Document Title	**Behaviour Policy**
Committee Responsible for Policy	**Board of Directors (in consultation with Student Committees).**
Review Frequency	**Annually**
Last Full Review	**September 2026**
Next Full Review Due	**September 2027**
Policy Author	**Head Teacher (William Perkin)**

This policy is written in accordance with the following legislation and statutory guidance:

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE last updated July 2026)

Arranging Alternative Provision (DfE last updated February 2025)

The Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations (last updated 2026)

The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 (last updated 2023)

Working Together to Safeguard Children

DfE 'Searching, Screening and Confiscation

Keeping Children Safe in Education (KCSIE) 2026

Assessment of the Impact of a Policy on Equality & Diversity

Policy: Behaviour Policy	
Impact assessed by: R Lane	**Date:** 06/09/26
1. What is the potential for this policy impacting a person or group with a protected characteristic differently (favourably or unfavourably) from everyone else? Significant. Students from protected groups could be more harshly treated or less generously rewarded than the general student population.	
2. How would this be evidenced? By close monitoring of pastoral indicators for different groups.	
3. Is there evidence that the operation of the current policy might impact a person or group with a protected characteristic differently from everyone else? NO	
4. If the answer to 3 is 'Yes', please provide details and evidence.	
5. How might the new policy change this?	
6. Are there any other changes to the policy which might impact a group with a protected characteristic differently from everyone else? NO	
7. If the answer to 6 is 'Yes', please provide details and evidence.	
8. Policies are required to reduce or eliminate inequality and disadvantage and promote diversity. Does this assessment indicate that the Policy passes or fails this test? PASS	

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Twyford C of E Trust Schools
Behaviour Policy

Aims and Policy

1.1 Overall Aim

The Directors, Governors, staff, parents and students of Twyford CE Academies Trust and its schools believe that all will get the best out of school when everyone, irrespective of gender, sexual orientation, ethnicity, age or religious belief:

- Respects, understands and cooperates with each other
- Is polite to each other and respects each other's abilities and aptitude, background and culture, religious belief and views, disabilities and property
- Arrives on time at school and for lessons when school is in session
- Gives of their best in work by listening and learning
- Respects the education of others
- Works and plays safely, by looking after those with learning and physical disabilities
- Helps each other and our local community
- Commits to the principle of accepting feedback and seeking to self-direct toward pro-social behaviour

1.2 Policy Statement

Without an orderly atmosphere, effective teaching and learning cannot take place.

Students are encouraged to make the most of every opportunity at **Twyford C of E Trust schools** in order to be the "best that they can be" inspired by the Trust motto 'I have come that you should have life in all its fulness'. The 10:10 ethic underpins all aspects of the behaviour policy with its emphasis on students recognising their capacity to do and be good, the importance of recognising weaknesses and errors and self-regulating away from bad choices. The ethic also firmly reminds students and parents that the needs of the community are as important as the needs of the individual.

Good levels of achievement, effort, positive conduct, attendance, punctuality and participation in extracurricular activities will be encouraged, praised and recognized wherever and whenever it is evident.

Twyford Trust's idea of Learning Conduct is designed to ensure that students develop a positive and disciplined way of conducting themselves. Having an internalised self-discipline is the most effective way that students will be safeguarded as they move towards adult life.

The principles and policy statement underpinning the whole School Behaviour Policy apply also to the Sixth Form who are subject to the same provisions of the Behaviour Policy including fixed term suspensions (both internal and external) and permanent exclusion; with the exception that Sixth Formers are allowed mobile phones, personal stereos, iPods etc. in school so long as they do not disrupt teaching / study. In addition to this Behaviour Policy Sixth Form students will be expected to adhere to a separate Sixth Form Code of Behaviour and expectations (see attachments).

Student Expectations

2.1 General behaviour

The behaviour policy has been written to pre-empt any behaviours which undermine the safe and effective functioning of school communities in which a large number of students operate within the specific & limiting constraints of school buildings, timetables and staff time. It is also constructed to help students exercise intelligent self-regulation by giving clarity on rules and routines designed to cultivate pro-social behaviour.

Students are always expected to:

- Comply with the general behaviour expectations (section 2.1), the Classroom Code of Conduct and Core Routines, Learning Habits and abide by the student section of the Home-School agreement.
- Be polite, well-mannered and respectful to all staff and fellow students at all times.
- Follow staff's instruction(s) and respect staff's authority in implementing the behaviour policy.
- Show good behaviour to and from school and in particular in the immediate school environment.
- Wait outside a teaching room or other room e.g. changing room, music practice room, until the class teacher arrives.
- Only consume food and drink in designated areas at break and lunchtimes.
- Move around the buildings and behave in a safe and orderly fashion (e.g. respect one-way systems, do not drop or throw any object from a height onto the floors below).

Students must not:

- Undertake any action covered by the criteria for permanent exclusion as this will lead to permanent exclusion
- Cause offence to others, including the use of foul, discriminatory (e.g. racist, homophobic, sexist, misogynistic) language or inappropriate sexual contact.
- Take any action which affects the health and well-being of others e.g. dangerous behaviour on the school site, bullying, fighting, misuse of internet sites and/or other social media and/or AI.
- Take property from other students, including from students' clothes, lockers or bags. Theft of property belonging to the school, staff or other students will not be tolerated.
- Use vapes, cigarettes or alcohol, or any other harmful or forbidden substance on the way to, from and whilst on the school premises or a school trip. Failure to observe this restriction may lead to a fixed term suspension (and, in the case of products containing illegal drugs, permanent exclusion).
- Bring the school's name into disrepute, including through online activity.
- Threaten or use physical violence to a student or adult.
- Bully another student; bullying of any sort will not be tolerated (verbal, physical, emotional or cyber).
- Deliberately damage school equipment or property or engage in reckless behaviour that leads to school equipment or property being damaged. A charge will be made to the students' parents/carer to cover the cost of repairing any damage, and a student may be asked to repair the damage where possible.
- Chew gum, have gum on their person or drop litter on the school premises.
- Deface or graffiti any school property or uniform items, including the student planner and school bag.
- Be defiant when given a warning, redirection, correction or sanction by a member of staff.
- Leave a classroom or use facilities such as the lift without permission, or use facilities inappropriately e.g. entering a toilet cubicle with another student.
- Seek medical attention without permission from the teacher of their current lesson.
- Enter a teaching area or other area closed to students, e.g. changing rooms, during lunch or break times without permission.
- Bring into school high energy, caffeine or sugar drinks. These will be confiscated.
- Wear make-up or bring make-up onto the school site. Students will be required to remove make-up immediately.
- Wear jewellery other than that allowed by the uniform policy. Any such jewellery will be confiscated for the term.
- Interfere with any school equipment (including fire alarms).
- Leave the school site during the school day without permission, except for Sixth Formers.
- Bring any items into school which are not directly connected to their lessons and/or that could cause harm to other students e.g. airpods, spray deodorant, smart-glasses.
- Get involved in any sort of buying and selling between students.
- Truant lessons, tutor times, assemblies or any other part of the compulsory school day.
- Bring scooters, e-bikes or e-scooters onto the school site (will be confiscated if seen on the school site.)
- Cheat, seek to cheat or facilitate others to cheat in exams / assessments / coursework (including the use of AI).

The school reserves the right to involve the police in cases where students' actions would be considered illegal if they happened outside the school.

The school will always permanently exclude a pupil for the following:

a) **Having an offensive weapon in school**
b) **Possession of any illegal drugs (*) in any form (**) in school**
c) **Supply or intent to supply illegal drugs (*) in any form (**) in or out of school**
d) **Assaulting a member of staff**

Other serious incidents (including assault of another student) may result in permanent exclusion or a fixed term suspension up to 45 days.

Permanent exclusion is a last resort for Twyford Trust schools, and all steps will be taken to avoid it. However persistent failure to comply with the school's Behaviour Policy may also lead to a permanent exclusion.

(*) The School will always use the most up to date list of illegal drugs as provided on the Government services information website
(**) for example, illegal drugs contained in food products or devices such as vapes do fall under the purview of this section of the policy

Off-Site Direction and Managed Moves

To support a student with their behaviour or in response to a serious breach of the school's behaviour policy, a temporary or permanent move to another school or alternative provision can be considered by headteachers. DFE guidance describes two possible categories of move:

1. Off-site direction:
An off-site direction is a time-limited placement at an alternative provision or another mainstream school (referred to as the receiving school), intended to improve a student's behaviour. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction.

Parents must be given clear information about the placement: why, when, where, and how it will be reviewed. They must be notified in writing and provided with information about the placement as soon as practicable after the direction has been made, and no later than two school days before the relevant day.

This notice will include the following information:

- the reasons for, and objectives of, imposing the requirement; and in relation to the educational provision:
    - the address at which the educational provision is to be provided for the pupil
    - the person to whom the pupil should report to on first attending that address for the purposes of receiving the educational provision
    - the number of days for which the requirement is to be imposed
    - where two sessions per day are provided, the times at which the morning session commences, the afternoon session ends and the break between them commences and ends, or
    - where a single session per day is provided, the times at which the session commences and ends.

Where a pupil has an EHC Plan, the LA (SEND rep) will also be notified and will be invited to the review meetings.

Students remain on their home-school's roll and are dual registered during the placement. (During the off-site direction to another school, a pupil must be recorded in the attendance register using code D. This code is used to indicate that the pupil is absent with leave to attend the other school at which they are registered.) A clear support package will be in place for when the student starts at the receiving school. Regular review meetings will

take place during the placement, involving staff from both the home school and the receiving school, to monitor the student's progress. Reviews will be frequent enough to provide assurance that the off-site education is achieving its objectives, and that the pupil is benefitting from it. These reviews should be recorded in writing. A final review meeting will be scheduled to coincide with the end of the time-limited off-site direction placement. The sending school must give written notification of their decision as to whether to continue the placement and if so, for what period of time including the reasons for it, to the parent no later than six days after the date of the review meeting.

Following an off-site direction, the student may return to the home school or the decision may be taken that it would be in the interests of the student to remain at the receiving school permanently.

In case of the latter, a Managed Move would be proposed (see section 2 below).

In the case of the former, the student will be provided with reintegration support to ensure a smooth transition back to their home school. The strategy for reintegration support will be clearly communicated at a reintegration meeting involving the pupil, parents and other relevant parties. To ensure ongoing progress, the strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

2. Managed moves:

A Managed Move is a permanent move to another mainstream school, in some cases but not always, following an off-site direction placement at that school. Managed moves should be voluntary, offered as part of a planned intervention and agreed with all parties involved, including the parents and the admission authority of the receiving school. The managed move will be preceded by information sharing between the original school and the receiving school, including data on prior and current attainment, academic potential and pastoral needs, and an integration package will be provided by the receiving school in consultation with all relevant parties.

Schools in the Twyford Trust normally conduct off-site direction placements and managed moves between the Trust schools rather than other schools as the strong communication between pastoral staff and the commonality of the pastoral curriculum and approach gives these a maximum chance of success. Conducting off-site direction placements and managed moves between the schools also provides a context for honest and clear communication over the needs of a particular student and therefore a greater likelihood of success.

Where a pupil has an EHC plan, the relevant statutory duties on the new school and local authority will apply. If the current school is contemplating a managed move, it should contact the authority prior to the managed move.

We would always want an off-site direction or managed move to be successful and expect that the process for these and the opportunity for a student to 'reset' themselves with a new staff and student community enables them to reconsider their actions and behaviour, in some circumstances as part of efforts to avoid possible permanent exclusion.

Any move from one school to another must comply with the statutory School Admissions Code (unless the pupil has an Education Health and Care Plan) as well as The School Attendance (Pupil Registration) (England) Regulations 2024 This means that where an in-year application is made, including where it is part of a managed move, the admission authority must allocate a place in accordance with its oversubscription criteria. This means a pupil undergoing a managed move must not be admitted ahead of pupils on a waiting list unless the child meets the school's published oversubscription criteria more closely than those already on the list.

Off-site direction and /or managed moves are not always an appropriate measure; decisions regarding whether an off-site direction and/or managed move will be offered always remain at the discretion of the school. A more detailed protocol for off-site direction and managed moves is included in Attachment 09.

2.2 Rewards and Sanctions

Our policy consciously uses both positive rewards and sanctions to help all students and all staff recognise and direct towards behavioural choices which are good for both the individual and the community. Strong positive re-enforcement is used routinely in tutor times, classrooms and assemblies in order to provide extrinsic motivation towards positive conduct. A system of appropriate warnings (informal and formal, verbal and non-verbal) are also used to pre-empt and steer students away from negative behaviour. There is a clear and consistently enforced expectation that students engage with these systems in order to navigate away from negative choices.

Praise

All students are motivated to learn by praise, reward and celebration of achievement. Students should always be commended for good behaviour. Staff will recognise students' special achievements and share such information with other colleagues. Students will be awarded positive conduct points when they demonstrate high levels of engagement with their learning. These are recorded by teachers on the school's SIMS system. Praise must be given for progress, not just high-quality work. It must be possible for all students to receive the same level of positive feedback regardless of their academic development.

Pupils might be rewarded via:

- Positive conduct points.
- Certificates and postcards or letters home.
- Verbal praise/comments in Year Assembly.
- Features in the school newsletter or magazine.
- Comment in student planners, postcards home, certificates of achievement.
- Displays of their work.
- A prize at Celebration of Achievement, Junior or Senior Awards evenings, End of Term Celebration Assemblies, where progress is rewarded as well as achievement.
- Termly year group prizes or tutor group prizes.

