

Behaviour Policy

2023/2024

Date of Approval:	Pending Approval
Approved by:	LAB
Date of next Review:	September 2024



Aims

Thornhill Academy is dedicated to ensuring that our Academy environment supports learning and the wellbeing of students and staff through a keen sense of community cohesion and sense of moral purpose. Cooperation, support, and respect are the foundations of our community, and we work hard to provide a safe Academy where students feel included in every aspect of Academy life and comfortable to voice their opinions.

This policy outlines what we expect from students in terms of their behaviour. We promote the values we expect, using sanctions fairly and proportionately when needed. Good behaviour and self-discipline have strong links to effective learning and are vital for students to carry with them both during and after their Academy years.

It is the Academy's aim to provide a calm and secure teaching and learning environment where everyone has a right to feel safe and works together to create a caring and supportive community. The Academy recognises that good behaviour is the result of good relationships, mutual respect, high expectations and a proper regard for authority. These relationships are developed when teachers, students and parents/carers work together.

The Academy believes that all students should be aware of the standards of behaviour that are expected of them and takes responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the Academy, built on trust and understanding, and that through the use of this policy we can support all students in developing a high level of social awareness. Recognition, rewards, finding the good and both sharing and celebrating this is our supporting principles of maintaining the learning environment. Our aim is to ensure that all our students leave the Academy with the key skills they need to continue to progress to the best of their ability in all areas of life.

Our behaviour policy operates on the following:

- Knowing and understanding our pupils and their influences
- Teach learning behaviours alongside managing any misbehaviour
- Using classroom management strategies to support good classroom behaviour
- Use simple, shared, and transparent approaches as part of our normal routine.
- Use targeted approaches to meet the needs of individuals within school.

Academy code of conduct/Standards of behaviour

The Academy understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the Academy must act responsibly and professionally and respect students and colleagues.

Creating a culture that promotes excellent behaviour requires a clear vision of what good behaviour looks like. We are very clear about which behaviours are permitted and prohibited; the values, attitudes, and beliefs they promote and the social norms and routines that should be encouraged throughout the school community. This policy is the starting point for laying out this vision and is one of the important ways our school culture is communicated to pupils, staff, and parents and carers. It is important to stress that in doing this our behaviour policy is implemented so we effectively create a positive behaviour culture in which pupils are encouraged to reflect the values of the school.

As an Academy our aim is that students learn to self-regulate their behaviour, holding high standards of moral value, personal responsibility, accountability, and sense of community. There are measures in place to give students varied and rich experiences. Both general and targeted interventions are used to improve pupil behaviour, support is provided to any students

needing help to meet behaviour standards.

Reasonable adjustments for students with a disability as required.

This policy sets out measures to achieve its aims which are to:

- Create a safe, supportive and happy working environment in which diversity is celebrated and students and staff thrive.
- Promote and recognise good behaviour, self-discipline and respect through high standards and expectations.
- Recognise that maintaining good behaviour is a shared responsibility and all take responsibility for their actions and behaviour
- Value the rights and needs of individuals and ensure all students are treated equitably.
- Develop consideration for others promoting empathy and respect for self and others.
- Prevent bullying and discrimination including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- Ensure students have the opportunities to achieve their potential and complete assigned work.
- Regulate the conduct of students through their awareness of and adherence to acceptable and appropriate behaviour by making positive choices.
- Create, maintain and reinforce a culture where sexual harassment and child on child abuse is not tolerated.

Good behaviour (Positive reinforcement and self-regulation)

We communicate clearly what our expectations and values are. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of behaviour culture.

Rewards

This policy should be read in conjunction with the Rewards Policy.

As an Academy we strive to promote a culture of encouragement and the promotion of good conduct by celebrating and rewarding good behaviour. We believe that it is important to encourage good conduct throughout the Academy by celebrating and rewarding good behaviour. Praise is an integral means of achieving this. We recognise that our students thrive on praise, the thrill of success and the glow of recognition. Praising our students and celebrating success is at the heart of our community.

Praise points are used to reward students. Praise points are used liberally and regularly. Information is shared with students and their parents/carers via Class Charts. Recognising good behaviour (conduct, good manners, community values and work ethic), in school is a core element of our values. Praise and rewards are beneficial motivational tools and encourage healthy competition within the school community.

Acceptable and Unacceptable Behaviours

Acceptable behaviour for learning is defined as that which promotes respect, cooperation and consideration from all students in their relationships within the school community and that

which allows all students to learn and thrive.

