

BEHAVIOUR FOR LEARNING POLICY



# HAYDON SCHOOL

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# BEHAVIOUR FOR LEARNING POLICY

## 2017

BEHAVIOUR FOR LEARNING POLICY

**BEHAVIOUR FOR LEARNING POLICY**

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 R Jones**  
**Headteacher**

## BEHAVIOUR FOR LEARNING POLICY

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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 entitled to equal treatment

**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. Good News Notes and termly certificates acknowledge students for having made an improved effort.

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, 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 (including facial piercings or spacer earrings) 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
- not take their child on holiday in term time
- ensure their child is in full school uniform and can wear that uniform correctly, including their ID badge
- ensure that their child has a conventional hairstyle and has no unusual piercings and/or tattoos (including facial piercings or spacer earrings)
- ensure their child has the time, space, encouragement and support to complete homework and all coursework to the best of their ability.

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**5. RULES**

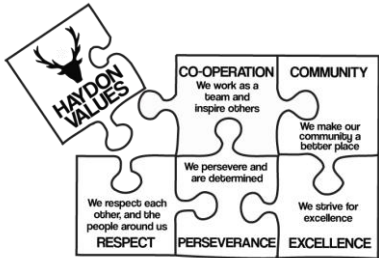
To help us achieve our aims we have agreed (following consultation with students) a set of rules for around the school - these form part of our Behaviour for Learning Policy and students are expected to follow this code at all times.

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 learn
2. Follow instructions first time - every time (ask the teacher if you are ever unsure)
3. Respect each other's right to contribute and to learn (no interrupting, teasing or name calling)
4. Keep feet, hands and objects to yourself
5. Stay on task and manage distractions
6. No mobile phones, iPods or MP3 players - these must not be switched on or visible inside school buildings (phones are only allowed if teachers give students permission to use them as learning tools)
7. Wear the Haydon uniform correctly at all times (including your ID around your neck) - this shows that you are taking pride in your learning and in your school
8. No eating (including chewing gum) or drinking (ask permission from your teacher if you want to have a drink of water - this is the only drink allowed)
9. All classrooms are bully free - show respect to others at all times
10. Follow the subject safety code


**THIS IS YOUR SCHOOL - PLEASE 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 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

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

## BEHAVIOUR FOR LEARNING POLICY

**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 communicated 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
- 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
- Various prizes and privileges

**6.2 Years 7 to 11**

Students are awarded Good News Notes representing one of the five 'Haydon Values' – these values of Co-operation, Community, Excellence, Perseverance and Respect were chosen by Haydon students following consultation. They will be given a Good News Note to take home and it will also be recorded on SIMS, with the information displayed on SIMS Learning Gateway for parents to see.

Throughout the academic year students will be awarded small prizes for achieving a certain number of Good News Notes in each of the five Haydon Values. At the end of each term, the following prizes and rewards will be given in Year Group Celebration Assemblies.

**Each Term, every Year Group**

1. Student of the Term - Student with the most Good News Notes in the term.
  - Certificate, voucher, invitation to a celebration breakfast and a special trip/event at the end of the year.
2. Pastoral Awards - Student with the most Good News Notes in each of the five Haydon Values  
Certificate, invitation to a celebration breakfast.
3. Curriculum Awards – Student with the most Good News Notes in each Faculty Area
  - Certificate and invitation to a celebration breakfast.
4. Student of the year – Student with the most Good News Notes in the year.
  - Certificate
  - Voucher
  - Trophy
  - Invitation to a celebration breakfast.
  - Form group of term/year – decided by the Year Teams taking average effort of students, good news notes and class contribution to the Haydon Values



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- Certificate and non-school uniform day.

**6.3 Detentions****Per Term**

- Students with no detentions will receive a certificate from the Year Team.

**Per Week**

- Forms with no detentions in one week are issued a certificate signed by the Head Teacher, Year Team and Form Tutor.

**6.4 Assessment Rewards**

Using the data from the termly report:

- Top 10 effort per Year – will receive a letter home and a certificate
- Top 10 achievement per Year – will receive a letter home and a certificate
- The Headteacher will also meet with these students.

