigarettes confiscated in school will be destroyed.

Regulating student's offsite conduct

Students who are caught or known to have been misbehaving on the way to or from school, or near the school premises, will be disciplined by the school. This also applies to students who break school conduct during work experience, school trips, or extended school activities such as sports events, or any event where poor behaviour might jeopardise the chances of future students participating.

Any off-site misbehaviour could result in sanctions. The school will take into consideration:

- the severity of the misbehaviour;
- the extent to which the reputation of the school has been affected;
- the effect such an action may have on the other students;
- the extent to which the behaviour has repercussions for the orderly running of the school/or might impose a threat to another student or member of staff;
- whether the misbehaviour was on the way to or from the school or the student was taking part in any school-organised or school-related activity; and
- if it was at a time when the student is in some other way identifiable as a student of the school or might be expected to act as an ambassador for the school.

Bullying

Thomas Adams School wants to make sure that all students feel safe at school, and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated, whether it is a one-off incident or an ongoing campaign.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and students. The school practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the school. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying does come up, the school will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the headteacher
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- consider a fixed term exclusion in cases of repeated bullying.

UNIFORM (See separate Uniform policy)

Key Stages 3 and 4

The uniform policy is clear and although we are supportive of parents we must insist that students follow the uniform code without question. Failure to do so may result in students being excluded from social time during the school day. Key areas to note:

- No trainers, canvas shoes (e.g. Converse,) pumps or trainer style shoes (whether marketed as school shoes or not) are permitted. Any parent with concerns over a particular design of shoe please contact the school and we will confirm if they are permitted. Boots are also not allowed;
- No fashion/extreme hairstyles hair should be of a "natural hair colour" without extreme highlights;
- No haircuts shorter than a crop with a No2 setting;
- No haircuts with patterns/lines shaved into it (including Mohican/mullet styles);
- No piercings (other than in ears) (covering piercings with plasters is not permitted and clear plastic piercings are not allowed). Students with piercings will be expected to remove them;
- No hoodies of any description, students should wear a coat.

Key Stage 5

Students at Adams College are not expected to wear uniform but should dress appropriately.

HEALTH AND SAFETY

- Car parks are out of bounds
- Cycles must not be ridden on the school premises, other than from the road to the cycle sheds.
- Valuable items should not be brought into school, and the school cannot take responsibility for the loss or damage to these items.
- Do not enter workshops, PE areas or classrooms unless a member of staff is present;
- Dangerous items must not be brought into school.
- Smoking is forbidden anywhere on the school premises OR when in uniform representing the school.
- You must not leave the premises at lunchtime or during the school day unless you have a home-school permit and are going HOME for lunch.
- Do not climb on any internal or external walls, fences, roofs, trees or buildings
- Keep away from any person working on building maintenance, cleaning or repairs.
- Keep to the designated pathways and entrances.
- Students at Adams College should use the designated car park at Adams College.
- Adams College students are permitted to leave the premises during lunchtimes and some study periods.

CONFISCATION OF AND SEARCH FOR INAPPROPRIATE ITEMS

Under Section 91 of the Education and Inspections Act 2006 and 2011 and The Schools Regulations 2012, school has the right to confiscate, retain or dispose of a student's property and protects the school from liability of damage.

School reserves the right to search without consent for prohibited items. These include:

- cigarettes, tobacco, lighters, matches, e cigarettes, vapour cigarettes or any replacement cigarettes;
- alcohol;

- high energy drinks;
- illegal drugs;
- stolen items;
- weapons or any other item we deem could be considered harmful to a student;
- fireworks;
- pornographic images.

This list does not indicate every item where a search would be carried out.

School reserves the right to confiscate and search electronic devices if the member of staff has good reason to do so. Data and files can be examined and the device and the information passed onto the police if deemed necessary by the school. This includes inappropriate images or instances of cyber bullying.

SANCTIONS

The aim of discipline in the school is to help the pupils develop into young adults who care about others. Self-discipline is the ideal, but rules and regulations are needed to reinforce this. All pupils have a copy of the Code of Conduct in their planners and it is also posted in all classrooms.

When we have to use sanctions we try to make any punishment appropriate to the seriousness of the offence and deal with pupils in a positive, fair and consistent manner so that they understand what they have done wrong and how to improve in the future.

