

BEHAVIOUR FOR LEARNING POLICY



HAYDON SCHOOL

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BEHAVIOUR FOR LEARNING POLICY

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The purpose of this booklet is to tell you about the ways in which Haydon School encourages your child to behave well, work hard and be successful.

It also tells you what will happen when your child does not behave well.

We hope that you will find this booklet useful and that you will help us make Haydon School a safer and happier place to learn and work.

The term 'Parents' refers to Parents, Guardians and Carers throughout this policy.

Remember

The purpose of our Behaviour for Learning Policy is to improve our staff's ability to teach and your child's ability to learn.

The emphasis is on praise and support for the vast majority of students who deserve it. It cannot work fully without your support.

Mr S Robson
Headteacher

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At Haydon our policy for behaviour involves staff, students, parents and governors. If students are to achieve their best then they must be free to learn in a stimulating, encouraging, supportive, friendly and rewarding atmosphere.

1. Our policy is based on the premise that:

- Each student has the right to learn
- Each teacher has the right to teach without interruption
- Every parent has the right to information about their child's behaviour and to work in partnership with the school to encourage high standards
- Each participant in this partnership needs to be aware of these standards
- Every student is equal and should be treated as such at all times

2. Acceptable behaviour

- Includes respecting others
- Includes listening to and responding to teachers
- Includes avoiding conflict with others

2.1 Above all it means students accepting responsibility for their own actions and ensuring that they do not affect the education of others by poor behaviour.

2.2 It is part of our policy at Haydon that every student will be taught in an atmosphere that permits them to gain maximum benefit in every lesson. To achieve this, a Behaviour for Learning Policy has been developed which contains Classroom Rules and Corridor Rules - your child is entitled to be taught in classrooms free from disruption and to be able to walk about school free from harassment.

2.3 We also have a system that brings rewards to those who behave well. Letters are written by staff and those achieving the highest standards will receive a letter of commendation from the Headteacher.

The three elements of:

- Rewards
- Rules are the 'Keys to Success'
- Consequences

form the basis of the discipline plan and is the foundation of our Behaviour for Learning Policy at Haydon.

2.4 Any student breaking our rules will be choosing a corresponding consequence - the rules and consequences are as included in this policy.

2.5 Parents will be informed by letter, student organiser, email or telephone of any serious misbehaviour. In the most serious cases students may be sent home (excluded) and parents invited into school to discuss the situation. Parents play a vital role in the Behaviour for Learning Policy and we pledge to keep you informed should your child be giving cause for concern.

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BEHAVIOUR FOR LEARNING POLICY DOCUMENT

3. Aims

The aims of the Policy are to:

1. Clarify what is meant by 'good behaviour' to all members of the school community.
2. Encourage a positive learning environment where children behave well towards each other, and their teachers, and where effort, hard work and good behaviour are rewarded.
3. Ensure that all staff motivate their students by using a variety of rewards to recognise good behaviour, as individuals and as a whole class, in a structured way.
4. Ensure that all staff have an important role to play in encouraging good behaviour.
5. Ensure that students, staff and parents have a clear understanding of the consequences of misbehaviour.
6. Encourage all students to value themselves and their own efforts, their class and their school, so that they grow socially, personally and academically.

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4. RESPONSIBILITIES

Good behaviour does not happen by accident. It is the responsibility of those concerned with the school i.e. parents, staff, Governors and students.

4.1 Staff Responsibilities are to:

- abide by the Home School Agreement
- treat all children fairly and equally
- raise the self-esteem of all children and develop their full potential
- provide challenging, interesting and relevant lessons appropriate to the age and ability of all students
- create a safe and pleasant environment
- use rules and sanctions, outlined in the Haydon Behaviour for Learning Policy, clearly and consistently
- form good relationships with parents
- share concerns about a child's education, welfare and behaviour with the parents

4.2 Students' Responsibilities are to:

- abide by the Home School Agreement
- work to the best of their ability and allow others to do the same
- treat others with respect
- obey the instructions of school staff
- take care of property and the school environment
- co-operate with other children and adults
- complete work, homework and any coursework to the best of their ability
- wear the Haydon uniform correctly at all times during the school day. Students should arrive and leave school correctly dressed
- wear a conventional hairstyle and have no unusual piercings and/or tattoos
- attend school and to arrive on time