Sanctions

Failure to comply with the general behaviour expectations (section 2.1 above), the Classroom Code of Conduct or the Student section of the Home-School agreement will lead to warnings and sanctions being applied. These could be:

- Non-verbal cues to adjust back to appropriate routines / expectations
- Verbal warnings
- Negative conduct point(s) being given
- Moved seating in classroom
- Being sent to shadow timetable teacher / removal from classroom
- Detention (student notified in pm registration, parent contacted by email)*
- Being placed on a monitoring card (support card)
- Reduced break or lunch period
- Temporary removal from circulation
- Withdrawal of school privileges e.g. school trips, prom
- Fixed term suspension (internal or external)
- Permanent exclusion

Incidents and sanctions will be recorded on the school's conduct data base.

*Daily detentions are given on the day the incident occurs and parents are notified by email on the day. MLT/SLT detentions are on a designated day of the week, which is not necessarily the day of the incident. Parents will be notified in advance via email.

In addition, subject to the Behaviour Policy, the school may impose a sanction i.e. fixed term suspension or Permanent Exclusion for the following:

1. Misbehaviour when the pupil is taking part in any school-organised or school-related activity including where they are:

- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil at the school

2. Misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

3. Serious misuse of social media and/or AI that seriously affects the health and well-being of a member of the school community or brings the schools name into disrepute

4. Harmful sexual behaviour (KCSIE 534-538), sexual assault (KCSIE 543), sexual harassment* (KCSIE 539-541), sexual violence (KCSIE 542-543)and / or sexually inappropriate behaviour and/or language (see section 2.7 for further information) including off the school site

5. Making and/or possessing and/or showing/posting/sending to another pupil a sexually explicit image, including a sexually explicit image of themselves (see section 2.6 for further information)

6. Child-on-child abuse (including harassment and violence) (see section 2.7 for further information)

**defined as "unwanted conduct of a sexual nature"*

Part 5 of KCSIE sets out the legal duties placed on schools on managing reports of child on-child sexual violence and harassment: "When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis." As always when concerned about the welfare of a child, the best interests of the child should come first. In all cases, Trust schools will follow general safeguarding principles as set out in KCSIE.

Trust schools are informed and guided by the NSPCC's recommended tool to gauge sexualised behaviour and distinguish developmentally typical sexual behaviour from sexual behaviours that are problematic or harmful. This is called 'Hackett's continuum' and identifies a range from 'normal' to 'inappropriate', 'problematic', 'abusive' and 'violent' (Hackett, 2010[1]). See attachment 14 in appendices.

Pastoral Intervention Stages

To allow students, parents and teaching staff to tell how well a student is engaging with the schools' learning & behaviour expectations, the Trust uses a set of Pastoral Intervention Stages with linked indicators, interventions, and diagnostics. The stages are designed to help students notice when their behaviour is outside the accepted levels and taking them in a direction which is negative for them and for the community. All students are expected to work with pastoral teams to try and move their behaviour down from higher pastoral stages to lower ones and staff time / intervention resources focus on this

The aim is that each student stays at Pastoral stages below or at stage 1, with their class teachers and form tutor supporting them. A small percentage of students (less than 10%) may require greater support or intervention from more senior staff.

Students who reach stages 2 or 3 will be monitored by their Head of Year or Head of Key Stage.

A small minority of students reach stages 4 or 5; if this happens it means that poor learning habits and behaviour choices are putting them at risk of a fixed term suspension or even permanent exclusion (see persistent poor

behaviour reference on page 6 of this policy). At stages 4 & 5, the Deputy Headteacher or the Associate Headteacher/Headteacher monitors the student. The first indicator that a student has reached stage 4 is if they reach 50 negatives in a half term. If this happens, the student will automatically receive an internal suspension. Following the internal suspension parents will be contacted to discuss their child's progress, so that positive steps can be taken to support their child and so they can avoid further sanctions.

Students reaching pastoral stage 4 or higher **at any point** during the school year will not be permitted to attend residential trips during that academic year. If a student has already signed up to attend one or more residential trip(s) during that academic year, they will be removed from the trip, and a refund will only be made if another student is able to take their place.

Threshold System Per Half Term		
Negative Conduct Points	**Pastoral Intervention Stage**	**On Report to**
10 to 20	Stage 1	Form Tutor Monitor card
20 to 35	Stage 2	Assistant Head of Year or Head of Year
35 to 50	Stage 3	Head of Key Stage
50 to 75	Stage 4 * this is likely to trigger an internal suspension for persistent disruption	Deputy Head teacher
75+	Stage 5 * this is likely to trigger an external suspension for persistent disruption	Head teacher or Pastoral Deputy Head teacher (reaching this stage indicates that the student may be at risk of permanent exclusion)

It should be noted that there is a formal appeal process which applies to the most serious sanctions (internal and external suspension and permanent exclusion). There is no right to appeal over the award of conduct points.

The Requirement to Self-Reflect

The 10:10 Ethic captures the importance of an individual knowing and appreciating their own strengths and also recognising their own weaknesses. The habit of self-reflection is integral to the proactive use of the behaviour policy by students – so that they learn to exercise effective self-direction and self-control.

Examples of how the school builds the habit of self-reflection are:

- Silent reflection in every assembly and morning tutor time
- Reflection time in afternoon tutor time
- Silent thinking time in class
- Self-reflection booklets filled out by students quarterly, looking at their individual conduct points, progress grades achieved and learning habit grades.
- Reflection time on conduct points at the end of each day
- Silent reflection by students on progress with report / support card
- Reflection tasks during detentions or in return from suspension meetings
- Reflective discussions with pastoral support staff

Reasonable Adjustment of Learning Expectations

The school behaviour policy applies to all students.

Where students have a particular SEN need or learning difficulty, it may be necessary to make reasonable adjustment for them, particularly in class or tutor time.

Routine adjustments include:

- Movement within a class seating plan
- Modified resources
- Additional time
- Targeted reward strategies
- Revised teaching strategies
- Support Cards with individual targets
- Individual support from a TA or intervention worker
- Self-Directing strategies identified in an Individual Education plan
- Time-out cards
- Specialist strategies informed by EHC plan

Staff are trained to understand neuro-a-typical behaviours and issues such as 'attachment disorder'. The use of strategies such as these allow the school to make reasonable adjustment to allow the students to be able to operate effectively within the school behaviour rules. This is in line with DfE guidance.

Records of sanctions imposed for serious misbehaviour

A copy of fixed term suspension and permanent exclusion letters are kept on student records in SIMS, in the student's school file and in the relevant whole school exclusion file.

2.3 Prohibited and banned items

- Prohibited items are those listed in the DfE 'Searching, Screening and Confiscation' advice for schools, head teachers, staff and governing bodies.
- Banned items are additional items that the school chooses to ban.

Searches can be made without consent for any prohibited item and any identified banned item if the school has reasonable grounds for suspecting that a pupil is in possession of one of these items. Staff carrying out these searches would do so in accordance with DfE guidance. Students may not refuse a bag search; repeated refusals will lead to a serious sanction.

Prohibited Items
Offensive weapons – this includes knives, and anything made or adapted to cause injury, or intended to be used as a weapon
Alcohol
Illegal (controlled) drugs
Stolen items
Tobacco and cigarette papers
Fireworks
Pornographic images
Any item which a member of staff reasonably suspects: • has been or, is likely to be, used to commit an offence • has been or, is likely to be, used to cause personal injury to, or damage to the property of, any person (including the pupil) • is evidence of a suspected offence
Banned Items (KS3 & 4 students) These are all items which the school identifies as ones that may be searched for without consent according to the DfE guidelines.
Aerosols
Any hazardous substances including psychoactive substances

Bottles of correction fluid
Chewing gum
Drug paraphernalia
Electronic devices (other than those agreed with the school for educational purposes). This includes all SMART devices e.g. SMART watches*, SMART-glasses* Mobile phones, other than those mentioned in 2.4 of the policy.* 'AirPods' or other smart device accessories
Jewellery - clarification of jewellery banned from school: • Bracelets, necklaces and rings of any description • Chains and metal key chains, except for medical tags • Earrings other than plain gold and silver small studs. One in the lobe of each ear. No other facial studs or rings or face/body piercings are permitted in any circumstances, including 'invisible' (clear/see through) studs, and must be removed immediately (**no** allowance will be made for recent piercings that will therefore close over) • Expensive watches
Laser pens
Cosmetics items (in addition, note that make up and nail varnish must not be worn in school; any students wearing make-up to school, including false eye lashes and false nails, will be required to remove it immediately or will be removed from circulation)
Matches or lighters, tobacco products and cigarettes (including E-Cigarettes, vapes, any other Nicotine substitute or Shisha pens)

In searching for any banned item marked with an * the school would automatically confiscate the item until the end of the term, at which point it will be returned to the student/parent. Any other banned items found and confiscated may simply be discarded – the school cannot guarantee the return of such banned items.

2.4 Mobile Phones (Key Stage 3 & 4 students)

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

Parents who wish their child to carry a mobile phone to school should do so only according to the following:

- The phone must not be a smart phone or be capable of taking photos or connecting to the internet (see school website for details of approved models).
- The phone should be clearly marked with the student's name.
- The phone should be switched off before the student enters the school site and placed in their school bag.
- The phone should not be brought out at any point during the school day.
- The phone should only be used before or after school when students are well out of sight of the school entrances.

A school-approved mobile phone remains the responsibility of the student at all times and the school will not take action if it is lost or stolen.

Please note - if a school-approved phone is confiscated due to it being found switched on, seen or heard during the school day or used during the school day, it will not be confiscated for longer than the day, but a parent will be required in order to collect it. However if the phone has previously been confiscated and returned, this will not apply and the phone may be kept for the entire term in line with the procedure for non-school-approved phones.

Searching

There may be occasions where a member of staff is required to search a student's personal belongings, including to look for a mobile phone (this will be done in accordance with the DfE guidance on searching and screening).

- If during a search a 'school approved phone' is found it will not be confiscated provided it does not contain any evidence relating to an investigation AND when it is found it is switched off;
- All non-school-approved phones, and in addition any school-approved phones that are not switched off, will automatically be confiscated as part of a search.

Immediate confiscation

- Any phone that is seen or heard during the school day (school issue or otherwise) will automatically be confiscated.
- Any non-school-approved phone which is seen before or after school, within sight of the school entrances will automatically be confiscated.
- Any non-school-approved phone which is being used by students on their way to / from school seen by a member of staff on after / before school duty will automatically be confiscated.

Parents will be notified their child's phone is confiscated in school and given details of when it can be collected.

Confiscation period

When a phone is confiscated, it will not be returned until the end of the full school term in which it is confiscated. There will be no option for the SIM card to be removed – it will be confiscated and kept along with the phone.

Mobile Phones (Key Stage 5 students)

Sixth Form Students are allowed mobile phones in school if students are discreet in using them. Students should not be using their mobile phones as they walk around the school site.

As part of a school investigation into an incident there may be occasions when a member of staff requires a Sixth Form student to hand over their mobile phone. Students in the Sixth Form are expected to do this and cooperate as they would in Key Stage 3 or 4.

In these situations, the phone will be held until the incident is fully investigated and resolved.

There may be occasions where a member of staff is required to search a student's possessions to look for a mobile phone (this will be done in accordance with the DfE guidance on searching and screening).

In the event of an incident, searched or confiscated phones will be held if evidence is required.

2.5 Use of the school computer network

See Computer Use Agreement and E-Safety Policy.

2.6 Consensual or non–consensual sharing of nudes or semi nudes (sexting)

Sexting and the Law

- It is an offence to possess, take, make, distribute or show anyone an indecent or abuse image of a child or young person **under 18** years of age. Note that whilst the age of consent is 16, the relevant age in relation to indecent images is 18
- A child under the age of 18 commits an offence by making and possessing a sexually explicit image of themselves.
- A child commits a further offence if they distribute the image
- A person receiving the image is also liable for an offence of possessing the image. Under no circumstances should you save the image, show it or send it to another person

School behaviour expectations

The general school behaviour expectations already states that:

Students should not take any action which affects the health and well-being of others e.g. dangerous behaviour on the school site, bullying, fighting, misuse of internet sites and/or other social media and/or AI.

Any student who shows inappropriate images or sends/posts inappropriate images, including inappropriate images wholly or partly generated using AI, of one student to another would automatically receive a serious sanction by breaking the above rule.

The school also takes very seriously the offence that a student commits when they take and share an inappropriate image of themselves as they are acting illegally and potentially affecting their own future well-being.

When an incident involving nudes and/or semi-nudes comes to the attention of any member of staff:

• The incident will be referred to the DSL (or equivalent) as soon as possible

• The DSL (or equivalent) will hold an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns

• There may be subsequent interviews with the children or young people involved (if appropriate)

• Parents and carers will be informed and involved in the process in order to best support the child or young person unless there is good reason to believe that involving them would put the child or young person at risk of harm

• A referral will be made to children's social care and/or the police immediately if there is a concern that a child or young person has been harmed or is at risk of immediate harm at any point in the process

(UK council for internet safety – updated Dec 2020)

Any student who is found to have made, possessed or sent/shared a sexually explicit image of themselves or another student is acting illegally and should automatically expect to receive a sanction in line with the seriousness of the incident.

2.7 Child on child abuse (including harassment and violence)

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. We recognise that child-on-child abuse, including racism, faith-targeted abuse, and other forms of discriminatory behaviour, may have a significant impact on a child's welfare, wellbeing and sense of safety, and it will not be tolerated.

