



HAYDON SCHOOL

# Relationship Charter

## Relationship Charter

We have developed an ethos for learning and achievement based on outstanding teaching, a challenging, enriching and relevant curriculum and high standards of behaviour founded upon the Haydon Values. Staff, parents/carers and students are all involved in creating this purposeful atmosphere and we believe that showing respect is the basis for all communication between staff, students, parents and carers.

We aim to provide the best possible educational experience for our community within a well-ordered and purposeful learning environment ensuring all at Haydon School are 'Ready, Respectful and Safe'.

We believe in the power of praise and recognition as a key tool to motivate and encourage. Sanctions, based on restorative approaches to rebuild relationships, are used to moderate and to raise awareness of acceptable behaviours.

Multi-agency referrals and assessments are commissioned to identify and meet the needs of students who display persistent disruptive behaviour; managed moves, school to school referrals and alternative provision are utilised as appropriate.

We also acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and with respect to students with special educational needs.

The three elements of:

- Rewards (both at school and home)
- Ready, Respectful, Safe
- Restorative Justice & Consequences

form the basis of excellent discipline and are at the foundation of our Relationship Charter at Haydon School.

**Mr R Jones**  
**Headteacher**

## **BUILDING POSITIVE RELATIONSHIPS**

At Haydon School we are committed to building positive relationships between parents/carers, students and staff. We have an inclusive approach where our aim is to ensure that everyone who is part of our school community feels valued and respected.

In order to strengthen relationships with students we ask staff to commit to the following:-

- A fresh start every lesson
- Consistent routines
- Consistent, calm adult behaviour
- Following up praise and discipline personally

We use restorative meetings to rebuild and restore excellent relationships between staff and students, including the following type of questions:-

1. What has happened?
2. What were you thinking and feeling at the time?
3. Who has been affected by your actions and how?
4. What needs to be done now to make things right?
5. How could you do things differently in the future?

A restorative approach leads each party to a point where they can take responsibility for their own behaviour and its consequences. The approach allows relationships to be reset and built upon without the perceived need for 'respect' through punishment. We encourage parents and carers to use these types of questions and meetings when they talk to their own child about their conduct.

In addition staff are given scripted interventions to allow for calm and positive communication and intervention with students to be used at both social times and in class (See Appendix 1).

## **PRAISE & RECOGNITION**

Our praise and recognition system celebrates the success of all students. Continual praise of each student's personal best behaviour and attitude to work is fundamental to establishing and reinforcing appropriate behaviour and work patterns.

Verbal praise is used to create and reinforce positive relationships. Positive postcards, Good News Notes and telephone calls home recognise when students have gone 'over and above' in terms of their conduct.

Every term, students will attend celebratory events to recognise their continued outstanding behaviour, effort and progress.

### **Rewards**

- Certificates
- 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
- Contact home
- Postcards
- Headteacher hot chocolate

In accordance with our behaviour blueprint, staff will focus on positive communication with home, issue Good News Notes on a daily basis, and send two postcards home per week for students that have gone above and beyond in the classroom and the wider school community.

In recognition of students' excellent conduct, the school supports the use of praise and reward at home to encourage a two-way reward system where success is celebrated at home as well as school. In addition, parents and students are encouraged to communicate praise and recognition of excellent teaching and the outstanding work that our staff do.

## READY RESPECTFUL SAFE


All members of our school community, including staff, students, parents, volunteers and Governors are expected to behave in such a way that they are 'Ready Respectful Safe'.