**6.5 Form Tutor Commendations**

At the end of each term, Form Tutors will be asked to nominate one female and one male 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 and these students receive a certificate.

**6.6 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.

**6.7 Contact Home**

Staff may contact home to comment about good work, behaviour or improvement in effort. This information should be logged under 'interventions' on SIMS by the member of staff.

**6.8 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.

**6.9** Students are also rewarded for a variety of special achievements and efforts in the annual Prizegiving evening.

**6.10** Faculties and Departments offer awards and certificates for students who have demonstrated the Haydon Values in their subject area. These are awarded weekly or each half term.

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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**

<b>Consequence 1:</b>	Verbal Warning
<b>Consequence 2:</b>	Verbal Warning
<b>Consequence 3:</b>	50 minute detention
<b>Consequence 4:</b>	Removal from lesson to another room in the Faculty area followed by exclusion from next lesson, subject report and/or other appropriate consequences.

<b>Severe Clause</b>  <b>For severe misbehaviour (including but not limited to fighting, vandalism, bullying, rudeness towards any member of staff)</b>	Removed from class by Senior Staff and taken to The C4 room for the session.  Likely Exclusion
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**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. A detention of 50 minutes will be set and this sanction will be served the next available day.

**8.2 On the Corridor**

Students must be properly dressed (including ties done up and shirt tucked in) and behaving appropriately. Mobile phones and earphones should not be visible.

Verbal Warning	Detention Offences
Untucked shirt	Hoodies & cardigans (these will be removed to Year Office) Haydon PE sweatshirts are only to be worn in PE lessons
Flower headbands or large bows/accessories in hair	Trainers/boots/canvas shoes (unless note confirming medical or otherwise authorised reason – signed by Year staff, parent/guardian and dated)
Excessive or indiscreet jewellery	Not wearing lanyard and ID badge
Bright nail varnish	Skirts which are too short/tight
Scarves/hats/gloves/out-door coats worn inside	Hipster trousers or excessively tight trousers (large buckles/buttons and zips are not permitted)
Novelty socks (patterned) or tights	Excessively baggy trousers (trousers should be pulled up to the waist, with a black belt)
Leggings worn under skirts	Visible headphones
Visible coloured items of clothing worn under shirt	Visible mobile phones indoors Chewing gum
Stag on tie not visible	
Not wearing a blazer	
<b>Please note...</b>	
Haydon School does not allow facial piercing (including ear stretching jewellery), excessive make-up, shaven heads/shaved designs, bright and unnatural hair dye (including dip-dyeing the ends of hair)	

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**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. All warnings and detentions will show on Sims Learning Gateway. 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 Senior Leadership Double Detention after school. Repeated offenders will be booked into the exclusion room.
- 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 Behaviour Manager in the C4 Room by the end of break on the day of the detention.
  - 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.
  - Staff must ensure that the detention slip is given directly to the student rather than placed in a pigeon hole etc.
  - Students who fail to attend detention will serve a Senior Leadership double detention on a Wednesday from 3.00 – 4.30.

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

**8.4 Homophobia**

Haydon will not tolerate any homophobic comment directed at any student or member of staff. The following consequences will be used:

Generic homophobia – C3

Homophobia aimed at another student or member of staff, contractor or visitor on site – C4. An SIS is to be raised and then dealt with through the normal system.

**8.5 Racism**

Haydon will not tolerate any racist comment directed at any student or member of staff. The following consequences will be used:

Generic racism – C3

Racism aimed at another student or member of staff, contractor or visitor on site – C4. An SIS is to be raised and then dealt with through the normal system.

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**8.6 Senior Leadership Team Detentions 3.00 – 4.30**

A student who fails to attend a detention when called will automatically be given a SLT Wednesday double detention.

These are equivalent to two detentions long (3.00 –4.30) and are held fortnightly. Parents would receive a letter informing them if their child is booked into a SLT double Wednesday detention. If a student fails to attend they will serve an internal exclusion in the exclusion room.

**8.7 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.

**8.8 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 to period 1 they will receive a detention issued to them by Senior Staff at the school entrance. Students are registered electronically every morning and for every lesson. In one week there are 35 possible registration marks. Year Teams monitor punctuality in conjunction with the Deputy Heads and Assistant Headteachers. 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 Form Tutor.

