

THREE RIVERS ACADEMY BEHAVIOUR PROTOCOLS

Date of review: September 2026

Next due for review: July 2027 (in line with THPT Respectful Relationships and Behaviour Policy)

Related Policy: THPT Respectful Relationships and Behaviour Policy

Purpose: This document outlines the school's behaviour protocols and procedures. It has been developed in conjunction with the THPT Respectful Relationships and Behaviour Policy.

The protocols/procedures will be consistently and fairly applied. They will promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

1. Statement of Intent

At Three Rivers Academy, we implement the THPT Respectful Relationships and Behaviour Policy through a culture of high expectations, consistency and positive relationships. We believe that all students can succeed when they experience clear boundaries, effective support and a strong sense of belonging.

Our approach is rooted in the Trust values of **We Build Each Other Up, We Are Determined to Serve All and We Forge Paths**, alongside our school values of **Together, Respectful and Aspirational**. These values shape how we build relationships, teach behaviour and respond when expectations are not met.

We recognise that behaviour is a form of communication, while maintaining that students are responsible for the choices they make and the impact those choices have on others. We explicitly teach self-regulation, resilience and respectful conduct so that all students can flourish academically, socially and emotionally.

We aim to create a learning environment that is calm, safe, inclusive and disruption-free, allowing every student to learn and every teacher to teach.

2. Behaviour Curriculum and Expectations

We explicitly teach behaviour through:

- Tutor programme
- Assemblies
- PSHE (Aware lessons) and Personal Development curriculum
- Classroom routines and expectations
- Daily staff-student interactions
- Our "Choice and Responsibility" approach

In lessons students are expected to:

- Arrive on time and ready to learn
- Bring the correct equipment
- Follow staff instructions first time
- Engage positively in learning

- Respect the learning of others
- Demonstrate resilience when learning is challenging

Around the school students are expected to:

- Move calmly and safely
- Treat others with dignity and respect
- Follow staff instructions
- Wear the correct uniform
- Look after the school environment
- Report concerns relating to safety, bullying or wellbeing

Three Rivers Academy operates as a mobile-phone free environment. Mobile phones and other personal smart devices must not be seen, heard or used. Failure to comply will result in confiscation and further consequences.

These expectations are reinforced through assemblies, tutor activities, positive recognition, restorative conversations and consistent adult practice.

3. Universal Practice (Everyday Behaviour Management)

All staff consistently:

- Model respectful and professional conduct
- Build positive relationships with students
- Teach and reinforce expectations
- Use calm and predictable responses
- Maintain high expectations for all students

Low-level disruption is addressed through:

- Positive reminders
- Refocusing and redirection
- Take-up time
- Positive behaviour management strategies
- Supportive conversations

Positive behaviour is reinforced through:

- Verbal praise
- Achievement points
- Recognition in lessons, tutor groups and assemblies
- Communication with home

Staff seek to understand what behaviour may be communicating and support students appropriately. At the same time, students are expected to take responsibility for their conduct and the impact of their choices on others.

Where appropriate, staff use Thrive-informed approaches and positive behaviour management techniques to help students regulate and re-engage with learning.

4. Rewards and Recognition

We believe rewards are a key driver of positive behaviour, engagement and achievement.

Positive behaviour is recognised through:

- Achievement points
- Achievement certificates
- Postcards/email home
- Phone calls home
- Principal commendations
- Department awards
- Tutor and year group rewards
- School reward events and trips
- Celebration evenings

Rewards are used to:

- Reinforce positive choices
- Encourage engagement and attendance
- Promote school values
- Celebrate effort, resilience and achievement
- Help students develop a sense of belonging and success

Recognition is shared with parents and carers through Talaxy and direct communication from staff.

5. Consequences

When behaviour does not meet expectations, staff respond calmly, consistently and proportionately. Consequences and sanctions are used to help students understand expectations, take responsibility for their actions and make positive choices in the future.

Effective consequences are based on three key principles:

- **Certainty:** consequences will be applied when expectations are not met.
- **Celerity:** consequences should follow behaviour as promptly as possible.
- **Consistency:** consequences should be predictable, fair and proportionate.