Misbehaviour is defined as:

- Disruption (in lessons or across the school site)
- Non-completion of classwork or homework
- Poor attitude to learning.
- Not following academy expectations

Serious misbehaviour is defined as:

- Repeated breaches of the school code of conduct
- Theft
- Fighting
- Smoking
- Any form of bullying including cyber, physical or verbal assault (see Anti-Bullying Policy)
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Vandalism and damage to property
- Racist, sexist, homophobic or discriminatory behaviour
- Miss-use of ICT including social media.
- Possession of any prohibited items (see 13. Confiscation)
- Any behaviour which disrupts the orderly running of the Academy

Building trusted relationships and meaningful connections

Strong, trusting and respectful student staff relationships and meaningful connections are at the core of all that we do at Thornhill Academy. Staff will strive to build these relationships in a variety of ways throughout every day and with each interaction with every child. Staff recognise that staff and student connections are built over time and different connections with different students maybe at a different point to others staff with at every opportunity seek to:

Responsibilities

Local Academy Board

The Local Academy Board will also review this behaviour policy in conjunction with the head teacher and monitor the policy's effectiveness, holding the head teacher to account for its implementation.

The Head Teacher

The head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

All Academy Staff

All academy staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour

- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents

Senior Leadership Team

The senior leadership team will support staff in responding to behaviour incidents and support classroom practice through appropriate CPD.

Heads of Year

Heads of Year will support staff in responding to behaviour incidents and liaise with parents, external partners and outside agencies.

Students

The Academy expects students to show respect to one another, to Academy staff, and anyone else that they may meet. Incidents of bullying, disregard for others, or bringing intentional harm to other students or staff will not be tolerated. Students are ambassadors to our Academy even when off Academy premises, and we expect them to act accordingly. They are expected to conduct themselves appropriately by listening, following instructions by staff, and accept and learn from any mistakes. This extends to any sanctions put in place to support their behaviours such as positive reports and interventions.

Parents/Carers

Parents/carers play a vital role in ensuring that their children are responsible for their own behaviour in the Academy. We ask that parents/carers support the Academy's Behaviour and Rewards Policy and the authority of Trust staff. Students need to be supported by parents/carers to establish routines to ensure that they are punctual, arriving to school on time, in full uniform and are equipped to learn as this which will encourage your child to adhere to Academy rules and expectations.

We ask parents/carers to work with the Academy in support of their child's learning, which includes informing the Academy of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents/carers to be prepared to attend meetings at the Academy with staff or the principal to discuss their child's behaviour and to adhere to any parenting contracts put in place. We also ask that parents support the Academy enforcing sanctions in line with the Behaviour Policy.

In the case of exclusions, we ask that parents/carers provide appropriate supervision for their child during the time that they are excluded from Academy and will be invited to attend a reintegration interview at the Academy with their child.

Classroom expectations

Teaching and support staff are responsible for setting the climate, tone and context for positive behaviour for learning within the classroom. It is essential that staff have clear, shared and consistent high expectations for the learning and behaviour of students which are explicit and applied consistently.

Threshold: Meeting students at the door and setting or reinforcing positive expectations before students enter the room. Greeting students as they arrive helps to develop relationships and promotes a positive culture and climate for learning.

SLANT: The **SLANT** approach should be implemented in each classroom and a poster be displayed on the classroom wall. (Appendix A)

- Sit up straight- this means we are more alert, focused and ready to work.

- Listen to learn- this means we won't miss any important information.
- Ask questions when stuck- this means we won't waste any time, we can get help and continue to work.
- Never go off task- this means we maximise the time we have in classrooms so that we learn more.
- Track the speaker- this is a basic sign of respect that we should show those who are speaking.

Active Listening: Active listening script to be used to be used to promote active listening in the classroom. Poster to be displayed in each classroom. (Appendix B)

- Active listening in 3.
- Nothing in your hands in 2.
- Eyes on me in 1.
- Active Listening!

Restorative justice – Behaviour Process

Staged Response: The Academy has a staged response to misbehaviour to allow students the opportunity to make positive choices and form good habits. The staged response supports the consistent application of both rewards and sanctions across the Academy. The consequences for misbehaviour are displayed around the school and in each classroom (see appendix 3). The staged response approach gives students the opportunity to correct their behaviour and make more positive choices before each escalation.