**8.9 C4 Room**

8.9.1 Students may be excluded from lessons for serious misbehaviour e.g. disruption of the lesson. On such occasions the student will be escorted by Senior Staff or the Behaviour Manager to the C4 Room where they will stay until the student demonstrates that they are ready to return to their learning and follow the 'Keys to Success'. 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 period of time in the Isolation or Exclusion Room (a decision made in conjunction with the Year Teams) on the next available date. A letter will be sent home to parents. The student will also be placed on subject report for one week with parents contacted.

8.9.2 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.

8.9.3 Should a student be sent to the C4 Room on a regular basis, the Year Team will examine the reasons and see if the student needs support. In some cases the student and parents will meet to discuss this with a member of the governing body. Poor behaviour may be caused by difficulty in accessing the curriculum. Strategies to improve the behaviour in this case might be:

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

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

### 8.10 Year Isolation Room

Following incidents of a more serious nature, a student may be booked into the Isolation Room for a day or part of the day. Students will be provided with work and a letter will be sent home to parents following discussion with the Year Team.

### 8.11 Exclusion Room

8.11.1 For the following serious incidents students may be booked into the Exclusion 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)
- Persistent non-attendance at detention
- 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.

8.11.2 A letter will be sent home to parents following discussion with the Year Team. Parents are requested to attend a meeting following a student spending a day in the Exclusion Room where expectation and targets will be set. Students will work with a Youth Worker in the Exclusion Room to enable a positive reintegration back into lessons the following school day.

8.11.3 Disruption of the Exclusion Room and failure to demonstrate cooperative behaviour whilst serving a day in the room, will result in an external exclusion.

### 8.12 Prohibited Items

8.12.1 The following are considered prohibited items (DfE 2013):

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

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- 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)

8.12.2 The Headteacher and authorised staff: Leadership Team, Year Leader, Deputy Year Leader and Home School Liaison Officer can search for any item banned by the school rules.

- Lighters
- Legal 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

## 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 Year Team 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.

## 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.

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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.

- 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.
- 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 Year Team. It is essential that Behaviour For Learning is discussed regularly at departmental meetings.
- In extreme cases the Head of Department may wish to discuss with the Year Team the possibility of transferring the student to another set or class. If either of these two additional consequences is thought desirable, the Year Team will write to the parents.
- 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 Year Teams.

## 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 Year Team for immediate information by either a photocopy of the SIS, note, phone call, email etc. and the original SIS is reviewed by the Year Team and passed to the C4 room for logging. It is intended that all this takes place on the same day.
- STEP 3:** C4 Room passes the original SIS with any relevant student statement to the relevant Year Team for filing.