Thomas Adams School has high expectations concerning pupils' behaviour, both in and out of the classroom, based on an agreed code of conduct. **It is important that pupils and parents understand the disciplinary procedures the school uses when pupils fail to observe the code of conduct.**

Disciplinary Stages: School and College

1. Any teacher may give a verbal reprimand, set extra work or use a break or lunchtime detention.
2. More serious incidents of poor behaviour/work should be logged on Go4Schools along with the appropriate action taken by the teacher. SL/KSM can then discuss appropriate further action. Concerning behaviour/effort include:
Work - e.g. repeated failure to produce work to an acceptable standard or failure to hand in homework after reminders.
Behaviour - e.g. disruptive, physical aggression, bullying, vandalism, smoking.
3. In Key Stages 3 and 4, Senior Staff can be called upon to assist in a classroom or a pupil may be placed in Time Out for seriously unacceptable behaviour. Please use the correct procedures if Lesson Support is asked for. (See later section). In Key Stage 5, if behaviour is unacceptable the student will be asked to leave the premises after parents have been consulted.
4. Extremely serious matters or unresolved problems from points three or four above will be dealt with by the HOYs or SLT. These will involve contact with the home, and depending on the seriousness of the matter in question, internal withdrawal / report, a contract of behaviour, a pupil planning meeting or ultimately temporary or permanent exclusion.

The system will be monitored by the Senior Leadership Team who will wish to monitor the work and general attitude of any pupils who are a cause for concern.

SANCTION STRUCTURE

Managing Behaviour Outside Lessons and in Tutor Time	Managing Behaviour in Lessons
<p>Tutors can:</p> <ul style="list-style-type: none"> • explore problems, discuss issues with individuals, small groups, tutor group • confiscate illegal items and pass them to the HOY/KSM • write yellow information sheets stating the action[s] they have carried out. These will be filed • ask Head of Year/KSM to organise withdrawal of student to another tutor group for the duration of that tutor period • refer to Head of Year/KSM if a student does not respond to any of the above • issue a Referral • use Lesson Support Request form if the situation requires SLT intervention 	<p>Teachers can:</p> <ul style="list-style-type: none"> • explore problems, discuss issues with individuals, small groups, tutor group • give warnings, set tasks/extra work • confiscate illegal items and pass them to the HOY • use isolation strategies in class • inform HOY of student's poor behaviour and action taken • monitor individual's behaviour/attendance • issue and supervise detentions at break/ lunchtime • request a departmental report to Subject Leader • ask Subject Leader to organise removal of student to another lesson for duration of that teaching period • refer to Subject Leader if a student does not respond to any of the above • issue a Referral • use Lesson Support Request form if the situation requires SLT intervention
<p>Heads of Year can, additionally:</p> <ul style="list-style-type: none"> • involve EWO • write to, or telephone, parents • authorise tutor-group changes [consulting with SLT] • place student on report, monitored daily by the tutor or Head of Year • withdraw a pupil from a lesson to investigate or prevent a serious problem which needs immediate attention • refer to SLT if a student does not respond to any of the above 	<p>Subject Leader can, additionally:</p> <ul style="list-style-type: none"> • help teacher look at appropriateness of lesson content and classroom management strategies • place student on subject report • organise removal of student into their own or another lesson • organise and supervise a departmental detention for repeated misbehaviour • authorise teaching group changes [consulting with SLT] • request withdrawal from lesson into Time Out for remainder of teaching period • refer to SLT if a student does not respond to any of the above • write to, or telephone, parents (keep Pastoral Office informed)

Key Stages 3 and 4

Managing Behaviour Outside Lessons and in Tutor Time	Managing Behaviour in Lessons
<p>Heads of Year/KSM can, additionally:</p> <ul style="list-style-type: none"> • recommend pupil planning meetings to SLT • authorise long term withdrawal or short term exclusions pending meeting with parents [in consultation with SLT] • refer a student to appropriate member of the SLT if they do not respond to the above • establish and oversee behaviour contracts/targets • authorise and organise isolation in Linc Isolation Room 	<p>Heads of Year/KSM can, additionally:</p> <ul style="list-style-type: none"> • recommend pupil planning meetings to SLT • authorise long term withdrawal or short term exclusions pending meeting with parents • refer a student to the appropriate member of the SLT if they do not respond to the above • establish and oversee behaviour contracts/targets • authorise and organise isolation in Linc Isolation Room