Stage	Description	Offenses
C1 - Warning (c1 recorded on class charts)	Student is given a verbal warning by the member of staff and given a 'chance' to modify their behaviour. Classroom teacher-based sanctions and actions.	Low level behaviour – talking / not on task
C2 -Warning (c2 recorded on class charts)	Student is reminded that their behaviour is not acceptable, this time making it clear that they need to change their behaviour or to accept a formal sanction. Behaviour management strategies applied in the classroom by the classroom teacher – e.g., moved seating, redirecting to work, and classroom support.	Repeated low level behaviour
C3 RJC (c3 recorded on class charts)	Student is issued with a RJC at the end of the same day. Student is required to attend the small hall where they will be collected by the staff member issuing the consequence. A restorative conversation will take place to try to guide the pupil to better choices in future. DOL should support their department and be aware of behaviour dynamics for all classes within their department at all times. It may	Repeated disruption within the classroom despite management strategies. Pupil walked out of the lesson. More serious incident.

	also be necessary to move the pupil in the classroom or to another classroom (supervised) if the member of staff deems it possible and prudent to do so.	
C4 – Call out request. *C3 must be recorded on class charts prior to a C4 (c4 recorded on class charts)	As the lower stages of the behaviour system have not been successful, the member of staff may request a ‘call out’ form HOY or SLT who will facilitate a conversation between the member of staff and the child. Callout supports a professional or restorative discussion between class teacher and walkabout staff whether to remove the student or reintegrate back into the class. If the pupil is re-integrated the pupil must still attend the RJC with the teacher/DOL at the end of the day.	Poor behaviour when moved to a different classroom. Defiance of staff Losing temper in lesson Minor altercation with another pupil
C5 - Removal (c5 recorded on class charts in Reflection)	If discussions are unsuccessful and it is decided that a student is to be removed from the classroom the child will be relocated within the department. Further sanctions such as reflection maybe used at the discretion on staff responding to the C4 request. If the pupil is removed, the pupil must still attend the RJC with the teacher/DOL at the end of the day. Classroom teacher presses the removal button immediately after walkabout removes the child from their lesson. Details of the incident should be added to class charts. HoD will automatically be alerted via an email from Class Charts for the incident within their department.	
Removals should not happen in the first ten minutes of a lesson, nor going straight to call out. Unless for serious incidences		
Serious Incident Callout	A pupil can be removed immediately without following the warning procedures following dangerous behaviour. This is requested via Class Charts- Serious Incident button. The student will be removed from mainstream circulation of the school until an investigation has occurred.	Threatening aggressive behaviour that poses a safety risk, fighting, assault, possession of dangerous or illegal items.
Two removals in one day	HOY will be alerted via class charts if a pupil has received two call outs in one day. Pupil will be removed from the lesson and taken to reflection.	

Sanctions and Escalation

Restorative Justice Conversations – RJC

At Thornhill Academy restorative justice and building relationships is at the heart of our

community. A RJC is a 10-minute conversation by the teacher and student to move forward. The conversations are based around 5 key discussion points.

- What has happened?
- What were you thinking at the time?
- How are you feeling now?
- Who was affected and how?
- How can we make things right?

Parents will be notified via text message if a student is required to attend the same day, after school RJC set by a Director of Learning (DoL), Head of Year (HOY) or Senior Leadership Team (SLT). It is an expectation that all parents fully support the Academy's decisions regarding student detentions.

Reflection

The purpose of the school's reflection room is to give students a set period of time away from the main school community to reflect on their behaviour. The reflection room is staffed by trained pastoral staff and senior leaders so that students are supported to make positive behavioural changes. Students are expected to complete curriculum-based work within the reflection room that must be at the same standard as their very best classroom-based work. Students are placed in the reflection room following continued disruption to the day-to-day good order of the school environment, disrupting the learning of others. This includes following 2 removals from lessons, break/lunch time incidents or more serious breaches of the accepted behavioral norms of the school.

3-5 Provision

Thornhills 3-5 provision is an extension of the normal school day and is used as a sanction for more persistent defiance, non-compliance and or truancy where earlier intervention has been unsuccessful. Students on 3-5 provision will be expected to complete curriculum-based work with a member of the Senior Leadership Team in the school's reflection room.