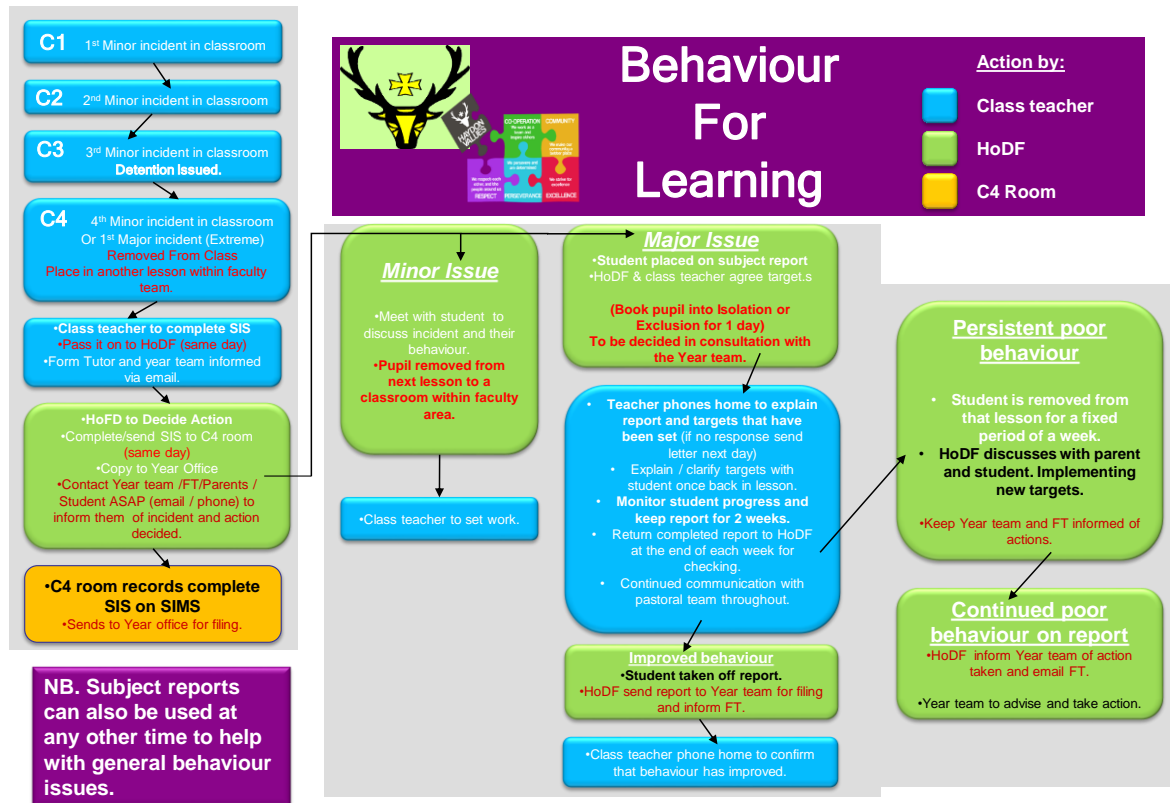
### Procedures for the SIS Route

- STEP 2:** On receiving the information about a C4 the Head of Faculty / Head of Department must decide the action to be taken.
- **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.
  - **Major incident** – student to be excluded for a day or part of the day in the Year Isolation room. This exclusion triggers a subject report for the student. The report is for a fixed period of one week and reviewed.
  - Whatever the outcome the Head of Faculty / Head of Department needs to write the action to be taken on the SIS.



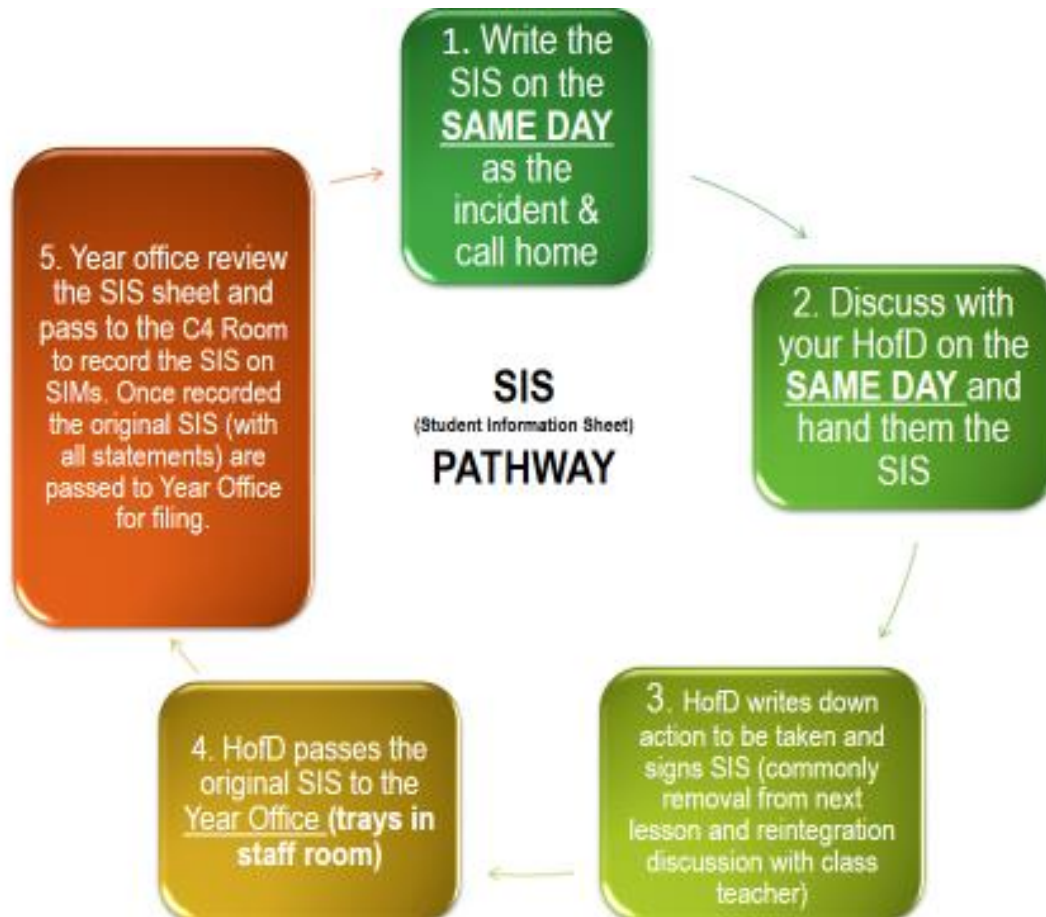
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Behaviour for Learning Flow Chart