4.3 Parents' Responsibilities are to:

- abide by the Home School Agreement
- support the Haydon Behaviour for Learning Policy
- share concerns about their child's education, welfare and behaviour with the school
- take an interest in their child's work and achievements
- help their child with their work
- attend Parents' Evenings and support school functions
- support the school in achieving a minimum 95% attendance rate for their child
- inform the school of any absence
- ensure their child arrives at school, on time
- ensure their child is in full school uniform and wears that uniform correctly
- ensure that their child has a conventional hairstyle and has no unusual piercings and/or tattoos
- ensure their child completes homework and all coursework to the best of their ability.

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5. RULES

To help us achieve our aims we have agreed a set of rules for around the school - these form part of our Behaviour for Learning Policy and students are expected to follow this code at all times.

5.1 These rules are entitled 'Keys to Success' and are listed below:

Keys to Success - Rules of Behaviour for the Classroom

These rules are displayed in each teaching room.

KEYS TO SUCCESS

RULES OF BEHAVIOUR FOR THE CLASSROOM

1. Always be punctual, wait quietly and be fully equipped, ready to work
2. Follow instructions first time - every time
3. No bullying, loud talking, interrupting, teasing or name-calling
4. Keep feet, hands and objects to yourself
5. Stay on task and allow others to do so
6. No mobile phones, iPods or MP3 players to be switched on or visible in lessons or in the corridors.
7. Wear the Haydon uniform correctly at all times
8. No eating or drinking (including chewing gum)
9. Follow the subject safety code

**THIS IS YOUR SCHOOL
TAKE CARE OF IT**

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5.2 Corridor Rules

The following rules are displayed in the main routes of the school.

CORRIDOR RULES

1. Obey staff instructions without comment
2. Walk on the left in an orderly fashion. No loitering
3. Wear the Haydon uniform correctly at all times
4. No running or shouting
5. No bullying, teasing or name-calling
6. No eating or drinking (including chewing gum)
7. No mobiles, iPods or MP3 players in the corridors at any time

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6. REWARDS

Students should always be commended for good behaviour. Staff should recognise students' special achievements and share such information with other colleagues. Comments should also be written on a Student Information Sheet (SIS) and passed to the Form Tutor.

At Haydon School we believe that children are motivated to learn by praise, reward and celebration of achievement. Some of the rewards that we use are given below:

6.1 Rewards

- Praise
- House Points (Years 7 and 8)
- Certificates
- Positive note in organiser to parents and/or Form Tutor
- Good news notes
- Headteacher Commendations
- Verbal Praise – we all like to know when we are doing well and we hope that members of staff will tell students when their work or behaviour is good
- Phone call home

6.2 Years 7 and 8

House Points will be awarded by staff as a reward for good work, good effort or general good deeds. These are recorded in front of each student's organiser. A running total will be kept by the tutor and certificates will be awarded as and when students reach specific amount of house points.

A Certificate will be presented by House Managers:

- 30 House Points – Bronze
- 100 House Points – Silver
- 150 House Points – Gold
- 200 House Points – Platinum

Each term, all House Points will be counted and the highest achievers will be rewarded. The numbers will be recorded onto the school student information system.

Per Term

- Top two students in each year (with most House Points) per house will receive a £10 HMV voucher (at the discretion of the House Manager)
- The form with the most House Points (per House) will have a non-uniform day.

6.3 Years 9 to 11

Good News Notes may be issued for good work or effort. These should be taken home and shown to parents. A record of the Good News Notes will be kept on the school system and letters and rewards will be based on this record.

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Letters will be sent home as students get 15, 30, 50 and 75 Good News Notes.

Per Term

- Top two students in each year (with most Good News Notes) per house will receive a £10 HMV voucher (at the discretion of the House Manager)
- The form with most Good News Notes (per House) will have a non-uniform day.

6.4 Good News Notes

Good News Notes should be issued for any good behaviour, excellent effort or work. They can be given to any year and can be given for good uniform on the corridor. In many cases a Good News Note will have more impact on improving behaviour than a detention. Good News Notes should be taken home and shown to parents. A record of the Good News Notes will be kept on the school system and letters and rewards will be based on this record.