Some examples of how students might show off these qualities are listed below:-

READY – to learn, to sit exams, to develop skills and talents, to be a responsible citizen

RESPECTFUL – towards each other, towards the staff, towards the school itself and their environment

SAFE – to think before they act, to follow instructions for health and safety reasons, to use social media responsibly



**Ready Respectful Safe**

HAYDON SCHOOL

**3 simple words, 3 simple rules to ensure we are happy, productive & working together.**

	<b>What we do together</b>
<b>Ready</b>	<ul style="list-style-type: none"> <li>We are punctual in the morning and to all lessons</li> <li>We have our equipment and books for the day</li> <li>We have correct uniform &amp; identification</li> <li>We enter the classroom in a calm manner</li> </ul>
<b>Respectful</b>	<ul style="list-style-type: none"> <li>We are polite and follow instructions first time</li> <li>We keep our school tidy and litter free</li> <li>We say please and thank you</li> <li>We keep calm, even when we don't agree</li> <li>We allow others to express opinion</li> </ul>
<b>Safe</b>	<ul style="list-style-type: none"> <li>We move around the school in an orderly and calm manner</li> <li>We play safely at social times</li> <li>We follow the subject safety code especially in practical subjects</li> <li>We attend all lessons, so staff know we are safe</li> </ul>

**Link everything you do back to these 3 words and support our school community to be the best we can be.**

Staff will deal with any students who are not behaving in a way that is 'Ready Respectful Safe' in a consistent, calm, respectful and adult manner. Staff will take personal responsibility to follow things through with students and to engage in restorative dialogue to rebuild relationships.

In lessons the class teacher will follow the procedures below with any student whose conduct is hindering their own learning and that of the other students in the class. Each lesson will be treated as a fresh start.

<b>Steps</b>	<b>Actions</b>	<b>Recording</b>	<b>Outcome</b>
Chance	Remind student of the expectations linked to Ready Respectful Safe.	Not recorded	Repeat reminder if necessary
Choice	Clear verbal caution to make the student aware of their behaviour and clearly outlining the consequences to come.	Record on SIMS	Repeat reminder if necessary
Time out	Ask the student to stand outside for no more than 2 minutes. Give them the restorative reflection card so they can reflect on their next steps. Before the student re-enters, speak to them outside to reset the boundaries. Again remind them of their previous good conduct/attitude/learning and give them the final opportunity to engage.	Recorded on SIMS	Students sent out of the teaching space for a short period of time with the reflection card. Reintegrated to the lesson after a discussion with staff.
Parking	Ask the student to leave the lesson, with work, to go to the appropriate 'parking' within the department or in the immediate vicinity. A few minutes before the end of the lesson the student is sent back or escorted back to the original teacher to find out their sanction. The timing for any Imposition or a Restorative Conversation is decided by the teacher and the student is expected to follow the request.	Recorded on SIMS	All parking incidents are dealt with by the teacher and supported by the HoD/HoF. Students will be parked within the faculty. If the student refuses to co-operate they will be automatically removed to the Reflection Room. Year Leaders and Curriculum Leaders will monitor parking and the students will be internally excluded if they are 'parked' 3 times in one week
Reflection Room	If a student refuses to be parked within the faculty they will be taken to the Reflection Room where they will have time to reflect. If a student is extremely rude or aggressive to a member of staff they can be removed directly to this room	Recorded on SIMS by staff in the Reflection Room.	HoF/HoD contact home to discuss the incident.

### **Restorative Conversations**

Consequences for being parked should include a Restorative Conversation to be held at break/lunch/after school. Timings for these sanctions are generally as follows:

A 10 minute Restorative Conversation after school does not require prior notice to parents/carers and should suffice in most circumstances if the conversation is suitably focused and restorative in nature.

The expectation that students will behave in such a way that they are 'Ready Respectful Safe' also applies during break and lunch times, on the way to and from school, on a trip and in any other circumstance that could adversely affect the reputation of the school, have repercussions for the orderly running of the school and/or pose a threat to another student in the school. In addition other students will face consequences if they choose to associate with students who are not behaving in a way that is 'Ready Respectful Safe'.

Students who persistently behave in such a way that demonstrates that they are not 'Ready Respectful Safe' will be referred for further assessment (internally or externally) to ensure they do not have any unmet needs. If an assessment is requested due to behaviour then Learning Support investigate to see if there is a connection between the baseline cognitive data along with behavioural concerns, if so we then allocate an Educational Psychologist appointment. In addition such students will be monitored by the Head of Department or the Key Stage Leader as appropriate to individual cases. Internal exclusions, school to school referrals and fixed term exclusions may also be used for students who are persistent offenders.