Students are placed on 3-5 provision following an escalation to the Senior Leadership Team from Heads of Year. Only members of the Senior Leadership Team can make the decision to place a child on 3-5 provision. Students are expected to complete their 3-5 provision on the same day as any failure to comply with school expectations. Parents will be notified of this by school staff.

Offsite Direction

Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction will be used to arrange time-limited placements at alternative provision at another mainstream school or Alternative Provision.

Escalation and failure to comply with Academy sanctions.

As part of developing self-discipline, social awareness and responsibility it is important that where students fall short of the high standards of behaviour expected at Thornhill that they comply and engage with the sanctions and support on offer to them. Where students do not engage positively within this process further sanctions will be applied and there will be an expectation that the original sanction or support will also be completed.

Heads of Year and pastoral leaders are monitored for the total number of RJC, lesson removals and Praise Points gained by students to help monitor low level disruption and to spot students who are beginning to cause concern across the school. There should be a regular discussion between form staff and students about this process and students should be reminded about

where they are within this process. A hierarchy of interventions will be applied as below.

Where students are repeatedly reaching the need for a restorative justice conversation then the following protocol will be applied.

Number of RJC's	Staff	Sanction to be applied
2	Form Tutor or Subject Teacher	Conversation with the Form tutor
5	Form Tutor or Subject Teacher	Telephone Call Form tutor - Feedback to HOY
8	Head of Year	Telephone Call HOY
10	Head of Year	Parental meeting with HOY – Day in Reflection – Positive Report
15	Head of Year	Parental meeting with HOY – Referral to Inclusion Panel (Behaviour Ranges) HOY Report Behaviour Support Plan – Interventions HOY report
20	SLT Link	2 Day in Reflection, parental meeting with HOY/SLT Link Referral to Inclusion Panel Student Support Plan SLT link report
25	HOY/Behaviour	1 Day Cool Off, parental meeting with HOY/SLT link. Review at Inclusion Panel Student Support Plan
30	SLT Pastoral / DSL	2 Day Cool Off – Pastoral Behaviour Panel (HOY, SLT Link, Parent and Pupil) SLT/Pastoral/DSL Report
35	Deputy Head Teacher	3 Day Cool Off Pastoral Behaviour Panel (HOY, SLT Link, Parent and Pupil) Deputy Head Teacher Report
40	Head Teacher	5 Day Cool off and Local Academy Board referral. Head Teacher

Where students refuse to engage with the restorative approach the following process will be applied:

Refusal of RJC	Process To be followed	Sanction
1	Text Message home and RJC to be completed the following day	Text message to parents
2	Head of Year phone call home, Period 1,2 and break Reflection completed the following day	Period 1,2, and Break Reflection
3	Head of year phone call home ,1/2 day in Reflection including lunch break, RJC with teacher the following day	1/2 day in Reflection

4	Head of Year phone call home 1 day in reflection RJC with teacher the following day, Year leader parental meeting & contract signed	1 day in reflection
5	Head of year phone call home, 2 days in reflection RJC with teacher starting the following day - Year leader parental meeting & contract re-signed	2 days in Reflection
6	2 days in reflection RJC with teacher, Year Leader, parental meeting & contract re-signed	2 days in Reflection
7	1 days off site direction, RJC with teacher, Year leader and SLT parental meeting & contract re-signed	1 day offsite at another school
8	2 days off site, RJC with teacher, Year Leader and SLT parental meeting and contract signed	2 days offsite at another school
9	3 days off site RJC with teacher, Year leader and Deputy Head Teacher parental meeting & contract re-signed	3 days offsite at another school
10	5 days off site RJC with teacher, Year leader and SLT and Head teacher parental meeting and contract resigned.	5 days off site
11	5 Day off site direction RJC with teacher Year Leader, SLT, Head Teacher parental meeting & contract re-signed	5 days off site direction
12	Referral to Local Academy Board. Advised if contract broken again, Local Academy Board recommendations from the panel to include next steps which may include a recommendation for permanent exclusion	Local Academy Board Panel
13	Return to Local Academy Board Panel for review and agreed next steps.	Report to Head Teacher

Subject Specific Escalations and home school communication

Where student behaviour falls below expected standards within department areas. Departments will build strong working partnerships with students and families to ensure students meet the high standards expected across the school.

RJCs			
2	Class Teacher	Class charts message to parents	Log on CPOMS
5	Class Teacher	Telephone Call to Parent	Log on CPOMS
8	DOL	Telephone Call to Parent – HOD Report	Log on CPOMS
10	DOL	Meeting with parent	Log on CPOMS and update HOY

Suspension

The Head Teacher, or the Deputy Head Teacher delegated to be in charge of the school in the event of the Head Teacher's absence, may use fixed term suspension.