Letters will be sent home as students get 15, 30, 50 and 75 Good News Notes

6.5 Detentions (per term)

Students with no detentions will receive a letter and certificate from the House.

6.6 Assessment Rewards

Using the data from the termly report:

- Top 10 effort per House – will receive a letter home and a certificate
- Top 10 achievement per House – will receive a letter home and a certificate

6.7 Form Tutor Commendations

At the end of each term, Form Tutors will be asked to nominate one student from their form. This may be someone who has done something special during the term or can be given to someone who works consistently well in lessons.

6.8 Attendance

Attendance Certificates will be awarded to students who achieve 100% attendance in a half term, a whole term and a full year. A 'Non-Uniform Day' will be awarded to a form who achieve 100% attendance for a full week.

6.9 Positive Note in Organiser

Staff will have the opportunity to write a comment about good work or behaviour in the organiser.

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6.10 Phone Call Home

Staff may call home to comment about good work, behaviour or improvement in effort.

6.11 Headteacher's Commendations

A Commendation Certificate is awarded for students who produce outstanding work. If the work is exceptional the student may be awarded a Headteacher's Commendation.

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7. CONSEQUENCES FOR MISBEHAVIOUR IN A LESSON

The following are the consequences for inappropriate behaviour in the classroom. This will be displayed in each teaching room.

HAYDON SCHOOL**CONSEQUENCES**

Consequence 1:	Verbal Warning
Consequence 2:	Verbal Warning
Consequence 3:	50 minute detention
Consequence 4:	Removal from lesson to Referral Room followed further consequence (i) exclusion from next lesson or (ii) internal exclusion and placed on subject report

Severe Clause	Removed from class by Senior Staff and taken to Referral Room for the session.
For severe misbehaviour (including but not limited to fighting, vandalism, bullying, rudeness towards any member of staff)	Likely Exclusion

**CONTINUOUS DISRUPTION OF OTHER STUDENTS LEARNING
WILL LEAD TO YOU BEING EXCLUDED FROM SCHOOL**

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8. SANCTIONS AND CONSEQUENCES

At times it is necessary to impose a sanction on students who have behaved in an anti-social way, or failed to work to the best of their ability. The following is a brief guide to the sanctions that are used:

8.1 Detention

We have clear rules of behaviour and we make no excuses for being strict with students who break these rules.

8.2 On the Corridor

Students must be properly dressed (including ties done up and shirt tucked in) and behaving appropriately.

8.3 In the Classroom

8.3.1 A warning will be given to any student who is misbehaving, if they do not settle a second warning will be given. If the student still persists in disrupting the lesson a detention will be issued for the following day. The student will receive a white slip, which they should give to you, the parent, with the reason for the detention. It is the student's responsibility to show you the slip and get you to sign it. The student is then expected to attend the detention on the agreed date. The detentions are held centrally and staff escort the student to the detention. If the student refuses to go, they will automatically be placed in a Saturday detention. Repeated offenders will be excluded from school for a fixed term.

8.3.2 Of course, there are times when a child cannot do a detention on the day it is set, if this is the case:

- Students must bring a note to the House office by the end of break on the day of the detention. The House informs the Referral Room immediately after break
- Staff can only book students into detention for the following day. If a student has a problem with this they follow the procedure above. The exception is where students have an authorising note to show they have a twilight session etc.
- Staff must specify what 'other' refers to on the back of the stub and the back of the part handed to the student, otherwise the detention is not valid.
- The student's name and form, and the staff name, must be clear on both parts of the detention slip otherwise the detention is not valid.

Outstanding behaviour allows our staff to do their job well and ensure success for your child.

8.4 Conduct Card

8.4.1 Each student carries a conduct card. This card is used for recording infringements out of lessons according to the school's Behaviour for Learning Policy. It can be for uniform, jewellery, chewing or banned items in school or for having no organiser, no text book or the necessary equipment in lesson. Once a block is full students will be issued with a detention. Students who are repeatedly in detention will not be allowed on trips and visits and their parents will be called into school.