Behaviour logs are recorded on Talaxy. Three behaviour logs within a half-term result in a school detention. Uniform and punctuality logs are monitored separately and follow the same threshold.

Examples of behaviours that may result in a behaviour log include:

- Disruption to learning
- Failure to follow instructions
- Rudeness to staff
- Verbal abuse towards another student
- Failure to complete homework
- Failure to bring required equipment

School Detentions

Three Rivers Academy operates a centralised detention system. All detentions are issued, managed and supervised centrally by senior staff and leaders.

A school detention is automatically issued when a student receives three behaviour logs within a half-term. Behaviour logs are reset at the start of each half-term.

The escalation pathway is as follows:

- **3 behaviour logs:** School Detention (30 minutes after the end of the school day)
- **Failure to attend or misconduct during a School Detention:** P5:60 Detention (2:00pm to 4:00pm)
- **Failure to attend or misconduct during a P5:60 Detention:** Internal Suspension (8:30am to 4:00pm)
- **Failure to complete an Internal Suspension:** 1.5-day Suspension, followed by successful completion of the original Internal Suspension on return to school. Continued refusal may result in further suspension.

Heads of Year, Senior Pastoral Leaders, the Lead Behaviour Manager and members of the Senior Leadership Team may issue longer after-school detentions, or breaktime and lunchtime detentions, where circumstances warrant a more significant consequence.

Schools are not required to provide advance notice of detentions, nor is parental consent required. However, as a courtesy, we endeavour to inform parents and carers of after-school detentions through email, telephone call or voicemail wherever possible.

Detentions will only be rescheduled in exceptional circumstances, such as a medical appointment or family emergency. While we recognise that detentions may be inconvenient, this alone will not be grounds for a detention to be removed or rearranged. We ask parents and carers to support the school by ensuring their child attends all consequences issued and discussing the behaviour that led to the consequence.

Internal Suspension (IS)

Internal Suspension is used in response to serious or persistent breaches of school expectations, including:

- Persistent truancy or lesson avoidance
- Refusal to comply with confiscation procedures, including refusal to hand over a mobile phone
- Refusal to wear the correct uniform or rectify a uniform issue
- Situations where a student's presence may pose a risk to the safety of themselves or others
- Other significant breaches of the Behaviour Protocols

Internal Suspension is used, where appropriate, as an alternative to a fixed-term suspension. It typically operates from 8:30am to 4:00pm.

Reasonable adjustments may be made for students with additional needs. These may include supervised breaks, alternative locations for part or all of the day, or other adaptations agreed by the Inclusion and SEND Team.

During Internal Suspension, students are expected to:

- Complete all work provided
- Follow staff instructions
- Maintain positive learning behaviours
- Reflect on their actions and prepare for successful reintegration

Failure to meet these expectations may result in an additional Internal Suspension or a suspension from school. Students returning from suspension will normally be required to successfully complete an Internal Suspension before rejoining mainstream lessons.

In some cases, parents or carers may be asked to escort their child to school to support a successful start to the day.

Available Consequences

Depending on the nature, seriousness and frequency of the behaviour, consequences may include:

- Behaviour log
- School Detention
- P5:60 Detention
- Internal Suspension
- Suspension

Reasonable adjustments may be made where appropriate to meet individual needs, particularly for students with SEND, disabilities or other identified vulnerabilities.

6. Graduated Response Pathway

Our graduated approach to behaviour includes:

Universal Response

- Clear expectations
- Positive reminders
- Redirection
- Praise and encouragement
- Use of established routines
- Positive and Thrive-informed behaviour management strategies

Targeted Response

Where behaviour persists, the school may use:

- Behaviour logs
- Parental communication
- Department or pastoral monitoring
- Behaviour support programmes
- Additional mentoring and intervention

Serious or Persistent Behaviour

May result in:

- Removal from lessons
- P5:60 detention
- Internal Suspension
- Increased pastoral oversight
- Behaviour support planning

Severe Behaviour

May result in:

- Suspension
- Alternative arrangements
- Consideration of permanent exclusion in exceptional circumstances

This graduated approach ensures behaviour is addressed consistently, fairly and proportionately.