When deciding upon an exclusion, the Head Teacher will take account of any special educational needs, any disability that might affect the decision and any relevant cultural or religious issues.

The Head Teacher will ensure that the school keeps a record of actions taken during the investigation of any incident leading to exclusion.

If a child is excluded from school, the school will:

- Inform the parent immediately, in writing, of the reason for the exclusion.

- Set work for the first 5 days of any exclusion.
- Provide alternative provision from Day 6 of any fixed term exclusion; the Local Authority (LA) will provide this in the case of a permanent exclusion.
- Arrange a readmission meeting, at which the reasons for the exclusion will be further discussed.
- Where appropriate, arrange for a Governors' Disciplinary Committee to consider the exclusion.

A student will normally be placed in reflection during investigations leading to possible exclusion and for the remainder of the day on which a decision to exclude has been made, unless they are collected by a parent/carer. Students may also be placed in isolation/reflection on their return from exclusion.

Parents have a legal responsibility to supervise students during the first 5 days of any fixed term or permanent exclusion and can be subject to fixed term penalties if a child is seen out and unsupervised during that time.

Permanent Exclusion

A decision to exclude a pupil permanently should only be taken in response to serious or persistent breaches of the school's behaviour policy; and were allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school'. (DfE 'Exclusion from Maintained Schools, Academies and pupil referral units in England 2012') Therefore, failure to conform to the high standards, expected of all students, may result in permanent exclusion by the Head Teacher. For example, if a student:

- Absolutely refuses to conform to reasonable requests by a member of staff.
- Makes a malicious allegation against a member of staff.
- Makes an unprovoked physical assault on another member of the school.
- Is involved in the bullying of another pupil.
- Is involved with substance abuse during the school day. This includes being in possession, supplying or using drugs, or those substances referred to as "legal highs".
- Brings an offensive weapon to school.
- Is in possession of pornographic material or is involved in inappropriate sexualised behaviour.
- Uses social networking media inappropriately with respect to the school or its members.
- Sells counterfeit or stolen goods on school premises.
- Engages in unlawful activity.
- Uses audio or visual recordings of members of the school community in a way which could be construed as harassment, bullying or an invasion of their privacy via social media.
- Takes up an inordinate amount of staff time dealing with his or her misbehaviour.

The list above provides examples for which permanent exclusion may be deemed appropriate; however, it is not possible to foresee all possibilities and permanent exclusion may result from any similar serious misdemeanour. Permanent exclusion will be considered where The Head Teacher feels that a students' behaviour or actions brings the school's name into disrepute. In the case of arson, the trafficking of drugs, sexual assault, theft, the carrying of a weapon or assault causing injury the police will be contacted.

Support for students

The Academy recognise that some students will require further support and intervention to assist them in meeting the Academies expectations. The Academy will conduct a formal review of every student once a half term where students may be assessed against the Sunderland SEND Ranges for Social, Emotional, Mental Health dependent on their behaviours over the previous half term. The academy actions for students placed on the ranges is entirely supportive to modify behaviours and promote achievement. Thornhill Academy seek to ensure that the needs of all students are met to reduce any impact on their behaviours. Access to support services within school will be decided on by the Pastoral review panel which will consist of Deputy Head Teacher – Inclusion, Relevant Head of Year, Assistant Head teacher SENDCO and the Head of Safeguarding and wellbeing.

Students who continue to cause concern despite enhanced levels of support to meet their needs will be discussed on a bi-weekly at Thornhill's Inclusion Panel. The inclusion panel will consist of members of the Senior Leadership team including the Head Teacher, Deputy Head teacher, Assistant Head teacher SENDCO and Head of Safeguarding and Wellbeing.

Searching pupils

Identified School staff can search students with their consent for any item which is banned by the school rules. Identified staff will follow good practice guidance and searches will be performed in the presence of 2 members of identified staff one of whom will be the same sex as the person being searched. Parent/carer will be notified of the child being searched in a relevant and appropriate timescale. The Academy will utilise noninvasive methods of searching pupils for example the use of metal detecting wand where it is deemed the most appropriate method.

The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the student has a prohibited item.

Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Should items be found, the response of the school will be based upon the item found and any relevant information regarding its use. Generally, this will involve contacting the police. In the case of knives and weapons a referral will also be made to appropriate support services including but not limited to together for children.

If there are reasonable grounds to suspect that a student's continues to have illegal/ dangerous items on their person but school powers to search have been exhausted the school reserves the right to contact police to ensure the safety of all within the Academy community.

The Head Teacher and Head of safeguarding and wellbeing will be notified of any and all incidents where a pupil has been searched onsite, detailing the rationale, circumstances, staff present, and actions taken. Parent/Carers will be notified of the search, circumstances and

outcome by staff conducting the search.

Possession of Illegal Drugs

Any student bringing drugs into school to sell or with the intention of selling will be permanently excluded. Any student buying drugs in school will be permanently excluded. Any student found with drugs on their person or involved in drugs related incident will potentially face permanent exclusion based upon the facts ascertained during the investigation. The above points also include any school-based activity or residential, off school site.

Use of Reasonable Force

School staff may use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom where the health and safety of other or themselves is at risk.

The Headteacher and staff authorised by the Headteacher can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules. Staff will reasonably limit the movement of student/s to identified areas of the Academy to ensure the health and safety of staff and students in some incidents.

Abuse and threatening behaviour to staff

The school has a duty of care to its staff as well as its students. Incidents of abuse, harassment and threatening behaviour including the use of inappropriate language and swearing. This behaviour will at all times be taken seriously whether these occur in school or out of school. In an ever-increasing digital world, targeting of staff through electronic modes of communication including the use of social media will also be taken seriously. In serious cases these can all lead to permanent exclusion.

Staff will use the serious incident call out button on classcharts to alert the pastoral team of abuse directed at the member of staff that occur onsite ensuring all details of the incident are recorded accurately. Pastoral staff and senior Leaders will remove the student from circulation and investigate the incident. A decision on a consequence for such behaviour will be issued following this. Details will be shared with staff, student and parents.

Allegations of abuse against staff

Allegations of abuse will be taken seriously and will be dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension of a member of staff will not be used as an automatic response when an allegation has been reported.

Should a student make a malicious accusation against school staff, the matter will be taken seriously and will result in either a fixed term or permanent exclusion from the school.

The best students at Thornhill follow **SLANT**, they:

S

Sit up straight.

L

Listen to learn.

A

Ask questions when stuck.

N

Never go off task.

T

Track anyone who is speaking.