Child-on-child abuse is most likely to include, but may not be limited to:

• bullying (including cyberbullying, prejudice-based and discriminatory bullying)
• discriminatory behaviour, including racism, faith-targeted abuse, and other prejudice based incidents,
• abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
• serious physical assault and harm, or the threat of harm with a weapon
• sexual violence
• sexual harassment
• causing someone to engage in sexual activity without consent
• consensual and non-consensual making or sharing of nudes and semi nudes
• upskirting
• initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

(KCSIE 37)

Cases of pupils hurting other pupils will be dealt with under this behaviour policy; however the child protection and safeguarding team will be alerted and involved in any allegation that raises safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, harmful sexual behaviour, sexual violence, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

2.8 Responsibilities of Parents

Close working with parents is essential to ensure students make optimal use of their time in school.

Parents are kept involved & informed about behaviour expectations by the following:

- The behaviour policy is reviewed annually by Governors (including those elected by parents)
- The policy is available of the school website
- Changes to the policy are explained in information sessions at the start of the academic year.
- Regular emails detailing weekly positive and negative conduct points
- Emails and face to face meetings where behavioural issues are flagged as a concern.

Parents are requested to support the behaviour policy by:

- Working with the school staff to understand behavioural expectations and reflect honestly on any issue of misconduct
- Ensuring the school is informed of any external circumstance of need which may be impacting a student's behaviour to pre-empt this having negative impact in school
- Ensuring a student wear appropriate uniform and has learning kit in line with school guidance

The Home-School Agreement gives further detail of how parents are expected to support the behaviour policy.

Attachments:

1. Twyford Trust Classroom code of conduct
2. Twyford CofE Academies Trust Conduct Points
3. School detention systems
4. Twyford Trust Home school agreement KS3/4
5. Twyford C of E High School 6th Form agreement
6. William Perkin C of E High School 6th Form agreement
7. Pastoral intervention stages 1-5
8. Pastoral intervention stages 1-5 KS5 version
9. Managed Move Protocol
10. Learning Habit Descriptors
11. Core Classroom Routines
12. Core Tutor Time Routines
13. Learning Culture KS4 and KS5
14. Hackett's continuum

Other relevant documents:

1. Uniform rules - see school planner

2. E-Safety Policy
3. Computer Use Agreement - see school planner
4. Pastoral Handbook (Twyford, William Perkin, Ealing Fields, Ada Lovelace)
5. Drugs and Substance Misuse Policy
6. Child protection policy
7. KCSIE – updated annually

Attachment 1

Twyford Church of England Academies Trust

CLASSROOM CODE OF CONDUCT

EXPECTATIONS

PREPARING FOR YOUR LESSON & TUTOR TIME

- Be punctual, prepared and fully equipped for the lesson/tutor time
- Line up outside the classroom quietly in one line
- Check that your uniform is correct
- Enter calmly & silently, standing behind your chair for the start of lesson
- Take books, equipment and planner out silently and put them on your desk

DURING YOUR LESSON & TUTOR TIME

- Get on with your work immediately, in silence
- Remain silent whilst your teacher takes the register
- Be polite, well-mannered and respectful to all staff and fellow pupils
- Always follow instructions without debate
- Listen, be attentive, stay focused
- Never disrupt the learning of others
- Be mindful that there may be 30 of you and 1 teacher; patience is a virtue
- Know when to question things and when not to
- Respect resources – do not damage or graffiti planners, books or any other resources you are given
- Use your planner to record Lesson Prep or Homework

BE RESPONSIBLE FOR YOUR OWN LEARNING BEHAVIOUR:

- Expect to participate in every lesson and be willing to contribute
- Be willing to challenge yourself
- Be independent and try to problem solve before asking the teacher
- Be resilient if you make a mistake – don't give up
- Realise and act upon the importance of memorising information
- Develop your ideas thoughtfully and clearly giving detailed evidence
- Focus on both what and how you are learning
- Take a purposeful approach to your own progress

ENDING YOUR LESSON & TUTOR TIME

- Make sure you have written your Lesson Prep or Homework in your planner
- Stand behind your desks in silence and wait to be dismissed
- Ensure your uniform is still smart before leaving tutor/classroom
- Walk purposefully and silently to the next lesson

Attachment 2
TWYFORD C OF E TRUST CONDUCT POINTS

We believe that:

- Good behaviour is beneficial to the community as well as the individual
- Every opportunity must be given for positive conduct to be recognised and rewarded
- Negative conduct must be acknowledged, and there must be a consequence in the form of sanctions, but the focus must be on learning from and turning around any poor behaviour
- Only through consistent usage of the system by all stakeholders can the conduct of our students improve

POSITIVE CONDUCT

Celebrating Success

Students will be recognised for classwork, homework, lesson prep, listening, engagement and representing their House and school. These successes will be celebrated in tutor times, assemblies, school publications and with termly net conduct point certificates.

Whole School Rewards include but are not limited to:

- Positive conduct points
- Lapel badges (Bronze, Silver, Gold)
- Well done cards/postcards
- Certificates
- Star of the lesson/week
- Department rewards
- Celebration assemblies

Positive conduct points will be given as follows:

Achievement type	Points
Purposeful attitude to learning	1
MFL greeting	1
Showing community etiquette	1
Responsible team/practical work	1
Accurate memorisation	1
Correct equipment	1
Effective use of MWB	1
Excellent listening habits	1
Excellent speaking habits	1
Excellent reading habits	1
Excellent writing habits	1
Excellent book etiquette	1
Accurate peer/self-assessment	1
Active response to feedback	1
Excellent reading log	1
Wider learning participation	1
Resilience in engagement	2
Excellent lesson prep/HWK	2
Excellent planner use	2
Active participation in singing	2
Enterprise involvement	2
Assembly reading/tech team	2

Star of the lesson	3
Representing the school	5
Music assembly/performance	5

NEGATIVE CONDUCT

Behaviour that does not meet the school's expectations will not be ignored – Trust schools are environments with high expectations that will be enforced. However, all sanctions are first and foremost opportunities for learning, reflection and subsequent behaviour change.

Sanctions in class

- Non-verbal warning
- Verbal warning
- Moved seat in classroom
- Negative conduct point issued
- Sent to shadow timetable class
- Removed from lesson by duty teacher

Negative conduct points will be given as follows:

Behaviour type	Points	Additional notes
Poor listening habits	1	
Poor use of planner	1	
Not following an instruction from staff	1	
Not silent when instructed (classroom)	1	
Poor classroom entry/exit	1	
Poor engagement in classwork	1	
Incorrect equipment	1	
Poor book etiquette	1	
Incorrect uniform	1	
Late to lesson	1	
Poor / incomplete reading log	1	
Unsatisfactory lesson prep / homework	2	
No prep / homework	2	This will be given if student has forgotten book which has the prep in it
Not being silent in the building	2	
Late to school	2	
Missed intervention	2	
Missing essential PE kit	2	
Misuse of ICT facilities	2	
Disruptive behaviour resulting in MLT detention	4	One-off incident e.g.: • Removal from lesson by duty teacher • Not being silent in the line-up • Use of foul language
Reckless behaviour resulting in MLT detention	4	Behaviour that endangers the physical environment or the wellbeing or safety of other students e.g. • Playfighting • Overly physical behaviour • Deliberately throwing water • Running in the building
Disrespect for school environment resulting in MLT detention	4	One-off incident e.g.: • Littering • Consuming food / drinks outside designated areas
Unkind behaviour resulting in MLT detention	4	One-off incident e.g.: • Unkind language or actions towards another student
Serious misconduct resulting in SLT detention	6	**Repeated incidences of any serious conduct resulting in MLT detention or** one-off incident e.g. • Chewing gum (chewing or possessing in school)

		• Using offensive or discriminatory (e.g. racist/homophobic/sexist) language • Entering a prohibited or unsupervised area of the school without permission • Truanting a lesson or detention • Misconduct in detention • Misconduct during lesson removal by duty teacher • Refusal to follow senior staff instructions • Bringing items not directly connected to lessons into school e.g. non-school-approved phone, air-pods • Dangerous behaviour/fighting
Serious misconduct resulting in internal suspension	8	**Repeated incidences of any serious conduct resulting in SLT detention or** one-off incident e.g. • Leaving the school site without permission • Deliberate damage to school property e.g. graffiti • Bullying • Interfering with school equipment e.g. fire alarm • Buying and selling between students • Truanting school/lessons • Using offensive or discriminatory (e.g. racist / homophobic / sexist / ableist / misogynistic) language • Dangerous behaviour/fighting • Possession of a banned item • Persistent disruptive conduct
Serious misconduct resulting in external suspension	10	**Repeated incidences of any serious conduct resulting in internal suspension or** one-off incident e.g. • Violent or threatening conduct towards another student or adult • Inappropriate sexual language or behaviour • Theft of property belonging to the school, staff or other students • Use of vapes, cigarettes, alcohol or another banned substance • Bringing the school's name into disrepute • Possession of a banned item • Misuse of social media • Persistent disruptive conduct

SCHOOL DETENTION SYSTEMS

Negative Conduct Points are linked to the school's daily detention system as follows:

Twyford CofE High School

- Negative conduct points given according to the table above
- 2 or more negatives in a day result in a 20-minute lunchtime detention (KS3 same day at 3.20pm. KS4 next day at 1.20pm)
- More serious incident resulting in MLT detention incur a detention of 60 minutes on Thursday (3.20-4.20)
- Serious one-off incident resulting in SLT detention incur a detention of 90-minute (Thursday 3.20-4.50pm)
- Other serious or persistent disruptive behaviour* will result in a fixed term suspension or permanent exclusion as per the guidance above

William Perkin CofE High School

- Negative conduct points given according to the table above
- If students receive 2 or more negatives in one day, same day detention of 40 minutes
- More serious incidents resulting in MLT detention incur a detention of 60 minutes on designated year group day
- More serious incidents resulting in SLT detention incur a detention of 90 minutes on designated year group day
- Other serious or persistent disruptive behaviour* will result in a fixed term suspension or permanent exclusion as per the guidance above

Ealing Fields High School

- Negative conduct points given according to the table above
- 1 Negative conduct point results in 10-minute detention on the same day
- Detentions can last up to 90 minutes after school
- The only exceptions to this are removals from detentions (parents will be contacted and students will instead stay for 90 minutes) and SLT detentions for serious one-off incidents (these will take place on Fridays and will last 90 minutes)
- 4 or more negative incidents in a week result in a 40-minute detention on Thursday of that week (which is added onto any length of time accrued on the day itself)
- Other serious or persistent disruptive behaviour* will result in a fixed term suspension or permanent exclusion as per the guidance above

Ada Lovelace CofE High School

- Negative conduct points given according to the table above
- 1 negative conduct point for each negative behaviour.
- Each negative point results in a 15-minute detention the same day
- Serious one off incident results in a 60-minute Head of Year detention, 90 minute Senior Teacher detention on Friday after school
- Other serious or persistent disruptive behaviour* will result in a fixed term suspension or permanent exclusion as per the guidance above

* *Parents/carers of students regularly receiving 10+ negative conduct points in a week will be contacted to inform them that their child is at risk of a fixed term suspension or exclusion for persistent disruption.*

Twyford CofE Academies Trust	"I have come that you may have life and have it to the full" *John 10v10* # Home – School Agreement	Year of Entry: **As per current school year**

Student name:	**Tutor group:**	**Date:**

This agreement confirms a list of three-way expectations that must be adhered to as a condition of being a member of the school community. Please read through thoroughly before signing and be aware that the contents may be referred to in any communication/ meeting