SLT can, additionally: <ul style="list-style-type: none"> • authorise pupil planning meetings • contact other agencies • authorise official exclusions via Headteacher/Deputy Headteacher 	SLT can, additionally: <ul style="list-style-type: none"> • authorise pupil planning meetings • contact other agencies • authorise official exclusions via Headteacher/Deputy Headteacher
The Head can, additionally: <ul style="list-style-type: none"> • exclude permanently 	The Head can, additionally: <ul style="list-style-type: none"> • exclude permanently

If students fail to follow the school rules then the following sanctions may be imposed:

- break or lunchtime detention
- a referral which is officially recorded and which will involve a Head of Year or Subject Leader in the outcome
- lesson report, which will be seen regularly by the Head of Year or Assistant/Deputy Headteacher. Parents will also see and sign this each evening
- withdrawal from a lesson to work under the supervision of another member of staff. This is a serious step and parents will be informed if a pupil receives a full "Time Out" from any teacher
- an after-school detention of which parents receive 24 hours notice
- Saturday morning detention
- isolation for a period within the school
- exclusion from school

School Systems and Documentation relating to behaviour and welfare

The Report System

All incidents of poor behaviour/effort should be logged on Go4Schools. Key Stage Managers/Head of Year 7 will then allocate detentions as appropriate. There are detentions every day of the week. There are also detentions after school and an occasional Saturday morning detention at the Headteacher's discretion.

Detention System

Lunchtime detention run from 1.35-2.05 (T1) or until 2.20 (T2). Teachers can use a detention if a student does not respond to sanctions already given to them by the teacher. Teachers must use Go4Schools system to highlight action taken, examples of prior action should include: a warning, teacher detention, department detention, communication with parents, SL involvement etcetera.

Failure to attend a T1 detention will lead to the students having two T2 detentions.

Additionally:

- SLT detention (JM) one lunchtime per week when necessary
- Pastoral after-school detention (48 hours notice required) twice weekly

Lesson Support/Time Out

- Lesson Support should be used when the teacher has first tried all the usual methods of behaviour management or as a means of getting SLT support to prevent a problem. Time out should be very much seen as a **last resort**, and should be used, in particular, when the behaviour of the student is so disruptive that the education of others in the class is suffering.
- The teacher phones or sends a trustworthy student to the Pastoral Office asking for this form of assistance.
- The person on duty will then go to the classroom to establish the nature of the problem, and will take one of three possible types of action:-

1. Talk to the student and stay in the lesson for a while to ensure that there will be no more trouble.
 2. Cover the lesson whilst the teacher takes the student elsewhere to talk to them.
 3. Remove the student completely.
- The teacher **MUST** record the Time Out on the designated IAC form (Information and Concerns form) as soon as possible during the day of the issue. HOYs/SLs will then deal with the matter. Please give a concise yet clear account of what occurred, using verbatim quotes, as necessary as the information may be quoted to parents or on exclusion letters.
 - The student should only return to the next lesson with that teacher when the problem has been discussed/resolved with the teacher/SL and assurances given of no repetition.
 - When students are removed, they will be taken to the Linc. If the situation is deemed to be a full Time Out as a minimum there will be an automatic letter home and a key stage detention. The student may also be put on report. In most cases the student will go on to the next lesson, but for serious offences there could be all day isolation or exclusion.
 - The teacher **MUST** give work for the removed student.
 - Students must not be removed from a lesson in any other way, e.g. by just being sent out by the teacher. A brief cooling off period outside the door is acceptable, but this should not be for too long. Agreed departmental systems of withdrawal to subject leader, or another teacher in the department, are quite acceptable.
 - The member of staff on duty must be available for the whole period and let Pastoral know of his/her exact whereabouts. They should be available by two way radio. If he/she is not available, then a swap should be arranged in advance with an SLT colleague and Pastoral informed.

Information and Concerns Forms should also be used should staff wish to raise any concerns about student well-being/ attendance/changes of behaviour/or for matters relating to equipment or similar.

Pastoral systems in Adams College

The Director of College and Deputy are responsible for sanctions in the college. Both are Child Protection trained.

Students are referred to us via a paper-based system using blue forms on which the concern is logged or by logging on G4S. Referrals are made by mentors, subject staff, support staff and occasionally by parents.

Referrals are followed up within 24 hours with students, staff, parents and, if necessary, outside agencies.

These blue referrals are then logged by the Student Services Officer and the record of conversations emailed to the Headteacher, deputies and the college team each day in a 'college communication log'. These records can be collated to form a complete record of the student's pastoral care whilst at college. They provide a useful narrative to reflect on in the event of further issues.