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## SIS Pathway

**13. Subject Report**

- 13.1 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.**
- 13.2 Monitoring the report** – The progress of the student on report should be monitored by the class teacher and Head of Faculty / Head of Department.
- 13.3 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

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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 Year Team and the C4 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 Year Team for further support. **If there is not sufficient information written on the SIS highlighting the prior action taken, then the Year Team 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 Year Team member with support from a Deputy Head or Assistant Headteacher 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.

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- 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.
- 19.6 The school offers the support of the 'Believe and Achieve' Unit where students who are at risk of permanent exclusion are withdrawn from a regular timetable and work exclusively in the unit. The focus of the unit is to help students achieve in core subjects and develop life and study skills that will aid reintegration to school life after a 12 week cycle.

**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 Trip.
- 20.2 The member of staff responsible for organising the trip will contact the Year Team in the early planning stages, prior to the trip letters being issued and circulated to student and parents/guardians. The Year Team will review all up-to-date behaviour data and will inform the member of staff of the names of the students with excessive negative behaviour points. These students will not be allowed to attend the trip. Year Teams will discuss this with the student and their parents/guardians.
- 20.3 The Year Team will discuss with the member of staff organising the trip, any students whose negative behaviour points are approaching a cause for concern. The opportunity to attend the trip will be made available to these students, but with clear targets set in place for improved behaviour in the time prior to the trip taking place. The Year Team will discuss these targets with the student and parents/guardians. Failure to meet these targets could result in the student being removed from the trip. Any payments made would not be refunded. The member of staff organising the trip must be confident that the student has demonstrated improved behaviour before a final decision is made about the student's attendance on the trip.
- 20.4 The School has the right at any time to withdraw any student from a trip if they are involved in any behaviour which we deem does not live up to our behaviour for learning expectations and a refund will not be guaranteed.

**21. Use of Internet sites**

The use of internet sites including social networking sites to abuse staff or students 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 Exclusion**

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## BEHAVIOUR FOR LEARNING POLICY

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
- or 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

### **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 a Student Passport involving the student, parents and school. The passport is designed to focus on supporting strategies for the student, what the student would like help with and what motivates them to improve. Targets for improvement are set and reviewed collaboratively between the school and student.
- 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 one term or 45 days exclusion in 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.
- A student excluded for a violent incident will automatically meet with two governors and will be expected to sign a behaviour agreement on readmission to school.
- If students are persistently disrupting the learning of other students in the classroom, they may be invited to meet a member of The Governing Body with their parents to discuss expectations and targets for the future.

## BEHAVIOUR FOR LEARNING POLICY

**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.

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 can request a review in an Independent Review Panel.

Decisions the Independent review panel can make:

- 'Quash' the decision and direct the Governing Body to consider the exclusion again.
- Recommend the Governing Body reconsiders the decision.
- Uphold the exclusion

An Independent Review Panel cannot order re-instatement.

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**

BEHAVIOUR FOR LEARNING POLICY

**26. Consequence 5 Clause**

If a student persistently disrupts the learning of others and/or truants regularly an intervention meeting between Year Staff, the student and parent/carer will be called and the students will be placed on a 'C5 contract' which is signed by all parties.