As a student, I will:	As a parent, I will:	The School will:
Treat all members of the school community with tolerance, understanding and respect in: • Being kind and polite to all students and staff • Not causing distress or hurt to anyone in the school, either verbally or physically or through social media or internet sites • Always following the instructions of a teacher or other member of staff in any educational context whether on the school site, on the way to/from school or on a school off-site activity • Doing what I can to keep other members of the school community safe including paying attention when information is being given about others' medical conditions and needs and informing a member of staff if others are taken ill	**Treat all members of the school community with tolerance, understanding and respect in:** • Any written or verbal communication with members of staff	**Treat all members of the school community with tolerance, understanding and respect in:** • Any written or verbal communication with students and parents
Be committed to my education by: • Supporting the Christian ethos of the Trust • Behaving well at all times and not acting in any way which will distract others from learning • Always doing my best in lessons • Always bringing my planner, exercise books and any other relevant equipment or kit to all lessons • Always writing my prep tasks and homework in my planner with due dates • Completing and submitting lesson prep tasks and all homework assignments on time • Attending school/lessons/ assemblies on time • Attending any same-day or senior detention I receive as a result of not adhering to behaviour expectations • Remaining on the school site as required • Supporting the daily act of worship • Participating fully in singing in assemblies and other communal	**Be committed to my child's education by:** • Supporting the Christian ethos of the Trust • Being responsible for my child's behaviour in school (the school is responsible for attempting to manage students' behaviour, but parents must be aware that they are ultimately responsible for the behaviour of their child) • Supporting the school's conduct and detention system • Ensuring my child attends school regularly (96% or better) and punctually • Ensuring my child has healthy habits which mean they are ready to learn • Ensuring my child does not bring a mobile phone, other than one of the approved models, into school and understanding that if one is found it will be confiscated for the term, including the sim card • Monitoring my child's use of social media, dealing with and reporting any associated issues to my child's Head	**Be committed to your child's education by:** • Upholding the Christian ethos of the Trust • Providing a broad and balanced academic and pastoral curriculum, which supports progress and develops moral, social, cultural and spiritual values • Providing a range of wider learning activities, which develop moral, social, cultural and spiritual values • Ensuring that a daily act of worship is undertaken • Ensuring that all lessons are of a high standard and that teachers are supported to develop the quality of their teaching via our internal quality assurance systems and regular staff training • Ensuring that lesson prep/homework will be set and checked regularly • Ensuring a high standard of pastoral care whilst in the confines of the school or on educational visits • Ensuring that parents are informed of any issues through the

events • Doing what I can to stay safe and look after my health including going to the Welfare Room if I need first aid and carrying/taking medication if required	of Year • Contacting my child's Form Tutor/Head of Year whenever necessary • Checking and signing my child's planner weekly • Accessing Copia (via my child's login) to support their learning as required • Engaging with communications from the school, including checking online reports on my child's progress, attendance and conduct on Go4Schools and SIMs • Attending parents evenings, tutor meetings and information evenings • If my child suffers from any medical conditions, providing the school with all relevant information about the conditions, agreeing an Individual Healthcare Plan, providing up-to-date medication and complying with the Trust's First Aid and Support for Pupils with Medical Conditions Policy • Notifying the school office promptly of any change to contact details, address and/or medical details • Complying with the 'Children missing education' guidance by ensuring my child attends school daily, other than where there are authorised circumstances for absence • Emailing or telephoning school at least half an hour before school starts on any day of absence • Not taking holidays or trips abroad in school term time • Informing the school in a timely manner of any change to your circumstances e.g. a change of address • Informing the school in a timely manner of plans to change school, should this ever be necessary	quarterly reporting system and rewards & sanctions system (see Behaviour Policy) • Providing first aid and support for pupils with medical conditions as stated in the Trust's First Aid and Support for Pupils with Medical Conditions Policy and agreed in Individual Healthcare Plans.
Be a good ambassador for the school by: • Reading and understanding the school behaviour policy and abiding by that and this agreement, both in school and in the community • Always wearing the correct uniform as described in the uniform rules • Ensuring that anything I post or contribute to social media is sensible, age appropriate and kind to my peers and members of our Trust community • Looking after the school environment, not causing damage, dropping litter or bringing chewing gum into school • Not bringing expensive items into school • Not having banned items in school, including smart devices and other electronic equipment (e.g. smart phones, smart watches, iPods/airPods - see Behaviour Policy for a full list) • Not having prohibited items in school (e.g. alcohol, drugs, weapons - see Behaviour Policy for a full list) • Demonstrating appropriate standards of behaviour and adhering	**Ensure my child is a good ambassador for the school by:** • Reading and understanding the school behaviour policy and supporting the school in the implementation of it and the school rules, both in school and in the community • Ensuring that my child always wears the correct uniform, as described in the uniform rules, with the understanding that if an item of uniform is not correct they will be expected to change into an appropriate uniform item • Monitoring my child's use of social media to help ensure that anything they post or contribute to social media is sensible, age appropriate and kind to their peers and members of our Trust community • Reimbursing the school for the cost of repairing any damage to school property inflicted deliberately by my child • Helping to ensure my child does not have any banned or	**Ensure each student is a good ambassador for the school by:** • Ensuring the school behaviour policy is available on the website/Copia for staff and students to access • Checking students' uniform regularly to monitor compliance with uniform rules • Educating students about responsible use of social media • Providing a safe and ordered environment and sanctioning any instances of students not looking after the school environment e.g. deliberate damage to the school environment, littering or bringing chewing gum to school • Investigating in a timely manner if there is any suggestion or evidence that a student may have a banned or prohibited item in school (see Behaviour Policy for a full list) • Providing a range of clubs, activities and trip options for students, including for enrichment week, and monitoring behaviour during all such activities to ensure students adhere to the Behaviour Policy • Protecting and managing personal information in accordance

to the Behaviour Policy at all times while identifiable as a Trust student e.g. on trips or visits off site including enrichment week, on the way to/from school, in the local community • Consenting to the use and sharing of my data as stated in the Twyford Academies Trust data protection privacy notice	prohibited items in school (see Behaviour Policy for a full list) • Agreeing for my child to take part in enrichment week (financial help available for eligible pupils) • Being aware of the latest privacy notice, responding promptly to requests for consent to use photos and video images of your child and biometric data and inform the school if consent is withdrawn.	with the privacy notice
Student signature:	**Parent Signature(s):**	**SLT signature:**

Attachment 5

Twyford Church of England High School
Sixth Form Agreement

All Sixth Form students are expected to read and sign this agreement witnessed by the school.
The agreement is made to encourage students to achieve their full potential.

Sixth Form Code of Behaviour and Expectations

The principles and policy statement underpinning the whole school Behaviour Policy apply also to the Sixth Form who are subject to the same provisions of the Behaviour Policy including suspensions and exclusions; with the exception that Sixth Form students are allowed mobile phones, iPods etc. in school as long as they do not disrupt teaching/study and students adhere to the KS5 mobile phone expectations (see page 9 of the school Behaviour Policy).
As there are a large number of new entrants in the Sixth Form, the following agreement outlines some of the expectations of Sixth Form Students which all members of the Sixth Form are expected to sign.

As a school we promise to provide:

- Initial and continuing guidance about courses to meet your individual needs
- Appropriate teaching, setting and marking of homework
- A system of student monitoring, assessment and assistance to facilitate learning and improve attainment
- Regular reporting and assessment of progress which takes into account your abilities and objectives for the future
- Professional advice, guidance and support for your academic studies, university application or employment
- Facilities and resources for study and the encouragement to acquire sound learning skills and habits
- A genuine concern for the development and welfare for our students. Staff, tutors and the Chaplaincy team are available for advice and the help of outside agencies can be sought when needed. No student should feel they have no one whom they could turn to.

As a student you will adhere to the following:

Code of Behaviour:

- Follow the school Behaviour Policy. Any incident of verbal/physical abuse, aggression, racism, bullying or violent behaviour to any member of the school community is unacceptable and will be treated as a serious misconduct issue in accordance with the school Behaviour Policy.
- Sixth Form students are expected to behave as responsible adults within the school community and be aware that they represent the school community when they are not on site. The school reserves the right to investigate any activity including outside the school day or site which brings the schools name into disrepute.
- Evidence of involvement in serious misconduct may lead to the loss of a student's Sixth Form place.
- If the school investigates an issue involving illegal activity either within or outside school, all information will be routinely passed to the police.
- Agree and follow the school's ICT policy, computer use agreement and e-safety policy.
- Twyford is a non-smoking site and this extends to the local area. Students must not smoke at nearby bus stops or near local businesses.
- Twyford Crescent Park is completely out of bounds.

Progress

- Progress from Year 12 into Year 13 requires you to pass three end of year assessments with grades A-D. If you do not, you will be required to take a resit in order to progress to Y13.
- Abide by the Sixth Form academic review system which would involve having my progress monitored lesson by lesson for an agreed period. Failing such a review could lead to removal from courses and eventually loss of a Sixth Form place.

Attendance

- Have a high rate of attendance with an absolute minimum of absences. To provide notes when there are absences.
- Appointments, driving lessons and holidays are not to be taken during school day/ term time.
- Prompt attendance at all timetabled lessons, assembles, registration and other school commitments.

Study

- Take a responsible and mature approach to your studies with a commitment to maintain good standards of work and meet course requirements. Students who cause concern will be subject to the Academic Review Process outlined as Point 15.
- Meet assignment, homework and project deadlines
- The systematic use of study time to follow up and consolidate work covered in class. As a guideline, A levels require an hour of independent study for every hour spent in lessons (i.e. 3 or 4 hours per day)

Wider School Role

- Get involved and support school activities such as student leadership, Sixth Form council, Activities week, school trips, work experience, etc.
- Respect the working environment of the school. Respect and support the Christian ethos of the school. Respect all members of the school community.
- Contribute to the Community Service programme offered at Twyford, spending a minimum of 2 hours per week and logging this on your community service passport.

Mobile Phones

Sixth Form students are allowed mobile phones in school if they are discreet. Students should not be using mobile phones as they walk around the school site.

As part of a school investigation into an incident there may be occasions when a member of staff requires a Sixth Form student to hand over their mobile phone.

Students in the Sixth Form are expected to do this and co-operate as they would in Key Stages 3 & 4.

In the event of an incident, searched or confiscated phones will be held if evidence is required.

In these situations the phone will be held until the incident is fully investigated and resolved.

There may be occasions where a member of staff is required to search a student's possession to look for a mobile phone (this will be done in accordance with D of E guidance on searching and screening).

Data Protection

As member of the Twyford Sixth Form I consent to the use and sharing of my data as stated in the Twyford Academies Trust Data Protection Privacy Notice.

STUDENT NAME ……

TUTOR GROUP ……

SIGNATURE ……

DATE ……

TWYFORD SENIOR MEMBER OF STAFF ……

William Perkin Church of England High School

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- A system of student monitoring, assessment and assistance to facilitate learning and improve attainment
- Regular reporting and assessment of progress which takes into account your abilities and objectives for the future
- Professional advice, guidance and support for your academic studies, university application or employment
- Facilities and resources for study and the encouragement to acquire sound learning skills and habits
- A genuine concern for the development and welfare for our students. Staff, tutors and the Chaplaincy team are available for advice and the help of outside agencies can be sought when needed. No student should feel they have no one whom they could turn to.

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- Evidence of involvement in serious misconduct may lead to the loss of a student's Sixth Form place.
- If the school investigates an issue involving illegal activity either within or outside school, all information will be routinely passed to the police.
- Agree and follow the school's ICT policy, computer use agreement and e-safety policy.
- William Perkin is a non-smoking site and this extends to the local area. Students must not smoke at nearby bus stops or near local businesses.

Progress

- Progress from Year 12 into Year 13 requires you to pass three end of year assessments with grades A-D. If you obtain fewer than three Grade Ds in the Q4 assessments you will be required to take a resit in order to progress to Y13.
- Abide by the Sixth Form academic review system which would involve having your progress monitored lesson by lesson for an agreed period. Failing such a review could lead to removal from courses and eventually loss of a Sixth Form place.

Attendance

- Have a high rate of attendance with an absolute minimum of absences. To provide notes when there are absences.
- Appointments, driving lessons and holidays are not to be taken during school day/term time.
- Prompt attendance at all timetabled lessons, assembles, registration and other school commitments.

Study

- Take a responsible and mature approach to your studies with a commitment to maintain good standards of work and meet course requirements. Students who cause concern will be subject to the Academic Review Process outlined as Point 15.
- Meet assignment, homework and project deadlines
- The systematic use of study time to follow up and consolidate work covered in class. As a guideline, A levels require an hour of independent study for every hour spent in lessons (i.e. 3 or 4 hours per day)

Wider School Role

- Get involved and support school activities such as student leadership, Sixth Form council, Activities week, school trips, work experience, etc.
- Respect the working environment of the school. Respect and support the Christian ethos of the school. Respect all members of the school community.
- Contribute to the Community Service programme offered at William Perkin, spending a minimum of 2 hours per week and logging this on your community service passport.

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STUDENT NAME ……

TUTOR GROUP ……

STUDENT SIGNATURE ……

DATE ……

WP SENIOR MEMBER OF STAFF ……

Attachment 7 - Trust Pastoral Intervention Stages 1 - 5

Stage 0 Classroom teacher	Stage 1 Form Tutor	Stage 2 Head of Year / Assistant HoY	Stage 3 Head of Key Stage	Stage 4 Deputy Head	Stage 5 Deputy Head / Head teacher
Threshold <10 negatives	**Threshold** 10 negatives per Half Term	**Threshold** 20 negatives per Half Term	**Threshold** 35 negatives per Half Term	**Threshold** 50 negatives per Half Term*	**Threshold** 75 negatives per Half Term**
Other Risk Indicators • 96% + attendance • On track • Positive engagement (learning habit grades) • Minimal conduct points • Good punctuality	**Other Risk Indicators** • 90-96% attendance • Off-track • Variable engagement (learning habit grades) • Poor punctuality	**Other Risk Indicators** • Below 90% attendance • Very off-track • Poor engagement (learning habit grades) • Poor punctuality • Internal suspension(s)	**Other Risk Indicators** • Below 90% attendance • Significant & sustained underachievement • Negative engagement (learning habit grades) • Internal / External suspension(s) • Poor punctuality	**Other Risk Indicators** • Severe absenteeism 50% • Regular pattern of truancy / unexplained absence • Significant & sustained underachievement • Negative engagement (learning habit grades) • Multiple external suspensions • Persistent poor punctuality	**Other Risk Indicators** • Emotional school based refusal • Dangerous behaviour • Poses risk to others • Extreme disengagement • Multiple external suspensions / long external suspension
Diagnostics • Quarterly assessment results • Quality of book work • Quality of planner • Literacy screening • Assessment for Learning	**Diagnostics** Pastoral stage 0, and: • Attendance % • No. lates to school • Conduct points	**Diagnostics** Pastoral stage 1, and: • Stage 1 reports outcomes • Reintegration meeting paperwork	**Diagnostics** Pastoral stage 2, and: • Stage 2 reports outcomes	**Diagnostics** Pastoral stage 3, and: • Stage 3 reports outcomes	**Diagnostics** Pastoral stage 4, and: • Stage 4 reports outcomes
Possible Interventions • Differentiation • Adaptive teaching • Learning Culture • Etiquette • Literacy Programme • Pastoral Programme • Modified Seating Plans • Top of the Pile Marking • Study Club • Positive support card • Referral to Head of Dept./Head of Key Stage • Subject support card • Teacher-home contact	**Possible Interventions** Pastoral `stage 0, and: • Daily detentions • Tutor support card • Tutor-home contact • Compulsory study club • Weekly planner / book check • Attendance procedure (at risk of Persistent Absenteeism)	**Possible Interventions** Pastoral stage 1, and: <u>Academic:</u> • Intervention classes • Set change <u>Pastoral</u>**:** • Time out • HOY support card • HOY/AHOY-home contact • Internal mentoring referral • School counsellor referral <u>Attendance</u>: • Attendance procedure (Persistent Absenteeism)	**Possible Interventions** Pastoral stage 2, and: <u>Pastoral</u>**:** • SLT support card • Individual Behaviour Plan (IBP) • School counsellor • AHT-home contact • Inclusion team-home contact • Intervention referral (e.g. referral to SAFE, CAMHS) <u>Attendance</u>**:** • Attendance procedure (Persistent Absenteeism)	**Possible Interventions** Pastoral stage 3, and: <u>Academic</u> • Reduced curriculum <u>Pastoral</u> • Personal Support Plan (PSP) • Intervention referral (e.g. Clinical psych, Behaviour consultant) • Liaison with SENCo (where appropriate) <u>Attendance</u>**:** • Attendance procedure (Local Authority attendance team)	**Possible Interventions** Pastoral stage 4, and: • Daily home contact • Trust managed move • Alternative provision **Students at this stage will be at risk of Permanent Exclusion, including for persistent disruption**