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8.4.2 When a student is stopped by a member of staff for an infringement in the corridor he or she must show their conduct card. Staff will then note the date and infringement on the card. When a strip on the card is complete the students will be issued with a detention. Failure to produce this card when requested or loss of the card will result in detention.

Haydon School Conduct Card		
Student Name		
Form Group		Date Issued
<p>This card is used for recording infringements out of lessons according to the schools Behaviour for Learning Policy. It can be for uniform, jewellery, chewing or banned items in school or for having no planner, no text book or the necessary equipment in lessons.</p> <p>Once a block is full students will be issued with a detention. Students who are repeatedly in detention will not be allowed on trips and visits and their parents/carers will be called into school.</p> <p>FAILURE TO PRODUCE THIS CARD WHEN REQUESTED OR LOSS OF THE CARD WILL RESULT IN DETENTION.</p>		

Date	Details of infringement	Staff signature & initials
1.		
2.		
3.		
4.		
5.		
Detention issued by member of staff completing strip 5		

Date	Details of infringement	Staff signature & initials
1.		
2.		
3.		
4.		
Detention issued by member of staff completing strip 4		

Date	Details of infringement	Staff signature & initials
1.		
2.		
3.		
Detention issued by member of staff completing strip 3		

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8.5 Saturday Detentions

If a student refuses to attend a detention then they will automatically be placed in a Saturday detention. These are held approximately once per fortnight starting at 9am and last for two hours. Students are expected to attend on time and in full school uniform and be prepared to work. The detentions are held in the ICT rooms.

A student may also get a Saturday detention if they build up the number of detentions to three or more. In this case the Saturday detention will delete three owed detentions. (NB this does not apply if a student refuses to attend a detention.)

The school introduced Saturdays to minimise the number of fixed term exclusions and it is expected that parents will support by ensuring that their children attend if they have to. If a student does not attend and no valid reason is given, a fixed term exclusion will follow.

8.6 Loss of free time

Students may lose their right to spend time with their friends at break and/or lunchtime. Examples of the reasons for this sanction are because the student causes problems at those times or leaves the site without permission. In extreme cases a student may be banned from the site at lunchtime and the parents expected to make alternative arrangements. This will be recorded as a half day exclusion and is in accordance with the guide to the law on exclusions.

8.7 Punctuality

Promptness to school is an important discipline for life. If a student arrives late without good reason they are missing teaching time and disrupting the lesson. If a student arrives late in the morning they will receive a detention. Students are registered electronically every morning and for every lesson. In one week there are 35 possible registration marks. House Managers monitor punctuality in conjunction with the Deputy Heads. Punctuality to lessons is also a key to success and if a student accumulates three late marks to lessons they will be issued a detention from the House office.

8.8 Referral Room Exclusions

8.8.1 Students may be excluded from lessons for serious misbehaviour e.g. disruption of the lesson. On such occasions the student will be sent to the Referral Room where they will stay for two periods. This will be considered a calming down period. The Head of Faculty or Head of Department will make a decision:

- (a) The student will be excluded from the next lesson within the Curriculum Area
- or
- (b) The student will serve a one day Internal Exclusion in the Referral Room on the next available date. A letter will be sent home to parents. The student will also be placed on subject report for two weeks with parents contacted.

8.8.2 If poor behaviour continues the Head of Faculty / Head of Department will contact the parent and the student will be excluded from lessons for one week within that curriculum area.

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8.8.3 Should a student be sent to the Referral Room on a regular basis, the House Manager will examine the reasons and see if the student needs support. Poor behaviour may be caused by difficulty in accessing the curriculum. Strategies to improve the behaviour in this case might be:

- Modify the curriculum
- Provide in class support
- Referral to the Link Pupil Support Unit
- In some cases, placing the student on the Special Needs Register to formalise the support
- Referral to an outside agency

Misbehaviour in Lessons (partial exclusion from lessons)
<p>Lessons 1 – 2 Students who are removed from lessons will remain in the Referral Room until break. If student is co-operative, well behaved and works hard they earn the right to return to lessons.</p>
<p>Lessons 3 – 4 Students who are removed from lessons will remain in the Referral Room until lunchtime. If student is co-operative, well behaved and works hard they earn the right to 40 minutes lunch break and to return to lessons.</p>
<p>Lessons 5 – 6 Students who are removed from lessons will remain in the Referral Room until the end of the school day.</p>

8.8.4 This procedure will reduce the inconsistency in punishment when severity depends on the time of day that the student misbehaves. It also builds in the concept of reward for good behaviour into the referral room system. If a student misbehaves in the Referral Room they will be sent home and externally excluded for one day.