Follow up for each concern is recorded on the same form as well as support/intervention offered.

Academic intervention is often actioned with use of Supervised Study. Students are required to spend every free lesson in the library, observed by a member of staff. Students are, in

the first instance, on supervised study for four weeks, thereby enabling them to settle in a productive work pattern.

Other issues can be dealt with by a range of sanctions including a “working lunch”, community service or indeed exclusions. These are very infrequent and we will always endeavour to work with the student and their family.

Outside Agency Involvement

A range of agencies have offered support for our students in recent years: Chat+, IAPT services and, more recently, the school nurse. Their visits are publicised to students and drop-in sessions are held discreetly in an office which is totally private.

EXCLUSIONS

INTERNAL EXCLUSION

We have an established Learning and Inclusion Centre, (Linc). In this area work is undertaken with the student to identify the difficulties leading to the incident/s, which culminated in the withdrawal of the student from mainstream provision.

The Linc room allows us to remove students from mainstream school whilst allowing them to be safely supervised and able to continue with their studies.

Students have access to lesson materials through schemes of work and access to Moodle/ICT resources.

- Students may be placed in the Linc room for internal exclusion if ongoing poor behaviour persists or for a serious breach of the school code of conduct. This includes unacceptable behaviour in unstructured time such as breaks and lunches.
- Students may be placed in our Linc room while we investigate a serious breach of school rules.
- Student work under supervision and complete behavioural reflection work, where appropriate and complete work from their timetabled lessons.
- Parents are always informed.

It is the responsibility of the student's class teachers to provide appropriate work, relating to the lesson for each student in the Linc room. An email is sent in advance, where possible to inform staff of a need to prepare suitable material.

Isolation can be for part or whole days. Where a student has been placed into Isolation for a full day, this will usually end at 3.20pm, and includes detention during break and lunchtime.

Fixed term exclusions

These are used only for very serious matters. The governing body will be informed of the exclusion and the parents' right of appeal. A pupil will then only be re-admitted following an interview with a member of the Senior Leadership Team and guarantees are made about future behaviour. Permanent exclusion is the ultimate sanction and is only used in extreme cases.

Where there are problems, the school will wish to consult and involve parents in an attempt to analyse the situation and try to find ways of improving things. Equally, parents should contact the school if they are concerned about their child's behaviour or attitude.

- Parents are contacted by phone and a letter sent home. In some cases it is beneficial to take the student home after contacting parents. The matter should be discussed with the parents prior to the students return to school.
- The Headteacher will notify the Local Governing Body and the Local Authority.
- A 'Return from Exclusion Meeting' gives an opportunity to discuss and reflect on the incident which resulted in the exclusion. Standards, expectations and further potential consequences are shared prior to the student returning to lessons. It is usual for the student to spend a period of time in the Linc room on return from exclusion.

Permanent exclusion.

The Headteacher will notify the Local Governing Body and the Local Authority without delay of:

- A permanent exclusion (including where a fixed term exclusion is made permanent)
- Exclusion which would result in the student missing a public examination

For all other exclusions the Headteacher will notify the Local Governing Body and the Local Authority on a termly basis and give the reason for and duration of the exclusion.

Behaviour which may lead to an Exclusion

The main types of behaviour which may result in exclusion which may be fixed term or permanent are as follows (this is not an exhaustive list):-

- Persistent refusal to follow instructions and non-cooperation with staff, disturbing the learning of others
- Violent physical abuse of other students or staff / adult
- Serious actual or threatened violence to other students or staff /adult
- Presenting a significant risk to the health and safety of other students by selling drugs (or other illegal substances) or dangerous behaviour
- Persistent and malicious disruptive behaviour including uncooperative behaviour at lunchtime.
- Damage or vandalism to school property
- Verbal abuse of other students and staff including sexist or racist comments
- Bullying, including incidents resulting from the inappropriate use of social network sites.
- Putting oneself and others at serious risk of harm through dangerous behaviour.
- Bringing offensive / dangerous weapons or illegal substances on to the school site.
- Smoking.
- Inappropriate use of mobile phone or internet facilities.

Permanent exclusion may also be used in the case of one-off incidents that are extremely serious or where a student's behaviour continues to challenge the school despite earlier instructions and efforts to find alternative ways to meet individual needs.

A period of fixed term exclusion is a recognised consequence in the hierarchy of sanctions. The length of the period of any exclusion will be dependent on the seriousness of the behaviour and the frequency.