**26.1 Procedure**

- The student received a C4 from a lesson and is removed to the C4 Room.
- The student continues their study in the C4 room and parents are contacted informing them of the need for an immediate intervention meeting.
- The intervention meeting occurs between the pastoral, senior staff member, parent/carer and student before the student can return to lessons.

BEHAVIOUR FOR LEARNING POLICY

26. EXAMPLES OF REWARD AND CONSEQUENCE DOCUMENTATION

**STUDENT INFORMATION SHEET**  
TO BE COMPLETED ON THE DAY OF THE INCIDENT.  
It is essential that the form is signed and dated

Student Name:	Teacher:	Date of Incident:
Form:	Subject:	Period:

Please explain the reasons for issuing the following consequences:

C1	
C2	
C3	
C4	

Please provide details of the lesson/incident (continues on a separate sheet if necessary but remember to sign and date at the end of the script as well as the boxes below)

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

<input type="checkbox"/> Informed your Head of Department	<input type="checkbox"/> Written a note in the student's organiser	<input type="checkbox"/> Phoned home to speak to parents
<input type="checkbox"/> Written a letter home	<input type="checkbox"/> Spoken to the student's Form Tutor	<input type="checkbox"/> Other action (please comment below)

Action Taken by Head of Department / Faculty Manager

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

NOW PUT THIS FORM IN THE REFERRAL ROOM TRAY IN THE STAFF ROOM

## Haydon School Good News Note

 <b>HAYDON VALUES</b>	<b>CO-OPERATION</b> We work as a team and inspire others	<b>COMMUNITY</b> We make our community a better place
We respect each other, and the people around us <b>RESPECT</b>	We persevere and are determined <b>PERSEVERANCE</b>	We strive for excellence <b>EXCELLENCE</b>

Name: \_\_\_\_\_ Subject: \_\_\_\_\_

Haydon Value: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

### Detention Notification

Dear Parent,

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

<input type="checkbox"/> Inadequate/No homework	<input type="checkbox"/> Conduct Card/Strikes
<input type="checkbox"/> Inadequate classwork	<input type="checkbox"/> Refusing to follow instructions
<input type="checkbox"/> Rudeness	<input type="checkbox"/> Unacceptable Uniform
<input type="checkbox"/> Disrupting a lesson	<input type="checkbox"/> No I.D Badge
<input type="checkbox"/> Slip Not Signed	<input type="checkbox"/> Other (specify): _____

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 3:10pm (3:40pm 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: \_\_\_\_\_

## THIS CERTIFICATE IS PRESENTED TO:

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## STUDENT OF THE TERM

**Signed:**

\_\_\_\_\_

Head of Year

\_\_\_\_\_

Deputy Head of Year

**Date:** \_\_\_\_\_

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BEHAVIOUR FOR LEARNING POLICY

**THIS CERTIFICATE IS PRESENTED TO:**

\_\_\_\_\_

\_\_\_\_\_

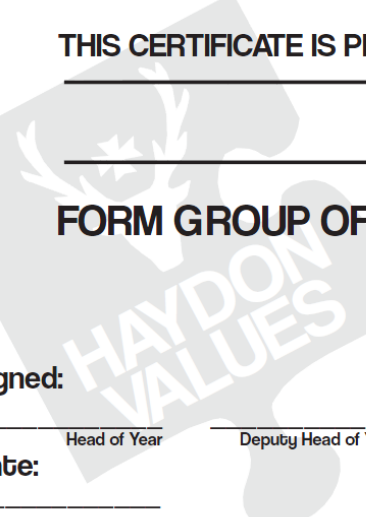
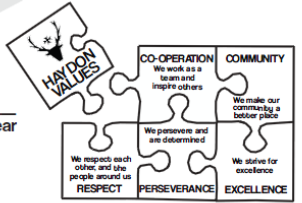
**FORM GROUP OF THE TERM**