8.8.5 Staff are asked to carefully keep to the sequence defined below when they have to deal with offenders:

9. All Teachers

1. The normal first step should be for the teacher immediately involved to deal with any indiscipline by using the agreed Behaviour for Learning Policy.
2. *If bad behaviour is frequent or more serious, the teacher should inform the Head of Department, Form Tutor, and House Manager with a Student Information Sheet (SIS), once the student has gone through the agreed consequences.*
3. If a student's behaviour is dangerous or quite outrageous, the 'severe clause' should be invoked and a senior member of staff should be sent for to collect the student. The teacher should send a written account of the poor behaviour on an SIS to the Head of Faculty / Head of Department on the same day.

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10. Support for Staff

▪ Faculty Manager / Head of Department

The Head of Faculty / Head of Department need to play a key role within the Behaviour For Learning Policy. The vast majority of behavioural issues that arise in school are Curriculum based and so should be dealt with using a consistent approach through the different Curriculum areas,

11. Aims

1. To enable Head of Faculty / Head of Department to play an active role in monitoring / effective behaviour in their Curriculum area.
2. To maintain a consistent approach, across Curriculum areas, for dealing with poor behaviour.

To ensure the above aims are met, the following procedures highlight what action needs to be taken by the Head of Faculty / Head of Department when a student receives a C4 in a lesson.

- (i) When a teacher reports a student to a Head of Department, the first decision is whether the teacher needs advice on how to deal with the problem or whether the Head of Department needs to see the student.
- (ii) If the decision is that the Head of Department should see the student, a written report of the incident should be made by the Head of Department and passed to the Form Tutor with a copy to the House Manager. It is essential that Behaviour For Learning is discussed regularly at departmental meetings.
- (iii) In extreme cases the Head of Department may wish to discuss with the House Manager the possibility of transferring the student to another set or class. If either of these two additional consequences is thought desirable, the House Manager will write to the parents.
- (iv) Heads of Department should support subject staff, follow up truancy from their lessons by phoning parents and completing an SIS sheet showing action taken for House Managers.

12. SIS Route:

STEP 1: C4 incident in the classroom reported to Head of Faculty / Head of Department. SIS completed by class teacher and given to Head of Faculty / Head of Department on the same day.

STEP 2: Head of Faculty / Head of Department writes the action to be taken as a result of the C4 on the SIS. Head of Faculty / Head of Department contacts the relevant House Manager for immediate information by either a photocopy of the SIS, note, phone call, email etc. and the original SIS is sent to Referral Room for logging. It is intended that all this takes place on the same day.

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STEP 3: Referral Room passes the original SIS with any relevant student statement to the relevant House Manager for filing.

Procedures for the SIS Route

STEP 2: On receiving the information about a C4 the Head of Faculty / Head of Department must decide the action to be taken.

- (i) **Minor incident** – student to be excluded within the Curriculum area from the next lesson. This allows time for the Head of Faculty / Head of Department to speak to the student about the incident.
- (ii) **Major incident** – student to be excluded for a day in the Referral Room. This exclusion triggers a subject report for the student. The report is for a fixed period of two weeks.
- (iii) Whatever the outcome the Head of Faculty / Head of Department needs to write the action to be taken on the SIS.

13. Subject Report

- (i) **Placing a student on report** – If a student needs to be placed on subject report, the class teacher should make contact with the parent / carer to advise them of the reason behind the decision and to discuss the targets that are to be set for the student. All Curriculum areas have the same subject report (see Appendices). The report should be completed in consultation with the student and can include up to four targets. The report should be filled in at the end of each lesson. **The report needs to be checked at the end of week by the Head of Faculty / Head of Department and sent back to the parent / carer for their acknowledgement.**
- (ii) **Monitoring the report** – The progress of the student on report should be monitored by the class teacher and Head of Faculty / Head of Department.
- (iii) **Continuation of poor behaviour** – If a student continues to misbehave whilst on report or their behaviour has not significantly improved by the end of the two week fixed period then the **Head of Faculty / Head of Department should move to exclude the student from that lesson for a fixed period of a week.** In this circumstance the Head of Faculty / Head of Department should contact the parent / carer to explain the action to be taken.