USE OF 'REASONABLE FORCE' WITHIN SCHOOL

There are some situations in which 'Reasonable Force' might be appropriate, or necessary, to control or restrain a pupil.

Examples of situations where 'Reasonable Force' might be appropriate or necessary include:

- where an offence is being committed
- where personal injury to, or significant damage to the property of, any person (including the pupils, him/herself) is taking place
- removing a disruptive pupil from a classroom where they have refused to follow an instruction to do so
- where the key objective of maintaining the health and safety of pupils and/or staff is prejudiced ie where a pupil is behaving in a way that is dangerous.

In line with the school's good practice, all such incidents will be recorded, and discussed with parents/carers as soon as possible.

Under the Education Act (2011), school reserves the right to take disciplinary action against any student that, in the view of the Head Teacher, based on the evidence before him or her, has made a serious malicious allegation against a member of staff which is unproven.

HOME – SCHOOL -- AGREEMENT

To ensure that your child benefits from the education, care and guidance school can provide it is important to establish and maintain a strong working partnership between all those involved. The partners are student, parent/carer and school. Each partner has a vital part to play by being supportive of each other and committed to the success of the learner involved.

The Thomas Adams School offers its students a caring and supportive environment in which to learn. The ethos of the School is underpinned by a commitment to providing equal opportunities for all and a resolve to foster an atmosphere in which each student as an individual is respected and encouraged.

Our Aims

- To generate such enthusiasm for learning amongst the students, that they willingly seek to gain knowledge and understanding about the world around them.
- To provide students with the guidance, information and resources necessary to help them learn.
- To teach students the skills necessary for effective and efficient learning.
- To provide students with a positive learning environment.
- To develop a sense of pride amongst the students, so that they always aim to achieve the highest possible standards of work in all subjects.
- To foster the personal qualities, skills and self-confidence necessary for success in their chosen career and personal life.
- To develop amongst all students a sense of respect for themselves, other individuals, their own and other communities, and their environment.

We believe that these aims are more likely to be achieved if there is a partnership between the school, the students and the parents based on mutual trust, respect and understanding.

School agrees to:

- Provide a broad and balanced curriculum which seeks to meet the needs of all its pupils;
- Ensure that children are taught well, cared for and treated fairly;
- Help and encourage children to make constructive use of their talents;
- Provide an orderly, secure and happy environment in which children can learn and grow up;
- Keep parents informed of children's progress and offer advice on how parents can help;
- listen and have due regard for parents' concerns and anxieties and provide opportunities for parents to discuss these;

Parents and Guardians agree to:

- To support the aims of the school.
- Ensure that my/our child attends school punctually and with minimum absence
- Ensure that my/our child is properly dressed in correct school uniform.
- Ensure that my/our child completes all homework set to the best of his/her ability and in reasonable working conditions.
- Attend Parents' Evenings and meetings about my/our child's progress.
- Not take my/our child out of school during term time without the permission of the Headteacher.
- Advise the school of any concerns or problems which might affect my/our child's progress.
- Work constructively and cooperatively with the school to resolve any concerns about attendance, punctuality, behaviour or work.

Students agree to:

- Attend school punctually and with minimum absence.
- Bring necessary equipment and books including pens and pencils to all lessons.
- Complete classwork and homework as well as they can.
- Ask teachers for help when they have problems with work.
- Behave responsibly at all times.
- Observe the school rules.
- Wear the school uniform correctly and be tidy in appearance.
- Be polite and respectful to others.
- Conduct themselves at all times in such a way as to enhance the school's reputation within the community.

Student _____

Form _____

Parent _____

Tutor _____

September 2017

PRAISE AND REWARDS

We actively seek to praise and reward students who model the school ethos on Go4Schools. Our first step in ensuring students do follow this is to reward the positive behaviour of students who consistently display the types of behaviour and attitudes we expect. Praise and reward can take the form of any of the following:

- Informal praise: verbal, on the spot, encouraging, positive.
- Formal praise: written on work, students sent with good work to the Subject Leader or Headteacher:
- Public praise: work on display, in classrooms, around school, on information screens, at Parents' evening or mentioned in assembly etc.
- Communication with home: formal reports, letters home for achievement, positive postcards and positive phone calls.
- Attendance awards
- Qualification for privileges i.e. Rewards visits.
- Nomination for Celebration Evenings

Of course, the most valuable reward of all – to be the best a student can be - is guaranteed to all students at Thomas Adams who choose to adhere to the school rules and adopt our school values.