**Signed:**

\_\_\_\_\_ Head of Year      \_\_\_\_\_ Deputy Head of Year

**Date:**

\_\_\_\_\_

**THIS CERTIFICATE IS PRESENTED TO:**

\_\_\_\_\_

\_\_\_\_\_

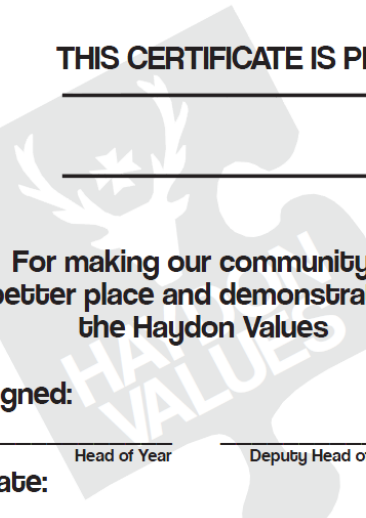

**For making our community a better place and demonstrating the Haydon Values**

**Signed:**

\_\_\_\_\_ Head of Year      \_\_\_\_\_ Deputy Head of Year

**Date:**

\_\_\_\_\_

**THIS CERTIFICATE IS PRESENTED TO:**

\_\_\_\_\_

\_\_\_\_\_

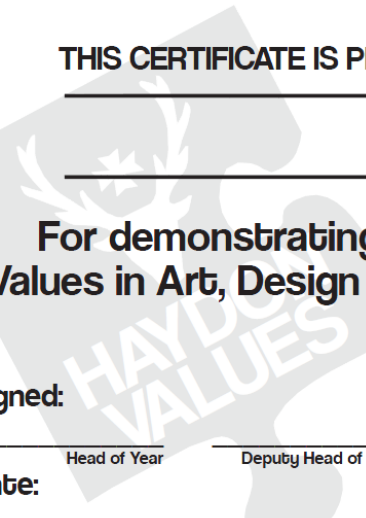
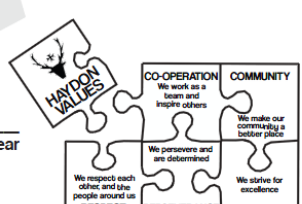
**For demonstrating the Haydon Values in Art, Design and Technology**

**Signed:**


\_\_\_\_\_ Head of Year      \_\_\_\_\_ Deputy Head of Year

**Date:**


\_\_\_\_\_

BEHAVIOUR FOR LEARNING POLICY



**HAYDON SCHOOL  
REPORT SHEET**



**SUBJECT:** .....

**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  
A LANGUAGE COLLEGE**

*Headteacher's  
Commendation*

✕

To ..... of Form

*Description of work:*

*"For outstanding effort and presentation  
in the re-creation of The Globe Theatre  
in English"*

Signature: ..... Date: 14/01/13

*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*

## BEHAVIOUR FOR LEARNING POLICY

**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.
Nov 09	6	Final	To Full Governing Body 16.11.09 Approved
Sept 10	7	Updated	Approved at student committee 07.10.10 to FGB 15.11.10
Jan 12	8	Updated	To Student committee for approval 16.01.12 Approved
Jan 12	8	Final	To FGB 23.02.12 for approval. – Approved
Sept 2012	9	Updated	To Student Committee 08.10.12
March 2013	9	Updated	To Student Committee 22.04.13 Approved. To FGB 13.05.13 for approval. Approved
September 2013	9	Updated	Minor updates to include the C4 Room. To Student Committee 14.10.13 Accepted – To FGB 05.12.13 – Accepted
June 2014	9	Updated	Minor updates prior to new year changes
Sept 2014	10	Updated	To student committee 08.10.14 – approved – to FGB 01.12.14 Approved
January 2016	11	Updated	Minor updates – to Student committee 12.01.16. Approved – To FGB for ratification 05.02.16. Approved
March 2016	12	Updated	Reference to conduct card removed – to student committee 14.03.16 Approved. To FGB 04.05.16 Approved
June 2016	13	Updated	New SIS Pathway and amendments to 8.12 & 22. To student committee 10.10.16 – Approved – to FGB 05.12.16 for ratification-AHJ Approved
January 2017	13	Updates	Updates in line with school day, detention timings etc. To student committee 19.01.17 – Approved – to FGB 03.02.17 for ratification – Approved.