14. Exclusion of a Student in a Curriculum Area

To facilitate the exclusion of students within Curriculum areas, Heads of Faculty / Heads of Department need to make use of :

- (i) Sixth Form lessons
- (ii) Free department staff
- (iii) Department offices

15. Information on the SIS

It is imperative that as much information is put on the SIS by the Head of Faculty / Head of Department to ensure that the House Manager and the Referral Room are kept up to date with the actions a Curriculum area has taken when dealing with a student's behaviour. If, after being placed on report and being excluded from the lesson, the student's behaviour is still a concern, the matter should be passed on to the relevant House Manager for further support. **If there is not sufficient information written on**

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the SIS highlighting the prior action taken, then the House Manager should pass it back to the Head of Faculty / Head of Department.

16. Behaviour for Learning Posters

It is the responsibility of the Head of Faculty / Head of Department to ensure that all posters relating to the Behaviour For Learning Policy are present in all teaching rooms and Faculty / Department offices.

17. Monitoring Behaviour at Lesson Changeover

Heads of Faculty / Heads of Department, along with class teachers, need to be an obvious presence on the corridor to ensure a smooth calm start to every lesson.

18. Behaviour for Learning in Faculty / Department Meetings

Behaviour for Learning should be a permanent point of discussion for every Faculty / Department meeting agenda.

19. Parent Contracts

- 19.1 When there are ongoing concerns with a student's behaviour, attendance or punctuality, a House Manager with support from a Deputy Head may put in place a parent contract.
- 19.2 A letter will be sent to parents inviting them to a meeting regarding a parent contract, accompanied by the DCSF Guidance on Parent Contracts. The contract is put in place to empower the parent so that they can support their child better.
- 19.3 The contract is in place for six to twelve weeks and it should then be reviewed. All contracts must be logged with Hillingdon Borough.
- 19.4 **The emphasis is on trying to improve behaviour through praise rather than simply being punitive.**
- 19.5 The school does its best to support all students and ensure that they are happy and feel positive about their work and the school. However sometimes the normal school behaviour strategies do not lead to the necessary change with the minority of anti-social students. When this happens we will exclude a student to ensure that the majority can continue to learn and benefit from Haydon.

20. Trips Policy

- 20.1 Students must remember that attendance on school trips is a privilege and not an automatic right. If a student's behaviour before a trip is unacceptable and if a student does not have an acceptable behaviour record the student will not be accepted on the

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trip. House Managers will use the following criteria in order to assess whether students are allowed to attend:

- Any student who has accumulated seven or more points in the three months leading up to the date of the initial trip letter will not be allowed to attend the school trip in question.
 - Students will receive points as follows:
Detentions for rudeness, disruption or failure to follow instructions = 1 point
Any form of Internal Exclusion = 2 points
Any External Exclusion = 3 points
- 20.2 If any student who has already accumulated 4 to 5 points when the initial letter is sent out then parents will be contacted to discuss the concerns and the need for the student to improve their behaviour or they risk the chance of being excluded from the trip. At this stage the parents may wish to withdraw the student before any money is paid.
- 20.3 For trips which are some months away there will be a second check two to four weeks prior to departure (this will be dependent on the nature of the trip) and any student who has accumulated seven points in the last three months will be withdrawn from the trip. Parents should aware that a student who is withdrawn from the trip at this stage will stand to lose all the money they have paid as this will have already been paid to the travel company.
- 20.4 The school reserve the right at any time to withdraw any student from a trip whose behaviour is considered a serious danger to themselves or others attending the trip.

21. Use of Internet sites

The use of internet sites including social networking sites to abuse staff or student is not acceptable; this includes creating a group or becoming a member of a group already established. This will be considered as bringing the school into disrepute and a serious consequence will follow such as an exclusion.