** this is likely to trigger an internal suspension for persistent disruption*

*** this is likely to trigger an external suspension for persistent disruption*

Note: the stages, including the possible interventions, have been designed to be indicative not prescriptive

Attachment 8 - KS5 Pastoral Intervention Stages 1 – 5

Baseline Classroom teacher	Stage 1 Form tutor	Stage 2 Assistant Head of Year	Stage 3 Head of Year	Stage 4 Head of KS5	Stage 5 Executive Head/local authority
Student Indicators • Expected progress • Positive engagement-efforts grades • 96% + attendance • 96% + punctuality	**Student Indicators** • Off-track • Variable engagement-effort grades • 2+ standard detentions per HT • 90 - 96% attendance • 90 - 96% punctuality	**Student Indicators** • Significantly off track • Neutral engagement – effort grades • 1 Internal Suspension • 3+ standard detentions per HT • 85 - 90% attendance • 85 - 90% punctuality	**Student Indicators** • Below annual target • Negative engagement • 2+ internal or 1 external Suspension • 2+ senior detentions per HT • 65 - 85% attendance • 65 - 85% punctuality	**Student Indicators** • Significant & sustained underachievement • Regularly in senior detention • Negative engagement in interventions • 3+ internal suspension/1+ external suspension	**Student Indicators** • At-risk behaviour • Poses risk to others • Extreme disengagement • Non-compliance with detention system • 3 +internal suspension/2+ external suspensions
Interventions • Differentiation • AfL • Classroom codes • Etiquette • Learning skills • Pastoral programme • Modified seating plans • Top marking	**Interventions** • Detentions • FT report • Half-termly home contact • C4C meetings in PM registration	**Interventions** • AHoY report • Study skills cohort • Mentoring referral • Fortnightly home contact • Compulsory study centre sessions • C4C meetings in PM registration	**Interventions** • HoY report • Senior detentions • IBP • Behaviour consultant • Weekly home school liaison • EHC plan • C4C meetings in PM registration	**Interventions** • SLT Report • Suspensions • Behaviour consultant • Managed Move • PSP • Behaviour consultant	**Interventions** • Permanent exclusion
Diagnostics • Quarterly assessment • Quality of notes/folder • Good planner routines • Referral to HoD	**Diagnostics** • Weekly progress folder check / planners • Fortnightly G4S	**Diagnostics** • Improvement targets met • Regular check on quality of folder work /planner	**Diagnostics** • CAMHS • Ed Psych • Annual review	**Diagnostics** • Responsiveness to IBP targets & Intervention • Referral to SEN (Learning needs assessment)	**Diagnostics** • Emergency annual review (if applicable)
Note: the stages have been designed to be indicative, not prescriptive					

Attachment 9 - Twyford Trust school to school off-site direction and managed move protocols

Attachment 9 - Twyford Trust school to school off-site direction and managed move protocols

Introduction and aims
To support a pupil with their behaviour or in response to a serious breach of the school's behaviour policy, a temporary or permanent move to another school or alternative provision can be considered by headteachers. DFE guidance describes two possible categories of move:

1. **Off-site direction**: this is a time limited placement at an alternative provision or another mainstream school. Pupils remain on their home-school's roll and are dual registered during the placement. Off-site direction should be used to improve future behaviour and should only be used where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate. Parental consent is not required in order for a school to direct a pupil off-site under this provision. However, it should be a collaborative process, so far as is reasonably practicable.

2. **Managed moves**: this is a permanent move to another mainstream school, in some cases, but not always, following an off-site direction placement at that school. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school.

Both off-site direction placements and managed moves are preventative measures to exclusion, not sanctions. Both must be based on an understanding of the support a child or young person needs in order to improve their behaviour, as well as any SEND or health needs.

Schools in the Twyford Trust normally conduct off-site direction placements and managed moves between the Trust schools rather than other schools as the strong communication between pastoral staff and the commonality of the pastoral curriculum and approach gives these a maximum chance of success. Conducting off-site direction between the schools also provides a context for honest and clear communication over the needs of a particular pupil and therefore a greater likelihood of success.

We would always want an off-site direction or managed move to be successful and expect that the process for these and the opportunity for a pupil to 'reset' themselves with a new staff and pupil community enables them to reconsider their actions and behaviour, in some circumstances as part of efforts to avoid possible permanent exclusion.

Further details are contained with the DFE Statutory Guidance on School suspensions and permanent exclusions and the DfE Guide for Parents on School Behaviour and Exclusion

DfE guidance recommends that head teachers consider off-site direction and managed moves as two of a number of alternatives in response to a serious breach of the school's behaviour policy, repeated breaches of the school's behaviour policy and/or in response to a safeguarding concern. As such, the DfE suggests that schools have a protocol in place.

Off-site direction and managed moves should only be carried out with the full knowledge of all parties, including the parents and the Local Authority (LA), and in circumstances where it is in the best interest of the pupil concerned and the school community.

This protocol describes two main categories of a time-limited off-site direction placement:

1. A short- or long-term off-site direction placement at a suitable alternative provision or mainstream school to meet the individual needs and circumstances of the pupil. This may be full-time or part-time.
2. A full-time placement for a fixed period of time at school (usually in the Twyford Trust), with the aim of improving behaviour. In some cases, at the end of this fixed period it will be appropriate to consider whether the school is a suitable placement for a permanent managed move.

A proposed maximum period should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, options should be considered once the time limit has been reached. Possible outcomes at the end of an off-site direction placement could be:

1. A permanent full-time managed move to the mainstream school (subject to compliance with the admissions code)
2. An extension of the off-site direction placement
3. A return full-time to the original school

Within the Trust we would consider pupils for a managed move in one of two categories.

	Likely circumstances	Reason for considering a managed
Category 1	Pupils who have little or no history of significantly disruptive behaviour, but who have committed a serious breach of the behaviour policy*	To give a second chance in a new context as the pupil's behaviour record and/or individual one-off incident indicates they might benefit from a final opportunity in a new context. The circumstances around the serious one-off incident may be complex and mean that suspensions are insufficient for the well-being of the pupil and/or community.
Category 2	Pupils for whom there is a concern relating to safeguarding, which could be either a long-standing concern or a one-off incident, which is judged to pose a risk to the safety of the pupil and/or the community.	To give a fresh start in a new context as the pupil's circumstances, behaviour record or a one-off incident related to safeguarding indicate that they might benefit from an opportunity in a new context. The circumstances around the safeguarding concern may be complex and mean that suspensions are insufficient for the well-being of the pupil and/or community.

**But whose actions do not necessarily warrant an immediate permanent exclusion.*

Off-site direction and managed moves are not considered for pupils who have met the criteria for permanent exclusion.

Off-site direction and managed moves will not necessarily be offered to every pupil at risk of permanent exclusion as it may not be the most appropriate intervention for the pupil, school community or the receiving school, or there may not be a suitable alternative placement available.

Off-site direction is under Section 29A of the Education Act 2002 (as accepted by the TAT under general powers).

Decision-making process for off-site direction and managed moves

• The Deputy Headteacher consults with the Headteacher/Associate Headteacher regarding whether it is appropriate to consider an off-site direction or managed move to another Trust school (or suitable alternative provision).

• The pupil's profile is reviewed, and consideration of any previous off-site placements / managed moves offered or completed is taken into account.

• If the sending school feels it is appropriate to require an off-site direction or propose a managed move, the Headteacher refers to the Trust CEO to discuss with the relevant school teams.

• SLT from the sending and receiving school meet to discuss the arrangements for the off-site direction or managed move. In the case of an off-site direction placement, consideration will be given to the suggested timescale, review process and possible outcomes of an off-site direction placement, including whether a permanent managed move is a possible next step following the off-site direction. In the case of a managed move, consideration will first be given to the admissions code in order to determine whether a managed move is feasible; if so, consideration will in turn be given to a suggested timescale and integration and support package that will be put in place for the student in the receiving school.

• Members of the schools' SLT meet with the pupil's parents to discuss the fixed-term off-site direction or permanent managed move, including discussion of the process and parameters. Where a pupil has an EHC Plan, the LA (SEND rep) will be invited to the initial meeting and review meetings.

• Following this meeting, confirmation of arrangements will be provided in writing (see letters in appendix)

• In the case of an off-site direction, a risk assessment must be carried out using the LA framework

Rules of engagement for managed moves

Where a permanent managed move is considered and where a managed move is considered to be a possible outcome following an initial off-site direction placement, consideration must be given to the following:

- Any move from one school to another must comply with the statutory School Admissions Code (unless the pupil has an Education Health and Care Plan) as well as The School Attendance (Pupil Registration) (England) Regulations 2024 This means that where an in-year application is made, including where it is part of a managed move, the admission authority must allocate a place in accordance with its oversubscription criteria. This means a pupil undergoing a managed move must not be admitted ahead of pupils on a waiting list unless the child meets the school's published oversubscription criteria more closely than those already on the list.

- A managed move process in no way implies a '1 for 1' swap; managed moves must always be in the best interests of the pupil in question and cannot be dependent on or related to the behaviour or outcomes of another pupil.
- No Trust school should take more than one category 1 and one category 2 managed move pupil per year group in any academic year.
- Managed moves would not normally be considered for pupils with an EHCP. The emergency annual review process would name a different provision rather than using the managed move protocol. If a managed move were felt to be an appropriate measure for a pupil with an ECHP, the LA SEND representative would be involved in any discussions about this.
- In cases of SEN K pupils, additional scrutiny of the individual circumstances of the pupil would be required to ensure a managed move is in the best interests of the pupil, and considering the capability of the receiving school to meet the needs of the pupil.

Setting up an off-site direction placement

A meeting must be arranged between the pupil, their parent(s) and relevant staff from each school. Where relevant, other agencies should be invited to the meeting (e.g. a pupil's social worker, CAMHS).

The purpose of the meeting will be to:
• Explain the status of a time-limited off-site direction placement, its timescale, the review process and the possible outcomes at the end of the off-site direction placement.

• Underline the receiving school's expectations in terms of behaviour (see Appendix 2: Sample agreement).

• Detail the targets that the receiving school expects the pupil to meet in order for the placement to be successful. Individual school Pastoral Support Plan (PSP) documents must be prepared and ready for the meeting.

• Detail the support to be put in place for the pupil at the receiving school.

• Agree practical arrangements such as start date, tutor group, timetable, travel arrangements and uniform.

• Agree dates for the fortnightly review meetings.

• Detail the possible expected outcome(s) if the off-site direction placement is successful.

• Detail the outcome if the off-site direction placement is unsuccessful.

Timing of an off-site direction placement

• The timing of an off-site direction placement aiming to improve a pupil's behaviour may vary depending on the individual needs and circumstances of the pupil. However, a typical placement length would be 6 weeks, with the option to extend to 12 weeks upon review. A pupil may be at the alternative placement fulltime or a combination of part-time support in alternative provision and continuing mainstream education in the sending school. In the setup meeting and in any subsequent review meetings, the proposed duration of the placement will be agreed and communicated in writing.

• The off-site direction placement can be extended to 12 weeks with the agreement of the

sending and receiving school. This may be done either because the pupil is meeting the new expectations, and it is felt that an extension of the time period will further improve behaviour or because the pupil is struggling to meet the new expectations and it is felt that giving the pupil more time to meet the new expectations would be beneficial.

• There should be no more than 4 weeks between planning an off-site direction placement and the start of the placement.

• Pupils remain on roll at the sending school (Dual Registration – Main) as well as temporarily joining the roll of the receiving school (Dual Registration – Subsidiary) for the duration of the placement.

• Any records, including child protection records, must be transferred to the receiving school as appropriate.

Ending an off-site direction placement early

The receiving school may choose to terminate an off-site direction placement early if the targets set out in the initial meeting between the two schools and parents are not met. There should be one 'warning' meeting if this is a likely outcome.