THE HOUSE SYSTEM

The House system at Thomas Adams has seven houses all named after local hills. All students, as well as belonging to a form, will also be a member of a house:

7.1 – 11.1	CLEE
7.2 – 11.2	LAWLEY
7.3 – 11.3	HAUGHMOND
7.4 – 11.4	CARADOC
7.5 – 11.5	CORNDON
7.6 – 11.6	HAWKSTONE
7.7 – 11.7	GRINSHILL

The aim of the house system is to be a source of great fun, competition, achievement and teamwork with every student given the opportunity to represent their house at whatever activity they enjoy and can be successful in.

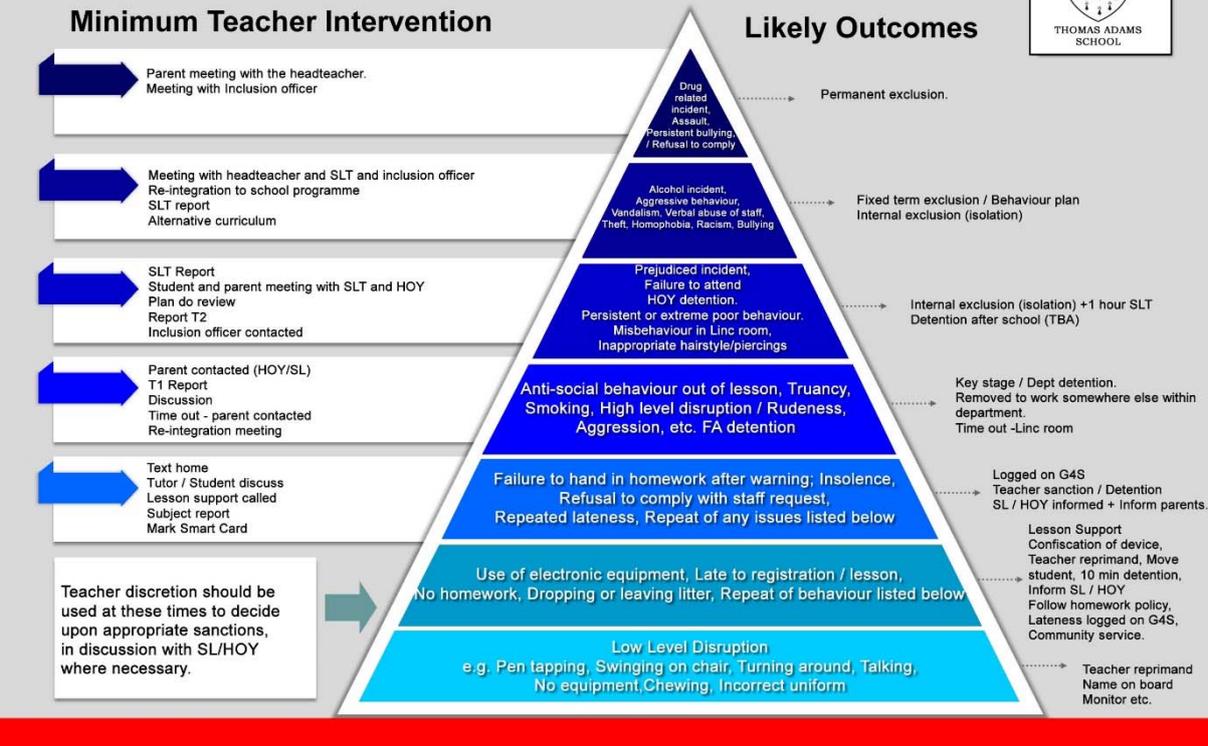
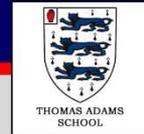
Throughout the academic year, staff reward pupils for their good work and attitude both inside and outside of the classroom, or when they get involved in extra-curricular activities.

The house system also facilitates leadership and responsibility among the more senior students. Each house has seven house captains which consist of:

- House captain
- Girls/Boys sports captain
- Media captain
- Environment captain
- Citizenship and fundraising captain
- Vice Captain

The house captains liaise closely with the house co-ordinator and the member of staff who is Head of their particular house. At the end of the academic year, the house with the most house points receives the house cup.

Thomas Adams Behaviour Response System



Thomas Adams Positive Behaviour Rewards