7. Removal from Lessons

Removal from lessons may be used where behaviour:

- Significantly disrupts learning
- Prevents the safe operation of the classroom
- Requires a period of reflection before reintegration

Immediate removal may occur following:

- Verbal abuse towards staff
- Physical aggression
- Dangerous behaviour
- Serious disruption
- Significant breaches of school expectations

Students may be placed in Internal Suspension or another designated provision e.g. another supervised classroom.

During removal students are expected to:

- Complete work set by staff
- Follow instructions
- Maintain positive learning behaviour
- Reflect on their behaviour and choices

Return to lessons will be supported through reflection, restorative conversations where appropriate and clear expectations for future success.

8. Suspension and Permanent Exclusion

Suspension may be considered where behaviour:

- Represents a serious breach of school expectations
- Significantly disrupts learning
- Is abusive, unsafe or harmful
- Places members of the school community at risk
- Persists despite support and intervention

The decision to suspend will be made by the Principal, or a senior leader acting on their behalf, in accordance with the THPT Respectful Relationships and Behaviour Policy and current statutory guidance.

Following suspension, students will participate in a reintegration process to review support, expectations and next steps.

Permanent exclusion will only be considered in exceptional circumstances and in accordance with Trust policy and statutory guidance.

9. Behaviour Outside the Classroom

The same standards of behaviour are expected during:

- Social times
- Transitions between lessons
- Educational visits
- Extra-curricular activities
- Travel to and from school where behaviour impacts the school community

Students are expected to:

- Act safely and respectfully
- Follow staff instructions
- Show consideration for others
- Demonstrate our values of Together, Respectful and Aspirational

The school may respond to behaviour outside school where it has a significant impact on the safety, welfare or reputation of the school community.

10. Bullying and Child-on-Child Behaviour

Bullying of any kind is unacceptable.

Bullying concerns can be reported through:

- Any trusted member of staff
- Tutors
- Pastoral leaders
- Safeguarding staff
- School reporting systems

When bullying is identified, the school will:

- Investigate promptly
- Support students affected
- Apply appropriate consequences
- Monitor outcomes and follow up

Support may include:

- Pastoral support
- Safeguarding intervention
- Restorative work where appropriate
- Ongoing monitoring

Repeated or serious incidents may lead to Internal Suspension, suspension or other significant consequences.

11. Support for Students (Inclusion in Practice)

We are committed to supporting all students to succeed within a culture of high expectations.

Students requiring additional support may access:

- Behaviour support programmes
- Learning Mentors
- Pastoral intervention
- SEND support
- Thrive-informed approaches
- External agency support

Adjustments may include:

- Behaviour support plans
- Safe spaces
- Adapted responses
- Additional adult support
- Personalised strategies

Support plans are reviewed regularly in partnership with students, parents/carers and relevant professionals.

12. Recording, Monitoring and Communication

Behaviour incidents are recorded using Talaxy.

Parents and carers are informed when:

- Significant behaviour incidents occur
- Detentions are issued
- Internal Suspensions occur
- Suspensions occur
- Behaviour support plans are implemented

School leaders regularly review:

- Behaviour logs
- Rewards data
- Attendance and punctuality
- Behaviour trends
- Suspensions
- Bullying records

This enables the school to identify trends, celebrate success and provide targeted support where needed.

13. Staff Training and Development

Staff receive training on:

- The THPT Respectful Relationships and Behaviour Policy
- Behaviour as communication
- De-escalation strategies
- Inclusive practice
- Safeguarding
- Thrive-informed approaches

New staff are inducted into the school's behaviour systems and expectations.

Ongoing professional development includes coaching, safeguarding updates, behaviour training and sharing of best practice.