If the off-site direction is terminated the pupil will leave the roll of the receiving school and return to the sending school.

Parents and the pupil will be given a written warning that the pupil is now at serious risk of permanent exclusion and that any further serious breach or repeated breaches of the behaviour policy risk leading to permanent exclusion as the off-site direction placement has also failed to change their behaviour. The student would go back to a new pastoral support plan (PSP) at the sending school.

Ending an off-site direction placement at the planned date

Possible outcomes at the end of an off-site direction placement could be:

1.A permanent full-time managed move to the mainstream school (subject to compliance with the admissions code)
2.An extension of the off-site direction placement
3.A return full-time to the original school

Details on the procedure relating to these 3 possible outcomes are as follows:

1. A permanent full-time managed move to the mainstream school

One possible outcome of an off-site direction placement is the consideration of a permanent managed move to the receiving school. If this is the case, a meeting will be arranged between the pupil, their parent(s) and relevant staff from each school. Where relevant, other agencies should be invited to the meeting (e.g. a pupil's social worker, CAMHS). This may be the same meeting as the final review meeting for an off-site direction placement, if it has been discussed with all relevant parties in advance that a permanent managed move is a desirable next step.

The purpose of the meeting should be to:
• Explain the permanent status of a permanent managed move.

• Review the outcomes of the off-site direction placement at the receiving school.

• Detail any support to be put in place for the pupil.

• Agree any remaining practical arrangements such as start date, tutor group, timetable, travel arrangements and uniform.

On the start date of the managed move, the pupil permanently leaves the roll of the sending school and becomes a full-time single-registered member of the receiving school's roll.

2. An extension of the off-site direction placement

The procedure for this would follow steps outlined under 'Timing of an off-site direction placement'. At the final review meeting, it maybe decided that a further extension of the off-site direction is necessary. The same procedure regarding review meetings will apply to the extension period.

3. A return full-time to the original school

If, at the end of the off-site direction placement, is it deemed most appropriate for the student to return to their home school, a formal reintegration meeting will be arranged, with all relevant parties invited (pupil, parent(s), representative from both schools). The purpose of the meeting will be to:

• Formally evaluate the successes and areas for further improvement as a result of the placement

• Underline the home school's expectations in terms of behaviour

• Detail the reintegration support that will be provided by the home school on the pupil's return

• Agree practical arrangements such as start date, tutor group, timetable, travel arrangements and uniform

• Make clear the consequences of continued failure to meet expectations at the home school i.e. a high risk of permanent exclusion

Setting up a managed move

A meeting (see Appendix 3) must be arranged between the pupil, their parent(s) and relevant staff from each school. Where relevant, other agencies should be invited to the meeting (e.g. a pupil's social worker, CAMHS). Whilst a managed move would not usually be considered for pupils with an EHCP, if this is the case then the LA SEND representative will be invited to this meeting.

The purpose of the meeting will be to:

• Explain the purpose of the managed move to ensure parents, the pupil and any other relevant agencies have a clear understanding of the reason for the managed move, the desired outcome, the procedure and the practical details.

• Underline the receiving school's expectations in terms of behaviour

• Detail the targets that the receiving school expects the pupil to meet in order for the managed move to be successful.

• Detail the support to be put in place for the pupil at the receiving school.

• Agree practical arrangements such as start date, tutor group, timetable, travel arrangements and uniform.

On the start date of the managed move, the pupil permanently leaves the roll of the sending school and becomes a full-time single-registered member of the receiving school's roll.

Appendix 1 template letter – confirmation and arrangements for off-site direction

School to School Off-Site Direction Placement Confirmation
Dear **Name of parent/carer**

Following the recent meeting(s) we have had, I am able to confirm that arrangements have been made for **pupil name** to have an off-site direction placement at **receiving school**.

As discussed, the purpose of an off-site direction placement is to improve **pupil name**'s behaviour. **Pupil name**'s behaviour record means they are currently at risk of permanent exclusion; an off-site direction placement is part of our efforts to avoid this.

I can confirm that this is a 6-week off-site direction placement in the first instance and **pupil name** will be dually registered for the duration of the placement (remaining on the roll of **sending school** as well as joining the roll of **receiving school**). During the off-site direction placement, the sending school will mark the pupil as 'dual registration' (D) and the receiving school will register the pupil as present or absent in the usual way.

Possible outcomes at the end of this off-site direction placement are:

1. A permanent full-time managed move to **receiving school**
2. An extension of the off-site direction placement
3. A return full-time to **sending school**

As discussed in the meeting(s), details of the support to be put in place for **pupil name** during the placement are as follows:

Support measure	**How will this measure support the pupil to improve their behaviour?**

Insert additional rows as required

Review meetings will take place every 2 weeks. The placement may be extended to a period of 12 weeks if this is deemed appropriate and in **pupil name**'s best interests. If so, review meetings will continue to take place during this extension period.

Off-site direction placement start date	
Date of first review meeting	
Date of second review meeting	
Date of final review meeting	

All parties are reminded that if the off-site direction placement breaks down, for whatever reason, **pupil name** will return to **sending school**. It must be noted that the breakdown of the off-site direction placement would indicate that **pupil name** is at very high risk of permanent exclusion on their return to **sending school.**

Further detail regarding possible outcomes of an off-site direction placement

If the off-site direction placement is successful, it may be deemed appropriate to propose a permanent managed move to the receiving school. If a permanent managed move is offered and accepted, on the agreed date of permanent admission the pupil will be removed from the roll of the sending school and placed on the roll of the receiving school where he/she will enjoy the same rights of tenure to a school place as any other pupil and be subject to the school's behaviour policy in full. If a managed move is not deemed appropriate, the pupil will return full-time to the sending school upon the completion of their placement.

If the off-site direction placement breaks down, for whatever reason, the pupil will return to the sending school. It must be noted that the breakdown of an off-site direction placement would indicate that the pupil is now at very high risk of permanent exclusion.

In the event that a pupil does not fully meet expectations during the off-site direction placement, but not in such a way that the placement is considered to have broken down, the off-site direction placement may be extended; in this instance, an extension to placement document must be written up, with details of continuing support and additional review meeting dates.

If you would like further advice on the off-site direction process, please contact the Principal Officer or the Support Officer – Behaviour Service and Exclusions on 020 8825 5070.

Yours sincerely,

Name

Headteacher
Sending school

Appendix 2 Template letter – parental permission and arrangements for a managed move

Dear **Name of parent/carer**

Following the recent meetings we have had, I have been in contact with colleagues in **receiving school** and I am - subject to your agreement - able to make arrangements for **pupil name** to have a permanent managed move to **receiving school**.

Once you have had the opportunity to consider the offer, please complete the form below and return it to us to confirm whether you wish to accept the placement at **receiving school**.

If the school does not hear from you by **date,** I will assume you do not wish to consider the managed move.

A managed move is a permanent move of a pupil from one school's roll to another. **Pupil name** will be removed from the roll of **sending school** and will join the roll of **receiving school**.

If you would like further advice on the managed move process, please contact the Principal Officer or the Support Officer – Behaviour Service and Exclusions on 020 8825 5070.

Yours sincerely,

Name

Headteacher
Sending school

Please complete and return to the school by **date**

Name of parent/guardian giving consent	
Name of pupil	
Address	
Daytime telephone number	
I confirm that I agree to the managed move to **receiving school,** understand that this is a permanent move to **receiving school**'s roll and that my child will be removed from **sending school**'s roll	Signature:
Date	

Appendix 3 Template letter – confirmation and arrangements for a managed move

Dear **Name of parent/carer**

Following your confirmation that you have accepted the offer for **pupil name** to have a permanent managed move to **receiving school**, we have met to discuss the following:

• the purpose of the managed move
• **receiving school**'s expectations in terms of behaviour
• the targets that **receiving school** expects **pupil name** to meet in order for the managed move to be successful
• the support to be put in place for the pupil at **receiving school** to aid a positive integration
• practical arrangements such as start date, tutor group, timetable, travel arrangements and uniform.

As discussed in the meeting, details of the support to be put in place for **pupil name** to support with their integration into **receiving school**:

Support measure	**How will this measure support the pupil to integrate?**

Insert additional rows as required

Start date	
Tutor group	
Tutor name	
HOY name	
Any other relevant details	

A reminder that a managed move is a permanent move of a pupil from one school's roll to another. **Pupil name** will be removed from the roll of **sending school** and will join the roll of **receiving school**.

If you would like further advice on the managed move process, please contact the Principal Officer or the Support Officer – Behaviour Service and Exclusions on 020 8825 5070.

Yours sincerely,

Name

Headteacher
Sending school

Attachment 10 – Learning Habit Descriptors

Classwork		
	Descriptors for the teacher	Student indicators
Consistently engaged (1) I lead myself and am an example to others	• Consistently has the correct equipment, with excellent uniform and alert posture. • Has a purposeful attitude to their learning, is willing to challenge themselves to solve problems and is resilient enough to try something first before asking for help; is a curious learner, asking appropriate questions in full sentences. • Understands the importance of recording their learning journey; written tasks are consistently completed to a high standard, using literacy tools to support their writing where necessary. • Understands the value of silent work and is always silent when necessary. • Consistently listens attentively when the teacher or a peer is speaking; knows how good listening behaviour contributes to team working and communication; never interrupts the learning of others. • Understands the importance of reading, including reading out loud, and is consistently willing to contribute in class; uses the reading skills grid. • Takes an active interest in their own progress and understands how they can improve by engaging with the success criteria; values self-review and is able to identify, accept and learn from mistakes.	• I always have all my equipment, I wear my uniform with pride and sit up straight in class. • I challenge myself to get to the highest medal (bronze/silver/gold) I can in a lesson and I often achieve positive points for my conduct. • I make sure my notes are well-written, neat and accurate; I use tools like my dictionary and the art-of-the-sentence and discussion grids to help me if I need them. • I know how important it is to be silent in class when the teacher asks me to be and I always listen intently. • I work well in a team because I know how to listen intently to others as well as giving my own ideas. • I enjoy reading, including reading out loud, and consistently work hard to make sure I can read accurately and fluently with the correct pronunciation. • I always make sure I understand the success criteria for a task so I can self-assess my work or peer-assess another student's work accurately.
Usually engaged (2) I do what I am asked; I follow more than I lead	• Usually has the correct equipment, good uniform and alert posture. • Is capable of being independent in their approach; sometimes takes the initiative in problem solving but also relies on others/the teacher for support; asks questions to support their learning. • Understands the importance of recording their learning journey; written tasks are usually completed to a high standard, using literacy tools to support their writing where necessary. • Recognises the importance of silent work and is usually silent when necessary / when instructed to be. • Usually listens attentively when the teacher or a peer is speaking; is developing the self-control to listen intently to others' contributions; rarely interrupts the learning of others. • Understands the importance of reading, including reading out loud, and is usually willing to contribute in class. • Is aware of how their progress relates to the success criteria and usually acts on feedback to improve.	• I almost always have all my equipment, wear my uniform with pride and sit up straight in class. • I usually challenge myself to get to the highest medal (bronze/silver/gold) I can in the lesson and I sometimes achieve positive points for my conduct. • I try to make sure my notes are accurate and neat; I use tools like my dictionary and the art-of-the-sentence and discussion grids to help me if I need them. • I am silent in class when the teacher asks me to be and usually try to listen intently. • I make an effort to listen to other people as well as giving my own ideas; I am working on my skills in responding to them. • I enjoy reading, including reading out loud, and usually make a good effort to read accurately and fluently with the correct pronunciation. • I usually try to understand the success criteria for a task and I check and correct my work when the teacher tells me to.
Not engaged (3) I do not	• Is often without the right equipment; uniform and posture may often be poor. • Relies heavily on teacher to ensure that they settle to and remain focussed on a task; does not use time productively; often interrupts the	• I often forget my equipment; I have to be reminded to correct my uniform and to sit up straight in class. • I do not think carefully about the work I do in class; my behaviour distracts others.

	learning of others and has a negative impact on their peers.	
	• Written tasks are often left unfinished or completed to a less than satisfactory standard.	• I often fail to complete written tasks and sometimes rush my work; my books are not well organised / presented.
	• Does not recognise the value of silent work so finds it difficult to be silent when necessary; contributions lack focus, showing poor communication skills; often asks questions that are untimely and/or inappropriate.	• I am not always silent in class even when asked to be (and need to be reminded often).
	• Finds it difficult, or does not try, to listen intently to others; often interrupts or is distracted when the teacher or peers are speaking.	• I do not always listen to my teachers and/or my peers; I often get negatives for poor listening behaviour.
	• Does not recognise the importance of reading and is not willing to contribute in class.	• I am reluctant to participate in reading tasks, including reading out loud and discussion tasks.
	• Takes little interest in their progress and what they need to do to improve; is not responsive to feedback.	• I do not look carefully at the feedback my teacher gives me.