Haydon School works closely with other local secondary schools and consequently managed moves may be used to give a student a fresh start in a different environment. In addition we will refer students to alternative provision as appropriate.

### **Mobile Phones or any other electronic devices or equipment. e.g. headphones, MP3 players**

Haydon School operates a 'See it, Lose it' Initiative where mobile devices are confiscated for the remainder of the school day. All staff, students and visitors to the school are expected to keep mobile phones out of sight.

As we move towards becoming an increasingly connected world we feel it is right to educate and support students in the safe and appropriate use of mobile technology. Students are, therefore, permitted to use phones on their way to and from school to ensure their safety. However, students are **not** allowed to have their phones out anywhere on the school grounds at any time. Sixth Form students will be able to use mobile phones in the Sixth Form common room.

Any student who uses their phone inappropriately on school grounds will have their phone confiscated at least until the end of the day. If a student has their phone confiscated for the second time in an academic year, their parent must make an arrangement to collect the phone at a mutually convenient time.

Students who are persistent offenders will be required to hand their phone into the Year Office every morning, and collect it each afternoon.

## **Impositions**

### **Department / Faculty Impositions**

If the sanction relates to an issue within the classroom e.g. not completing homework, behaving inappropriately or inadequate classwork an imposition of up to 30 minutes on the day is reasonable and proportionate if staff feel appropriate. Any imposition used should also include, within the time, a Restorative Conversation. Notice for this length of imposition to parents/carers is not necessary as long as the student can get home safely, does not have any known caring responsibilities and is not deemed to be 'at risk'. This will be organised by the department/faculty. Any queries should be directed to the subject teacher in the first instance.

## **Pastoral Impositions**

### **Lateness and Punctuality**

Parents will be notified if a student is late to school via our In-Touch Home/School communication. In addition In-Touch will notify parents if a student is late to lessons three or more times in one week to lessons and to school. Year teams will organise an imposition for any student who is late three or more times in a week.

**Uniform** - Form tutors need to ensure that students are in the correct uniform during form time. If they are not, form tutors need to contact home on the same day and record this on SIMS. Persistent failure to wear the school uniform will result in a pastoral imposition.

### **Back on Track**

For the following serious incidents students may be booked into the Back on Track Room:

- Smoking on site (or off site whilst in school uniform)
- Being in the presence of smokers on site (or off site whilst in school uniform)
- Extreme rudeness to members of staff
- Persistent defiance and failure to follow staff instructions
- Persistent disruption of the learning of others
- Persistent truancy of lessons
- Bringing the school into disrepute
- Other incidents to be decided at the Year Team's discretion.

Students will work with staff in the Back on Track Room to enable a positive reintegration back into lessons the following school day. Restorative meetings should take place in order to ensure a student can have a fresh start when they resume lessons.

Disruption of the Back on Track Room and failure to demonstrate cooperative behaviour whilst serving a day in the room, will result in a fixed term external exclusion.

### **Prohibited Items**

The following are considered prohibited items (DfE 2013):

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers( including e cigarettes)
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

The Headteacher and authorised staff can search students for the following reasons:

- Lighters
- Legal & illegal highs
- Electronic cigarettes
- DVD's and games age inappropriate
- BB guns
- Folding pocket knives



- Air rifles
- Matches
- Laser pens
- Imitation weapons
- Any item regarded as drug related paraphernalia
- Any item considered harmful or detrimental to school discipline

### **Fixed Term 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:

- threatening behaviour
- bullying
- repeated disruption to the learning process (disrespect to other students)
- behaviour deemed to undermine the good order of the school
- vandalism
- violence
- deliberate disobedience
- any misbehaviour when the student is:
- taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - in some other way identifiable as a student at the school
  - misbehaviour at any time, whether or not the conditions above apply, that:
    - could have repercussions for the orderly running of the school or
    - poses a threat to another student or member of the public or
    - could adversely affect the reputation of the school

### **Permanent Exclusion**

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.
- Maliciously activating the fire alarm.