22. Fixed Term External Exclusion

Any behaviour that is deemed, in the judgement of the Headteacher, to undermine the authority of a member of staff, will warrant an external exclusion. This would normally be for 1, 3 or 5 days but in exceptional circumstances could be up to 45 days in any one school year. Parents will be expected to bring the student back to school to be formally readmitted once the exclusion is finished.

Examples of behaviour which has led to fixed term exclusion include:

- setting off the fire alarm
- threatening behaviour
- bullying
- repeated disruption to the learning process (disrespect to other students)
- behaviour deemed to undermine the good order of the school
- smoking or being in the company of smokers
- vandalism
- swearing in the presence of a member of staff
- rudeness to staff
- violence
- deliberate disobedience

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- refusing to attend detentions

23. Role of the School, Governing Body and Parents Where Behaviour is Causing Concern

We do our best to redirect students whose behaviour continues to cause concern. Parents will be involved in various ways.

- The student may be put on report and parents are expected to look at and sign the report every school day.
- The student will have an Individual Behaviour Plan involving student, parents and school. If there is no improvement then a student may move to a Pastoral Support Plan (a PSP) which would include outside agencies to try and improve behaviour. Targets will be set and agreed by the student, staff and parents.
- Parents may be invited to meet the Headteacher, pastoral staff and a governor where it is felt that a student may be getting close to a permanent exclusion. The aim of this meeting will be to discuss past behaviour patterns and make it clear to the parent and student that behaviour must improve. Strategies for improvement will be discussed.
- Once a student accumulates a total of 15 days exclusion in any one academic year there will be a governors' disciplinary hearing to consider the circumstances of the exclusion. The parents and student will be expected to attend. The student's complete behaviour record will be discussed. The governors can either uphold or overturn the Head's decision to exclude.
- Where an exclusion takes place the Chair of Governors and the Local Authority are automatically informed.

24. Extreme Clause

The Headteacher will invoke an extreme clause where staff or students safety is put at risk or the student's anti-social behaviour is so extreme that the school has no other alternative. In these circumstances, the Headteacher will decide on the appropriate punishment.

25. Permanent Exclusion

25.1 The Headteacher may decide that permanent exclusion is necessary. This may include, but is not limited to, the following:

- All other steps to encourage the student to obey the school rules have failed.
- Allowing the student to remain in school would be seriously detrimental to the education or welfare of others in the school.
- Persistent and defiant behaviour. This would encompass bullying including homophobic or racist bullying.
- Serious actual or threatened violence against a student or member of staff
- Sexual misconduct
- Supply of an illegal drug, or severe misuse of an illegal drug. Please see the Drug Education Policy for further guidance.
- Carrying an offensive weapon.

25.2 If a student is permanently excluded by the Headteacher a governors' disciplinary panel will be called and the parents, student and the school will be expected to attend.


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- 25.3 The Headteacher, supported by relevant staff will present the case for a permanent exclusion. The parents and student will be able to make representations to the school and governing body.
- 25.4 The governors can either:
- Uphold the permanent exclusion
 - Re-instate the student
- 25.5 If the governors uphold the decision to permanently exclude, the parents do have the right to lodge an appeal with the Local Authority. The Local Authority will convene an independent panel to hear the case. The panel can:
- Uphold the permanent exclusion
 - Re-instate the student
 - Decide that the permanent exclusion was incorrect but the relationship between the school and family has broken down. In this case the student will be offered a new school.
- 25.6 If a student is re-instated the parents and student will meet the relevant staff as soon as possible after the disciplinary hearing. A programme of re-integration will be agreed to ensure that all involved do their best to achieve a successful return to school.
- 25.7 Fortunately permanent exclusions are very rare at Haydon.