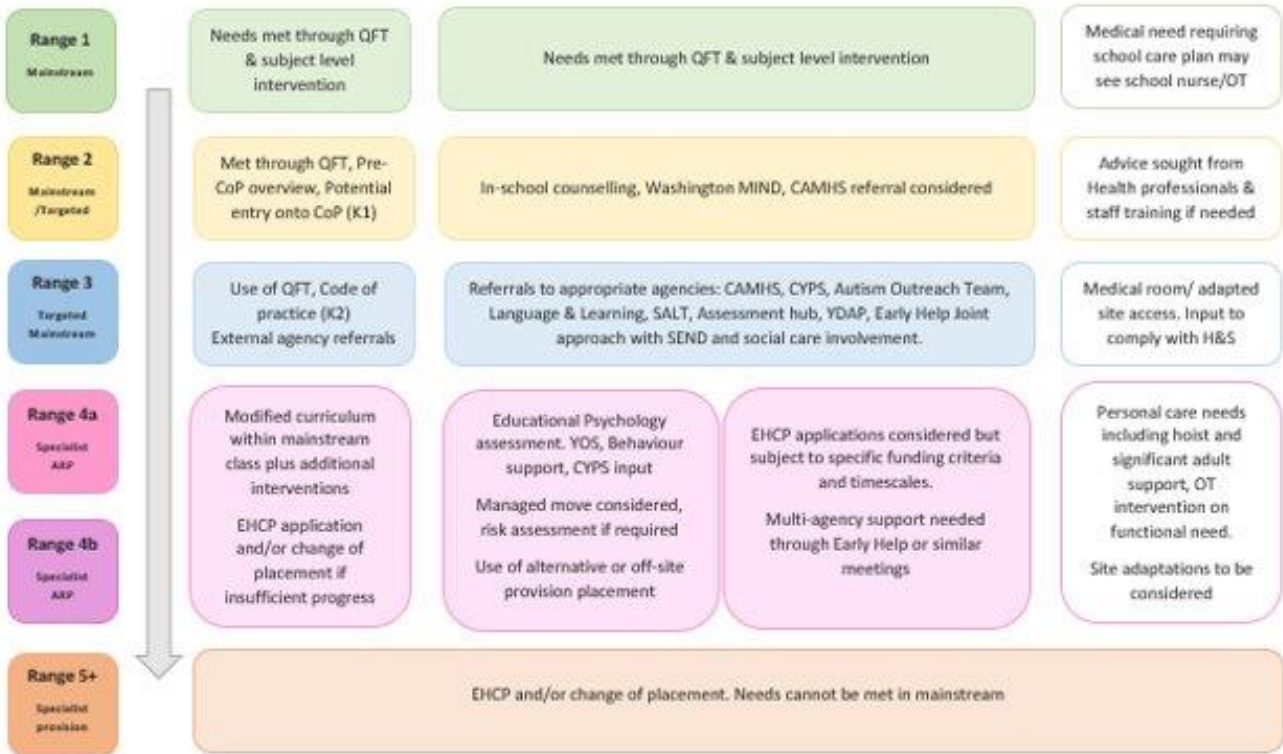


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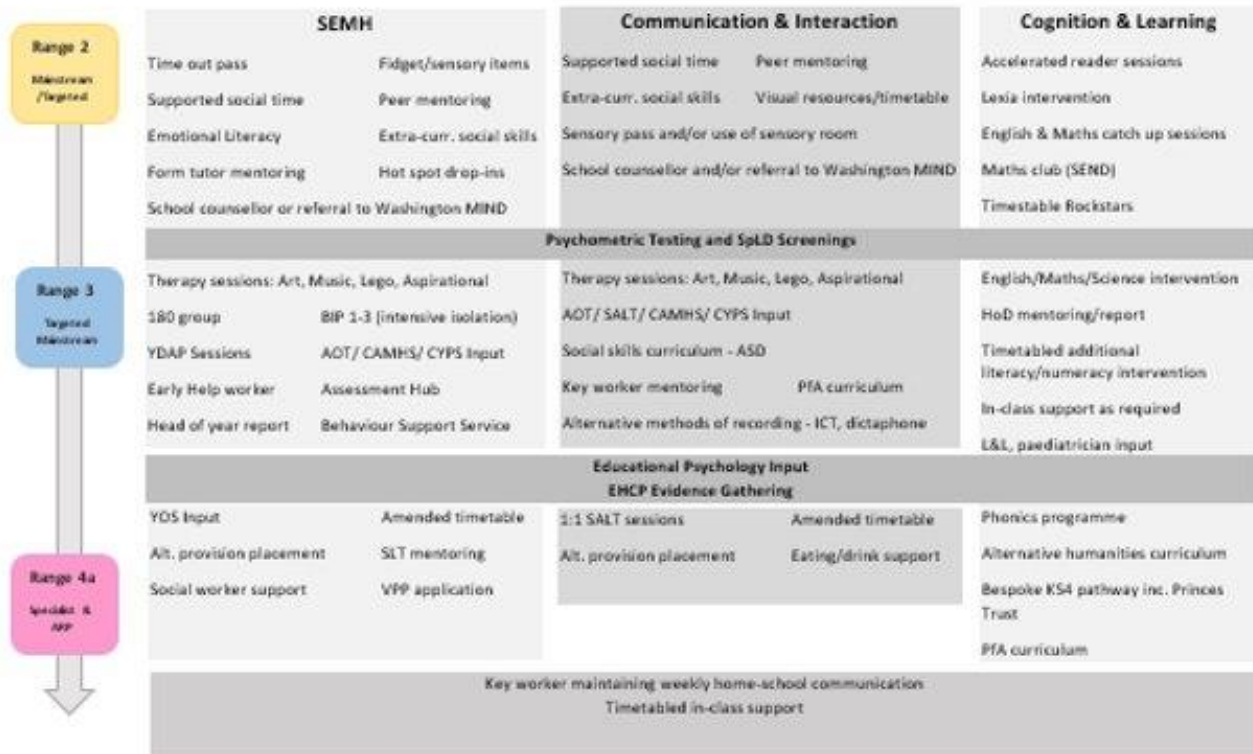
Appendix B



Thornhill Academy SEND Pathway



Interventions Pathway



Thrive Referrals & Monitoring Pathway

Identification within given range through pastoral reviews and VPP