Prep / homework		
	Descriptors for the teacher	Student indicators
Consistently engaged (1)	• Consistently completes prep/HW to a high standard and hands it in on time; seeks out the teacher to catch up on missed prep/HW if absent.	• I take pride in my prep/HW, writing the deadline in my planner and then ticking it off when I complete it; I try to catch up on any prep/HW I miss.
	• Displays initiative, curiosity and/or creativity in prep/HW, completing challenge tasks where provided.	• I often complete additional / optional / challenge tasks associated with the prep/HW.
	• Is interested in the success criteria for prep/HW, reads feedback carefully and is keen to act on advice about how to improve.	• I read feedback on my prep/HW carefully and always respond to / act on my teacher's advice.
Usually engaged (2)	• Usually completes prep/HW to a good standard and hands it in on time.	• I usually make an effort with my prep/HW and usually hand it in on time; I try to remember to write the deadline in my planner and then tick it off.
	• Sometimes takes the initiative to investigate further in prep/HW tasks and sometimes completes challenge tasks where provided.	• I sometimes do additional tasks / challenge tasks associated with the prep/HW.
	• Reads feedback on prep/HW and usually responds as required.	• I read feedback on my prep/HW and usually respond to / act on my teacher's advice.
Not engaged (3)	• Often does not complete lesson prep/HW or completes it to an unsatisfactory standard (e.g. shows signs of being copied / gaps in work); often hands lesson prep/HW late.	• I do the minimum amount necessary for prep/HW and sometimes copy from others; I often hand in prep/HW late or not at all.
	• Shows no initiative in their approach to prep/HW, often failing to follow instructions set.	• I often do the wrong thing in prep/HW as I don't listen carefully enough to instructions.
	• Does not read or respond to feedback without prompting from the teacher.	• I only respond to / act on the teacher's feedback when they remind me to.

Memorisation		
	Descriptors for the teacher	Student indicators
Consistently engaged (1)	• Has mastered good techniques to retain and recall new substantive knowledge (e.g. new facts, vocabulary); this is evident in the results of AfL in class.	• I regularly spend time memorising new information accurately and can remember information well from one lesson to the next; I consistently do well when tested on new information as a result.
	• Is adept at retrieving relevant information from previous lessons / units and using this in a new context.	• I work hard to memorise information I have studied and can recall information well over the medium term (e.g. across a half-term).
	• Understands and consistently uses appropriate strategies for revision, ensuring effective retention and recall in preparation for summative assessments.	• I use a range of strategies for revision and I am always well-prepared for summative assessments.

Usually engaged (2)	• Understands the importance of retention and recall strategies but does not always use them well; this is reflected in the results of AfL in class. • Likely to be inconsistent in recalling information or able to retrieve only partially from previous lessons/units. • Is aware of strategies for effective revision in preparation for summative assessments but does not always use these well.	• I sometimes spend time memorising new information and can usually remember information well from one lesson to the next; I usually do well when tested on new information as a result. • I can usually recall information from previous lessons/units, but sometimes need to check back as I have not memorised it fully. • I understand strategies for effective revision and usually feel prepared for summative assessments.
Not engaged (3)	• Is disinclined to spend time on memorisation tasks and/or finds these difficult; achieves low outcomes on short-answer retrieval tasks as a result. • Finds it challenging to recall information from previous lessons/units due to a lack of effort to consistently memorise new substantive knowledge. • Does not revise effectively, or revise at all, for summative assessments.	• I don't spend time memorising new information between lessons; I find prep-checks and/or assessments in class difficult as a result. • I don't go back over information from previous lessons and find it difficult to remember what we have covered in other lessons/units. • I don't spend time revising for summative assessments and often feel unprepared for them.

Attachment 11 – Core Classroom Routines

Start of lesson/tutor time routine

Stage of routine	Student actions
On entry	Make eye contact and say good morning/afternoon to teacher at door, if appropriate
	Walk silently to seat
Seats	Sit down silently
	Get equipment out silently (book/folder, pencil case, rough book, planner, + any subject specific items e.g. dictionary)
Formal start	Focus on the task Remain silent/respond to teacher as appropriate
Start of work	Write title, date etc. and underline Complete starter task silently
	Respond to register with formal response e.g. Yes sir, Yes miss, MFL greeting
Corridor line-up*	Stand/move in single file
	Maintain silence
	Check own uniform
	Stand up straight, against the wall (shoulder to the wall) if queuing
	Face forwards, towards the door

End of lesson/tutor time routine

Stage of routine	Student actions
Prep recorded check	Final check that prep is written fully in my planner, with due date Hold up planner for teacher to see, if required
Pack up	Pack equipment away in silence when instructed by teacher
	Stand behind chair in silence
Final checks and reminders	Reflect on what I have learnt this lesson
	Check my own uniform
	Check area around my desk
	Listen to reminders
Communal thank you	Respond to teacher thank you ("thank you Ms X/Mr Y" or Target Language equivalent in MFL lessons)
Dismissal	Stand silently waiting for dismissal
	Leave gradually (e.g., rows/columns) following teacher instructions
	Silence in corridor upon leaving

Outdoor line-up routine

Stage of routine	Student actions
Warning whistle/ bell	Move to my line-up area immediately
Line-up whistle/ bell	Move to my correct position in the line
	Stand up straight, in silence, in single file (directly behind the student in front of me, shoulders parallel to the person ahead), facing forwards
	Check my own uniform
Walk in to building	Wait for signal from teacher to move
	Follow teacher silently / follow instructions to move to building, remaining in line up formation
	Re-check own uniform
	Remove coat before arrival at door*
	Hold door open politely, when necessary
Walk to classroom	Follow teacher silently, remaining in line up formation

Stilling & Focus routines – assembly and tutor time

Stage of routine	Student actions
Taking seats incl. Trust posture correction**	Enter row silently Stand up straight in front of chair Sit silently, when directed by my tutor Coat on the floor/chair, not on my lap Bag on the floor, neatly under the chair
	Sit in Trust posture – sitting up straight, feet flat on the floor, back straight, (empty) hands on lap/desk, facing forwards
Singing	Stand silently Stand up straight, looking forwards Participate in warm-up and singing Sing audibly
Start of reflection time	Maintain Trust posture
	Remain silent
	Bow heads (& close eyes if helpful) Keep my head bowed (& eyes closed) until teacher/tutor invites me to raise it (& open my eyes)
	Focus on breathing – in for 4, out for 4 Actively think about the topic / question
End of reflection time	Raise head (& open eyes) when teacher invites me to
	Remain silent and still, awaiting responses and prayer
Responses	Listen intently to student reading responses aloud Speak clearly and audibly when saying responses
Prayer/ Bible Reading	Listen intently to student reading prayer / Bible reading aloud Speak clearly and audibly when saying 'amen'

Attachment 12 – Core Tutor Time Routines

Fundamental TCEAT Routines - Form Tutors

This chart summarises the institutional habits which we consciously develop at the Twyford Trust so that our ethos is a lived reality in the day to day. The routines have high impact when exercised together by all members of the community with full understanding, all of the time.

The routines inter-relate and are made up of micro-routines requiring consistency so that the disciplined habits which students are helped to develop in each area also support each other.

Institutional habits & Routines	Overall Ethos **Actively valuing silence & self-reflection** *'Life in all its fullness'*	*Good gifts used in service* **Having agency over doing and being good** *Know yourself; be an agent for good*	*Don't stay in a bad place* **Recognising the impact of negative choices / behaviour** *Understand weakness; accept support*	*Unique Value in Community* **Prioritising community wellbeing as highly as individual preference** *Engage Fully & Stretch*
Stilling & Focus routines	**Silence & reflectiveness** Regular practicing of the habit of silence supports reflectiveness • *In assembly & tutor times students & staff practice deep-breathing, stilling & centring themselves to achieve deep concentration and consider the question for reflection*	**Strong posture to keep alert** Sitting straight not slouched improves breathing & alertness • *Overt posture practice in tutor time, assembly and singing* • *6 deep in-out breaths discipline in 1-minute silent reflection*	**Noticing (less) good choices** Assembly/Tutor time challenge questions help set the moral compass • *Teacher nudges/warnings alert students to navigate away from bad choice* • *End of day conduct point discussion*	**Singing** Whole school singing models powerful community engagement openness to the positive • *Active participation* • *100% Students & staff* • *Upbeat delivery*
Entry	**Silent entry = learning ready** Disciplined entry maximises focus of the majority • *100% of students silently switch-on*	**Bringing your A-game** Positive tone of mutual respect set by assembly/class entry regime • *Student & Teacher greet each other courteously at the door*	**100% time efficiency** Elimination of time wasting & barriers to learning minimised • *Immediately get out learning kit* • *Begin starter task*	**100% calm corridors** Purposeful progression modelled on the approach to class • *Silence from outside doors* • *Teacher cuckooing for silence*
Exit	**Silent exit = learning ready** Mutual recognition of productive time together • *Collectively calm & controlled* • *Space to reflect on what has been learned*	**Recognising achievement** Students/Teacher express gratitude for each other's efforts • *Plenary secures learning differentiated LOs reviewed* • *Formal thank-you (all students)*	**Conclude correct(ive)ly** Authoritative ending gathers loose ends (learning/behaviour) if required • *Firm recapitulation of learning points* • *Ownership over prep*	**Finishing together** Re-collection of community responsibility at point of dismissal • *Classroom left tidy for the next class*
Line-ups	**Owning the change of pace** Line-up functions as firebreak between paces/phases • *Silent line up by staff*	**Take pride in line-up** Students reform as an orderly group & get into the zone • *Next lesson? Where? Prep?*	**Exercise self-control** Avoid taking negativity/friction into the next encounter • *5 mins line-up to self-correct uniform etc*	**Take full responsibility** Active embracing of pro-social behaviour • *Safe movement, respecting our learning environment*

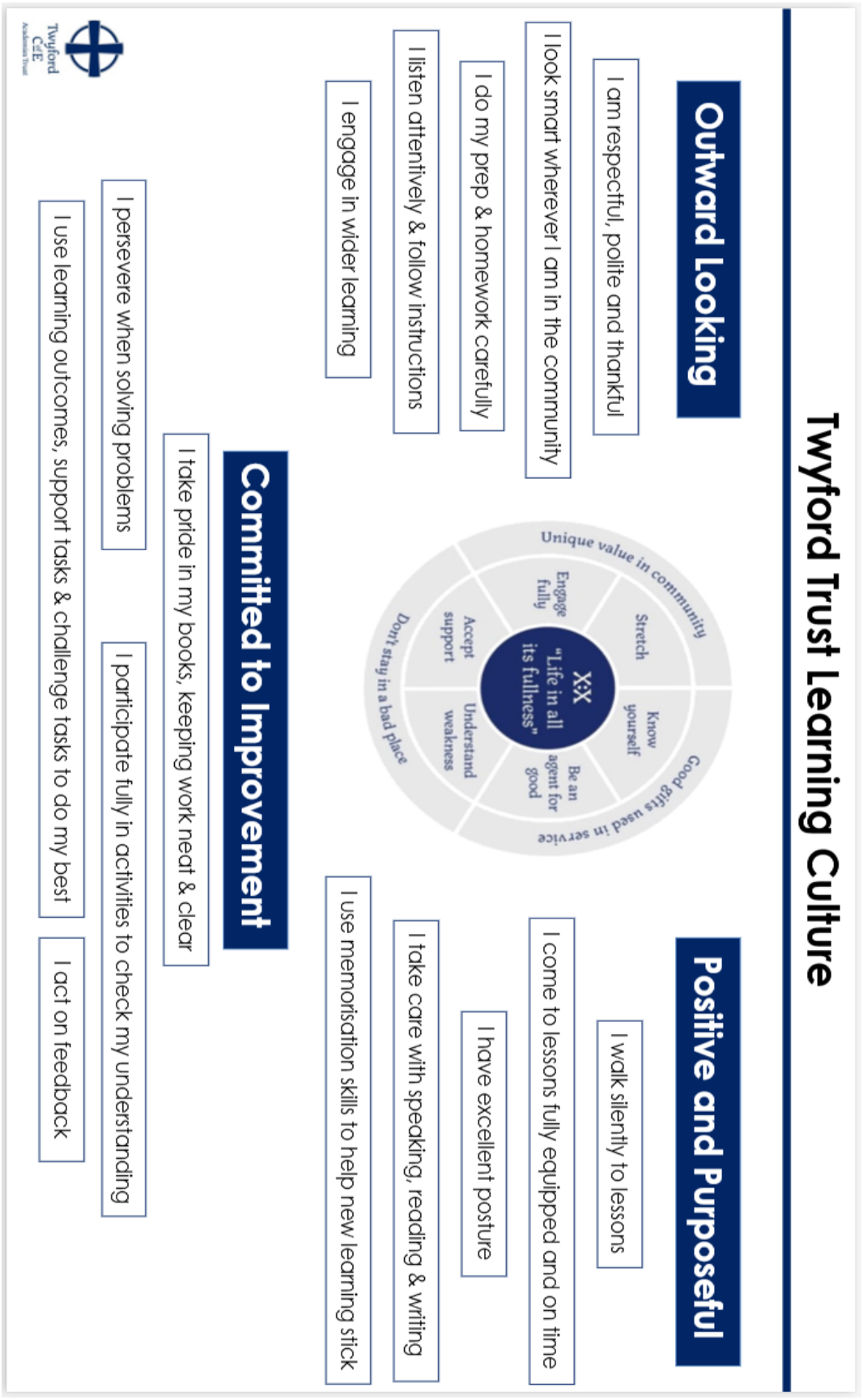
There are a number of core routines which are expectations within every tutor time: the **Core Tutor Time Routines**. By using these across the whole school we are able to help students become disciplined as learners. The following approaches have been collated as examples of simple & effective practice. Staff should therefore make use of these strategies in the first instance to establish good habits.