REMEMBER - The more serious consequences and sanctions are for the minority, the praise and rewards are for the majority

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26. EXAMPLES OF REWARD AND CONSEQUENCE DOCUMENTATION



STUDENT INFORMATION SHEET
TO BE COMPLETED ON THE DAY OF THE INCIDENT

Student Name: _____ Teacher: _____ Date: _____
 Form: _____ Subject: _____ Period: _____

Please explain the reasons for issuing the following consequences:

C1: _____
 C2: _____
 C3: _____
 C4: _____

Please provide details of the lesson/incident, turning over if necessary:

Comments: _____


Please detail any action you have already taken to support the student or tackle the issues arising in the lesson:

• Informed your Head of Departments • Written a note to the student's organiser • Phoned home to speak to parents
 • Written a letter home • Spoken to the student's form tutor • Other action (please comment)

NOW PASS THIS FORM TO THE REFERRAL ROOM PIGEON HOLE IN THE STAFF ROOM
 Date recorded onto SIMS (to be completed by the Referral Room) _____ Initials: _____

Date Received by House Office: _____
 Action to be taken by: Form Tutor / Curriculum Leader / House Office/Management Team

PLEASE PASS THIS SIS TO THE HOUSE OFFICE ONCE ACTION HAS BEEN TAKEN
 Date that SIS is filed in House Office _____




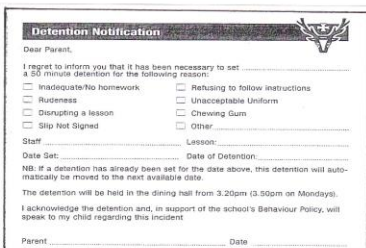
GOOD NEWS NOTE

Name: _____ Form: _____
 has: produced excellent work
 made a superb effort
 behaved exceptionally well
 been particularly helpful
 excellent uniform

Subject: _____ Date: _____
 Signed: _____

REMEMBER TO TAKE THIS HOME





Detention Notification

Dear Parent,

I regret to inform you that it has been necessary to set a 50 minute detention for the following reason:


Inadequate/No homework Refusing to follow instructions
 Rudeness Unacceptable Uniform
 Disrupting a lesson Chewing Gum
 Slip Not Signed Other _____

Staff: _____ Lesson: _____
 Date Set: _____ Date of Detention: _____

NB: If a detention has already been set for the date above, this detention will automatically be moved to the next available date.
 The detention will be held in the dining hall from 3.20pm (3.50pm on Mondays).

I acknowledge the detention and, in support of the school's Behaviour Policy, will speak to my child regarding this incident.

Parent: _____ Date: _____



HAYDON SCHOOL
A LANGUAGE COLLEGE



Headteacher's Commendation
for outstanding achievement and effort

to _____ of Form

Description of work: _____

Signature: _____ Date: _____

BEHAVIOUR FOR LEARNING POLICY

 **HAYDON SCHOOL** 
REPORT SHEET

SUBJECT: **FORM:**

NAME: **FORM:**

The following targets have been agreed. They apply within subject lessons. The purpose of the targets is to result in improvement in learning.

Targets	
1	
2	
3	
4	

Date	Target Met? (✓ or x)				No. of warnings given	Comment
	1	2	3	4		

Checked by: (Head of Dept)

Signature: (Parent/Guardian)

Haydon School Conduct Card

Student Name **Date Issued**

Form Group **Date Issued**

This card is used for recording infringements out of lessons according to the schools Behaviour for Learning Policy. It can be for uniform, jewellery, dressing or banned items in school or for having no planner, no text book or the necessary equipment in lessons. Once a block is full students will be issued with a detention. Students who are repeatedly in detention will not be allowed on trips and visits and their parents/carer will be called into school.

FAILURE TO PRODUCE THIS CARD WHEN REQUESTED OR LOSS OF THE CARD WILL RESULT IN DETENTION

Date	Details of infringement	Staff signature & initials
1.		
2.		
3.		
4.		
5.		

Detention issued by member of staff completing strip 5

Date	Details of infringement	Staff signature & initials
1.		
2.		
3.		
4.		

Detention issued by member of staff completing strip 4

Date	Details of infringement	Staff signature & initials
1.		
2.		
3.		

Detention issued by member of staff completing strip 3

BEHAVIOUR FOR LEARNING POLICY

We hope that you have found this document useful. If you have any comments or suggestions for improvement please can you put them in writing and send them to us as soon as possible so that we can include your thoughts into our review process.

Thank you for your continued support

Document History

Date	Issue	Status	Comments
June 06	1	Current	
June 07	2	Updated	
Jan 08	3	Updated	
Jan 09	4	Updated	Approved at Student Committee
Sept 09	5	Updated	To Student Committee for approval.
16.11. 09	6	Final	To Full Governing Body 16.11.09 Approved