**APPENDIX 1**



HAYDON  
SCHOOL

# Ready Respectful Safe

**Stick to the sanction steps**

*Be at the door, smile, say hello, welcome students to the lesson – they are valued, they belong, they identify that you are here to help.*

Steps	Actions	Recording	Outcome
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Choice	Clear verbal caution to make the student aware of their behaviour and clearly outlining the consequences to come.	Record on SIMS	Repeat reminder if necessary
Time out	Ask the student to stand outside for no more than 2 minutes. Give them the restorative reflection card so they can reflect on their next steps. Before the student re-enters, speak to them outside to reset the boundaries. Again remind them of their previous good conduct/attitude/learning and give them the final opportunity to engage.	Recorded on SIMS	Students sent out of the teaching space for a short period of time with the reflection card. Reintegrated to the lesson after a discussion with staff.
Parking	Ask the student to leave the lesson, with work, to go to the appropriate 'parking lot' within the department or in the immediate vicinity. A few minutes before the end of the lesson the student is sent back or escorted back to the original teacher to find out their sanction. The timing for the Imposition or the Restorative Conversation is decided by the teacher and the student is expected to follow the request him/herself.	Recorded on SIMS	All parking incidents are dealt with by the teacher and supported by the HoD/HoF. Students will be parked within the faculty. If the student refuses to co-operate they will be automatically removed to the Reflection Room. Year Leaders and Curriculum Leaders will monitor parking and the students will be internally excluded if they are 'parked' 3 times in one week
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**Relentless routines**

**Fresh start every lesson**

**Follow up everything personally**

**In our Relationship Charter we say .....**

**Consistent, calm, adult behaviour**

We aim to provide the best possible educational experience for all of our community within a well ordered and purposeful learning environment. We are ready to work, ready to create success and ready to believe in all our young people.

We believe passionately in the power of praise and recognition as a key tool to motivate and encourage a growth mind-set.

Each student is valued and treated as an individual with their own specific needs & talents. We get to know our students and recognise their talent – even if it's outside our subject area.

Sanctions based on restorative approaches to rebuild relationships are used to moderate and to raise awareness of acceptable behaviours which will enable students to learn and thrive. We support our students with regular communication with parents, so we can restore and rebuild the relationships.

**First attention to best conduct**



**At least one positive communication with home per day**



**At least two postcards home each week – who went above and beyond?**



**Saying Hi & catching them being good!**

**Meet & Greet  
End & Send**

**PRAISE  
PRAISE  
PRAISE**

**Focus on restorative conversations**

1. What has happened?
2. What were you thinking and feeling at the time?
3. Who has been affected by your actions and how?
4. What needs to be done now to make things right?
5. How could you do things differently in the future?

We believe in a Charter where we work in partnership with parents/carers, staff, students and Governors where respect is the foundation of everything we do

**30 Seconds Intervention Script**

Gentle approach, personal, non-threatening, side on, eye level or lower

I've noticed that ... **state behaviour that you observed** ... **you haven't completed any questions yet**

I need you to ... **relate to the rule/expectation routine this contravenes** ... **make a start on question 1 which is what I asked you to do at the start of the lesson**

This is the third time I have had to speak with you ... **relate the step on the sanctions ladder if appropriate** ... **then refer immediately to previous good behaviour/learning** ... **do you remember last week when you got 10/10 on a test / I sent a postcard home / you were the group leader of a debate? That's the type of focus/attitude/determination I know you're capable of; let's see it now.**

Thanks for listening ... **walk away from the student to allow him/her take up time to decide what to do next; do not stand over the student waiting for a response.**

If there are comments as you walk away (secondary behaviour), make a note and follow them up with the student later in the day or the next morning.

Date	Issue	Status	Comments
September 2018	1	New	To Student committee 22.05.18. To FGB 04.10.18 for ratification. Approved
November 2018	1	Update	Agreed at extraordinary governors meeting 09.11.18. Ratified at FGB 10.12.18
February 2019	2	Update	To Governors 08.02.19
February 2019	2	Update	Amended version to Governors 19.02.19. Approved. Ratified at Special Governors meeting on 25.02.19. To FGB 04.03.19