Core Routine	Tutor and student actions
Start and End of AM Tutor Time Routines	**Start of tutor time** • Tutor ensures tutor time title slide with starter activity is on the board • Tutor checks corridor line-up (where necessary): standing up straight, shoulder to the wall, facing forwards towards the tutor • Tutor stands at door to check coats are off*, prompt students to check own uniform and greet students as they enter, keeping an eye on corridor behaviour; if necessary, tutor sanctions and acts to correct uniform/jewellery/make-up** • Students walk silently to seat; sit down silently, hang coats on their chairs if necessary • Students get out planners & learning kit to place on their desk (bags are placed under the tables, <u>not</u> on the tables) • Assigned individuals (or tutor) handout tutor books – title, date, starter task completed in silence • Tutor takes the register; students respond to register with formal response e.g. Yes sir, Yes miss, MFL greeting • For Business & Literacy tutor time, students open planners to the previous week and leave them open facing the tutor **End of tutor time** ***Following the period of reflection (see below)*** • Tutor formally concludes the tutor period • Students pack equipment away in silence, remaining seated throughout, when instructed by tutor • Students place packed bags onto desk or neatly under desk • Tutor conducts the reflection routine (responses, prayer, moment of silent reflection) - see reflection routine guidance below • Tutor instructs students to stand behind chairs in silence • Tutor prompts students to re-check their uniform and check the area around their desk is tidy • Communal thank-you: students respond to teacher 'thank you' • Students silently waiting for dismissal • Tutor stands at the door, dismisses students gradually e.g. row by row and monitors corridor silence

	** coats may have been removed already or be removed on the way into the classroom, depending on school expectations* ***make-up, including false lashes, will require further follow up i.e. tutor asks tutee to remove make-up with wipes provided by HOY, as settling*
Delivering a Tutor Time session	**Tutors should have regard to the CaLM document and Trust T&L principles when preparing to deliver, whilst delivering and when reflecting on a tutor time session** • Tutors review the pastoral programme unit planner, including using the HOY weekly briefing notes, to situate the session: *What does the unit planner tell you about prior and future learning related to this lesson?* • Tutors consider the previous session and how this might impact the delivery of the upcoming session: *What did students learn last session, and what did they struggle with? What refinements do you need to make, to address struggles from last session?* • Tutors consider the AfL opportunities in the session: *Will the planned AfL effectively check that content/skills have been secured? How will you use student responses to AfL to inform next steps?* • Tutors consider the support/challenge built into the session: *Do literacy strategies in the session support learning the content/skills? Do you need to make any refinements to support underachieving cohorts/students? What support and challenge do different ability students need in this session?* • Tutors model high standards of literacy and oracy • Tutors consider and plan to meet the different needs of their tutees
Stilling & Focus Routines: Reflection	**Start of reflection time** • Tutor checks and corrects posture before reflection starts • Students remain silent • Tutor prompts to ensure positive reflection: bow heads (& close eyes if helpful) until tutor invites students to raise them (& open eyes), focus on breathing – in for 4, out for 4 • Tutor ensures sufficient time for meaningful silent reflection (min. 30 seconds) • Tutor invites students to raise heads and remain silent and still, awaiting responses and prayer • Tutor invites a tutee to read the prayer and responses: prompts students to listen intently • Tutor insists that students speak clearly and audibly when saying 'amen' & all participate in responses
Start and End of PM Tutor Time Routines	**Start of tutor time** • Tutor ensures bulletin is visible on the board • Tutor checks corridor line-up (where necessary): standing up straight, shoulder to the wall, facing forwards towards the tutor • Tutor stands at door - greet students, keeping an eye on corridor behaviour • Tutor prompts students to check own uniform*; if necessary, tutor sanctions uniform/make-up • Students walk silently to seat, sit down silently, hang coats on their chairs if necessary • Students get out planners to place on their desk; planners should be open to the current week and facing the tutor • Tutor checks bags are placed under the tables and planners are out appropriately • Tutor takes the register; students respond to register with formal response e.g. Yes sir, Yes miss • Tutor reads community bulletin, including detention notices, ensuring students are listening intently **End of tutor time** • Tutor checks tutees have recorded prep (or the reason for no prep being set) for each lesson during the day • Students pack away in silence, remaining seated throughout, when instructed by tutor • Tutor instructs students to stand behind chair in silence • Tutor prompts students to re-check their uniform and check the area around their desk is tidy • Tutor reminds students with detention / study club / support cards to remain to remain after dismissal • Communal thank-you: students respond to teacher 'thank you' • Students silently waiting for dismissal • Tutor stands at the door, dismisses students gradually e.g. row by row and monitors corridor silence ** coats may have been removed already or be removed on the way into the classroom, depending on school expectations*
Assemblies (HOY & SLT) *With the help and guidance of a Form Tutor, students understand the value of personal prayer and reflection within their own spiritual lives*	**Walking from tutor time room/line-up to assembly** • Tutor checks students are in the correct order (usually register order, but at tutor discretion) • Tutor reminds students to re-check uniform and correct where necessary • Tutor leads students to assembly venue, continuously checking for silence and single file • Tutor checks students: enter row silently; stand up straight in front of chair; sit silently, when directed to; place coats on the floor, not on laps; place bags on the floor, neatly under the chair • Tutor remains standing whilst remaining students enter to monitor students sitting in Trust posture (sitting up straight, feet flat on the floor, back straight, empty hands placed on lap, facing forwards) • Tutor sits, in row with tutor group, when assembly formally starts **During singing** • Tutor turns to face tutor group, looking along the row • Tutor checks participation • Tutor encourages students to sing loudly and smile, logging student for singing positives • Tutor addresses non-participation
Communion	Each Year Group will take part in one Communion per term. A chosen Tutor group, and Tutor, helps to prepare the content for one Communion supported and guided by the school Chaplain. **Walking from tutor time room/line-up to Communion** • Tutor checks students are in the correct order (usually register order, but at tutor discretion) • Tutor reminds students to re-check uniform and correct where necessary • Tutor leads students to Communion venue, continuously checking for silence and single file

	• Tutor checks students: enter correct section/row silently; stand up straight in front of chair; sit silently, when directed to; place coats on the floor, not on laps; place bags on the floor, neatly under the chair • Tutor remains standing whilst remaining students enter to monitor students sitting in Trust posture (sitting up straight, feet flat on the floor, back straight, empty hands placed on lap, facing forwards) • Tutor sits, with tutor group, when Communion formally starts **During singing** • Tutor turns to face tutor group, looking along the row • Tutor checks participation • Tutor encourages students to sing loudly and smile, logging student for singing positives • Tutor addresses non-participation **During responses** • Tutor turns to face tutor group, looking along the row • Tutor checks participation and addresses non-participation **During communion** • Tutor ensures students complete communion card in silence • Tutor supports HOY/AHT in ensuring students file silently out of row/section for communion • Tutor ensures students act appropriately during communion/blessing/offering • Tutor supports HOY/AHT in ensuring students return silently to row/section • Tutor remains standing to monitor silence during remaining communion time • Tutor sits with students when service resumes
Seating Plans *Designed to ensure students at risk of underachieving (or losing focus) are effectively monitored by the tutor*	**Tutor group seating plans:** • Tutors will arrange where students sit in order to achieve maximum engagement or to meet individual needs e.g. in the case of a student with an EHCP. • Tutors should be able to explain the rationale behind their tutor time seating plan and will review this after each quarterly assessment point.
Equipment *Students are expected to have a full learning kit. This helps to ensure that they are ready to learn in each lesson*	**All students in Year 7-11 must have the correct equipment with them every day (see student planner page)** • Tutors check equipment through Progress Review/Business & Literacy tutor time weekly • Tutors issue any necessary negatives (incorrect equipment) for any missing equipment • Tutors should notice if a student is repeatedly getting negatives for incorrect equipment, discuss this with the student and parents/carers and give support to improve this; tutors should alert the Head of Year in this circumstance
Uniform *Uniform is an important part of the school's identity. Students should feel proud to represent the school*	School uniform must be worn correctly on the way to and from school, and certainly before students enter the school gates. Student will expect negative conduct points, detention or confiscation of items if they wear the school uniform incorrectly. Full uniform expectations are found in the student planner • **Tutors are responsible for checking the uniform (including jewellery, make-up, bag and shoes)** of each student in their tutor group as students enter and leave the tutor room, assembly or communion space • Tutors must contact home immediately to alert parents/carers if a tutee has incorrect uniform items e.g. shoes or uniform items that need to be replaced e.g. skirt; tutors should ensure this has been corrected in a timely manner • Tutors must address and confiscate (passing items on to HOY) any incorrect items of uniform worn e.g. jewellery • Tutors must address any issues with make-up, using make-up wipes provided by HOY • Tutors must inform HOY and contact parents/carers of students repeatedly getting negatives for incorrect uniform
Attendance & Punctuality *Students who have excellent attendance and punctuality are well positioned to make strong progression*	A Tutor will **promote and monitor excellent attendance** (96%+) and punctuality within their tutor group. To support this: • Tutors must always take the register within the first 5 minutes of a tutor time • Tutors should take the register in 'History View Mode' to see absent students from previous days • Tutors should celebrate students with excellent attendance and punctuality • Tutors must make the HOY aware of any emerging absence concerns they notice • Tutors must be aware of which students have attendance lower than 96% and support the HOY, as directed, to improve this
Support Cards *Support (monitoring) cards are used to support students back to good learning habits*	Students will be placed on to a support card to their form tutor at **pastoral intervention stage 1**. • Tutors meet with the student at the beginning of the monitoring period to determine appropriate targets for the support card, based on the learning habits they need to improve • Tutors check the support card daily, during or after PM tutor time, and discuss what has gone well / what needs to improve the following day with the student • Tutors should alert the HOY if the student is repeatedly failing to meet support card targets as additional intervention may be required

Attachment 13 – Learning Culture



Twyford Trust Learning Culture KS5

Outward Looking

- I am respectful, polite and thankful
- I look smart and set an example, wherever I am in the community
- I complete independent work thoroughly to help me succeed
- I listen attentively & follow instructions
- I engage fully in wider learning & CIAG



Positive and Purposeful

- I walk silently to lessons
- I come to lessons fully equipped and on time
- I have excellent posture
- I develop a scholarly mindset
- I take care with speaking, reading & writing
- I use memorisation skills to embed new learning

Committed to Improvement

- I take pride in my books and folders, keeping work neat & clear
- I persevere when solving problems
- I participate fully in activities to check my understanding
- I use learning outcomes, support tasks & challenge tasks to do my best
- I act on feedback

Twyford C of E Academies Trust

Attachment 14 - Hackett's Continuum

Responding to children who display sexualised behaviour

It's important to be able to distinguish developmentally typical sexual behaviours from those that may be problematic or harmful, and make sure children get appropriate support. Always consider the child's holistic needs and safeguarding concerns alongside any sexualised behaviour and follow due procedures accordingly. This guide is a tool to support objective decision making about a child or young person's sexual behaviour and does not replace professional judgement or policy and legislation. Visit **nspcc.org.uk/hsb** for more information.

Need advice?
Contact our helpline for advice and support:
- Call **0808 800 5000**
- Email **help@nspcc.org.uk**
- Visit **nspcc.org.uk/helpline**

Childline
For children who need further support our free, confidential helpline is available 24/7:
- Call **0800 1111**
- Visit **childline.org.uk**

Developmentally typical | **Problematic** | **Harmful**

Hackett Continuum

Normal

- Developmentally expected and socially acceptable behaviour
- Consensual, mutual and reciprocal
- Decision making is shared

How to respond

- Although green behaviours are not concerning, they still require a response
- Listen to what children and young people have to say and respond calmly and non-judgementally
- Talk to parents about developmentally typical sexualised behaviours
- Explain how parents can positively reinforce messages about appropriate sexual behaviour and act to keep their children safe from abuse
- Signpost helpful resources like our Talk PANTS' activity pack: nspcc.org.uk/pants
- Make sure young people know how to behave responsibly and safely

Inappropriate

- Single instances of developmentally inappropriate sexual behaviour
- Behaviour that may be socially acceptable within a peer group but not in wider society
- May involve an inappropriate context for behaviour that would otherwise be considered normal

How to respond

- Amber behaviours should not be ignored
- Listen to what children and young people have to say and respond calmly and non-judgementally
- Consider the child's developmental age as well as their chronological age, alongside wider holistic needs and safeguarding concerns about the problematic sexualised behaviour
- Follow your organisation's child protection procedures and make a report to the person responsible for child protection
- Your policy or procedure should guide you towards a nominated child protection lead who can be notified and will provide support
- Consider whether the child or young person needs therapeutic support and make referrals as appropriate

Problematic

- Developmentally unusual and socially unexpected behaviour
- May be compulsive
- Consent may be unclear and the behaviour may not be reciprocal
- May involve an imbalance of power
- Doesn't have an overt element of victimisation

How to respond

- Red behaviours indicate a need for immediate intervention and action
- If a child is in immediate danger, call the police on 999
- Follow your organisation's child protection procedures and make a report to the person responsible for child protection
- Your policy or procedure should guide you towards a nominated child protection lead who should be notified and will provide support
- Typically referrals to children's social care and the police would be required. Referrals to therapeutic services should only be made once statutory services have been informed and followed due procedures

Abusive

- Intrusive behaviour
- May involve a misuse of power
- May have an element of victimisation
- May use coercion and force
- May include elements of expressive violence
- Informed consent has not been given (or the victim was not able to consent freely)

Violent

- Physically violent sexual abuse
- Highly intrusive
- May involve instrumental violence which is physiologically and/or sexually arousing to the perpetrator
- May involve sadism

NSPCC Learning

In partnership with Durham University, NHS

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