Appendix A: Key Student Expectations

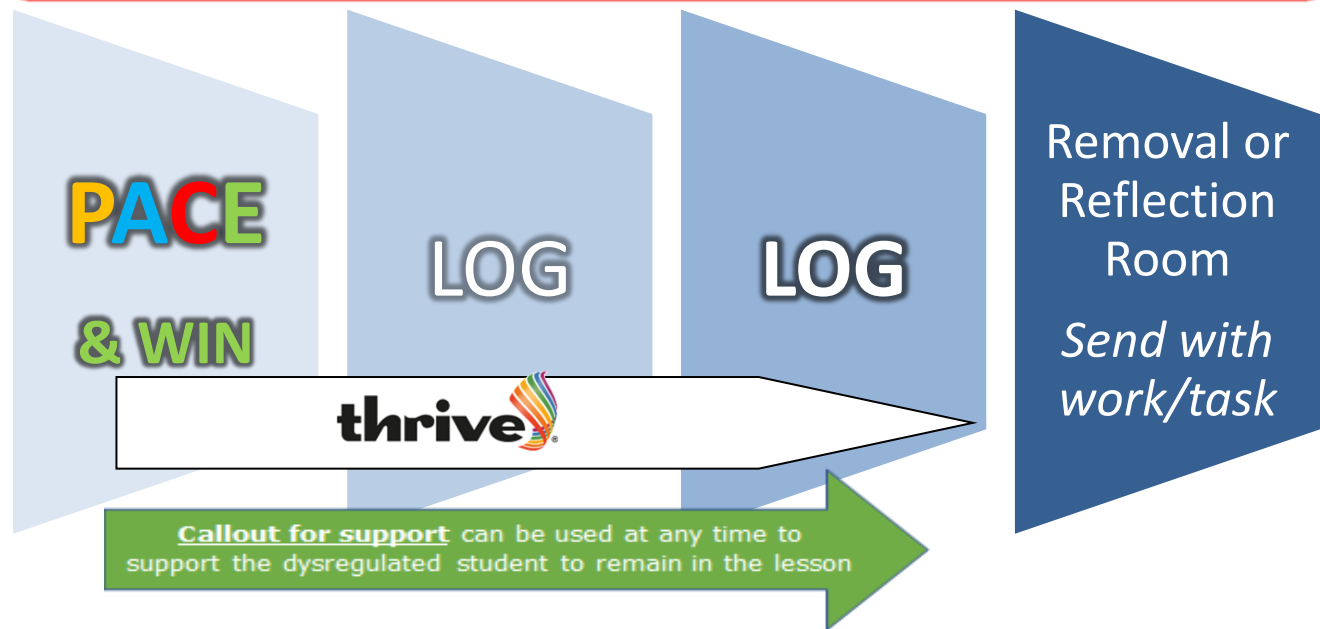
Students are expected to:

- Attend school and lessons punctually.
- Bring the correct equipment.
- Wear the correct uniform.
- Follow staff instructions.
- Engage positively in learning.
- Complete classwork and homework.
- Attend consequences issued by the school.
- Respect others and the school environment.
- Follow the school's mobile-phone free expectations.
- Report bullying, unsafe behaviour or safeguarding concerns.
- Demonstrate the values of Together, Respectful and Aspirational in all aspects of school life.

This protocol should be read alongside the THPT Respectful Relationships and Behaviour Policy.

Appendix B: Thrive-informed Classroom Behaviour Management Strategies

Urgent removal from the classroom following any of these behaviours (do not record as a Log):
Verbal abuse or threatening behaviour towards a member of staff; physical assault of another student or a member of staff; dangerous behaviour that puts the safety of the student or others at significant risk



W - wonder
I - imagine
N - notice

I **notice** you are struggling to remain seated in the classroom right now, I **imagine** you are finding the work a little difficult to access, I **wonder** if I gave you an alternative way of learning whether that would help.

P	osition	POSITION: Be aware of your position, facial expression and tone. How can you role model being calm, respectful and approachable? ACKNOWLEDGEMENT: Being willing to acknowledge the true situation of the child. Realise that they haven't really chosen their approach to you. They are in a state of distress/stress. Don't expect them to behave in a different way – this is a valid feeling for them. CURIOSITY: Show an interest in their perspective. To allow them to be open and non-defensive about it. 'curious rather than furious'. Consider where the behaviour is coming from – instead of trying to stamp it out. Do not try to dominate the situation. Assume there is a reason for it. EMPATHY: Acknowledge what they're feeling – bored etc. Match their perspective. Takes a lot of time and energy but will build the relationship. Be emotionally available to that child.
A	cknowledgement	
C	uriosity	
E	mpathy	