



HAYDON SCHOOL

Behaviour for Learning Policy

Mission Statement

Haydon School is committed to the achievement of individual excellence, encouraging students to be creative and considerate, confident of their role in society and capable of rising to the challenges of a diverse and rapidly developing global economy.

Contents

- **Aims and Objectives**
- **Legislation and statutory requirements**
- **Roles and Responsibilities**
- **Rewards and Sanctions**
- **Exclusion**
- **Confiscation**
- **Student Support**
- **Training**
- **Monitoring Arrangements**
- **Links with other policies**

Appendix 1 : Intervention Scripts

Appendix 2 : Letter templates

1.Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management and building effective relationships between students and adults
- Outline **the student code of conduct**
- Summarise the **roles and responsibilities** of staff in different roles in the school community with regards to behaviour management and relationships
- Outline our system of **rewards and sanctions**

2. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property.
- DfE guidance explaining that maintained schools should publish their behaviour policy online.
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with our funding agreement and articles of association.

3. Roles and Responsibilities

3.1 The Governing Body

The Governing Body of Haydon School will review this behaviour policy in conjunction with the head teacher and monitor the policy's effectiveness, holding the head teacher to account for its implementation.

3.2 The Head teacher

The head teacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1). The head teacher will also approve this policy.

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

3.3 The Senior Leadership Team

Members of the Senior Leadership Team will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

3.4 Staff

All staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour in line with the Haydon Values and paying first attention to best conduct
- Building positive relationships with students
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording achievement and behaviour incidents, and restoring relationships providing positive feedback to parents and carers

The senior leadership team, pastoral and curriculum leaders will support staff in responding to behaviour incidents.

3.5 Parents/Carers

Parents/Carers are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Celebrate the successes of their child's achievement

3.6 Student Code of Conduct

The below code of conduct is designed to support students with demonstrating the Haydon Values - Excellence, Perseverance, Kindness, Community, and Respect. This code of conduct should be displayed in all classrooms and referenced in assemblies throughout the year. It should also be given to all students on the rear of their cardboard timetable that should be carried by all students.

1. *Show respect to members of staff and each other and follow staff instructions*
2. *Have excellent attendance and punctuality by attending all lessons on time*
3. *Be excellent learners by having all equipment and books for the day*
4. *Wear the correct uniform (and smart business dress in the 6th form) to show respect to yourself and pride in the school community*
5. *Walk around the school in a quiet and calm manner and ensure others can do the same*
6. *Enter classrooms in a calm and polite manner*
7. *In class, respect each other and make it possible for all students to learn*
8. *Not to use a mobile phone in school*
9. *Treat the school buildings and school property with respect*
10. *Refrain from behaving in a way that brings the school into disrepute, including when in the local community*

The expectation that students follow the student code of conduct also applies during break and lunch times, on the way to and from school and out of school in uniform 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 line with the student code of conduct.

3.7 Teaching Staff and Learning Support Staff

Teaching staff and learning support staff are responsible for creating and maintaining a positive climate for learning within the classroom resulting in high quality teaching and learning.

They will:

- Follow the Haydon 11 (Appendix 3)
- Create and maintain a stimulating environment that encourages students to be engaged
- Display the student code of conduct in their classrooms
- Plan an appropriate curriculum delivered through high quality lessons which meet the needs of all students. (use of student data and pupil passport information)
- Develop a positive relationship with students, which will include:
 - Greeting students personally at the door at the start of lessons
 - Paying attention first to best conduct
 - Establishing clear routines
 - Having a clear 'do now' activity ready for students to start as soon as they arrive at the lesson
- Communicating expectations of behaviour positively
- Follow up poor punctuality in line with school procedure
- Concluding the lesson positively and starting the next lesson afresh
- Having and implementing a plan for dealing with low-level disruption
- Using positive reinforcement
- Clear and consistent use of Chance, Choice, time out and parking (5.2.1)
- Using intervention scripts (appendix 1)
- Not shouting
- Have restorative conversations with students who do not follow the student code of conduct in order to build relationships
- Contact parents/carers where there are concerns over student code of conduct and to celebrate success
- Hold detentions of up to 30 minutes for repeated poor conduct
- Be on their classroom door at the end of the lesson to ensure students move promptly to their next lesson

- Reward students for positive behaviour, attitudes and work in line with Haydon Values
- Keep students learning in lessons unless there is a medical condition requiring them to leave the lesson
- Ensure students are in the correct uniform during their lesson and when they leave
- Use Satchel to record behaviour and achievement
- Contact Form Tutors where there are concerns regarding attitudes and behaviours
- Escalate concerns over repeated poor behaviour and attitudes to learning to Curriculum Leaders
- Follow the SEND referral process and steps to raising concerns to investigate underlying causes.
- Use the emergency on call function for severe misbehaviour and immediate safeguarding concerns, including truancy and first aid emergencies
- Follow up incidents of emergency on call with phone call home, record in SIMs and restorative conversation resetting the relationship and ensuring a fresh start
- Complete equipment and uniform checks daily during extended period 1 and log infringements on satchel.
- Book students into a daily centralised detention if they are parked from their lessons. When this happens the teacher should contact home, and best practice is to visit the student in said detention to hold a restorative meeting.
- If a student truants their lessons, teachers should contact home to let parents know, the student will be booked into the daily centralised detention .

3.8 Curriculum Leaders

Curriculum Leaders are responsible for ensuring teachers in their subjects create and maintain a positive climate for learning within the classroom.

They will:

- Monitor the quality of lessons and the development of a positive climate for learning through the quality assurance processes
- Share good practice in developing positive climates for learning
- Use data on achievement and behaviour to improve the climate for learning
- Celebrate student effort and achievement
- Contact parents/carers to support with improving behaviour

- Support teachers requiring emergency on call support
- Hold detentions for up to 30 minutes
- Follow the SEND referral process and steps to raising concerns to investigate underlying causes
- Put students on subject reports with clear targets in line with the code of conduct
- Review the progress of students on subject reports with the class teacher, student and parents/carers
- Communicate student concerns with pastoral teams when relevant.

3.9 Form Tutors

Form Tutors are responsible for providing high quality pastoral care to students in their tutor group. They will do this by creating and maintaining positive relationships with students and providing a vital pastoral link between school and their parents/carers. Form tutors will monitor progress both academically and socially; encouraging involvement, commitment, and high standards of work and behaviour.

They will:

- Develop a positive relationship with students, which will include:
 - Greeting students personally at the door to at the start of form time
 - Getting to know your tutees and their interests inside and outside of school.
 - Pay attention first to best conduct
 - Establishing clear routines
 - Have a clear form time activity ready for students
 - Communicating expectations of behaviour in ways other than verbally
 - Ensure students know when and how to contact teachers.
 - Give students roles and responsibilities in form where appropriate
 - Clear and consistent use of Chance, Choice, time out and parking
 - Use intervention scripts
 - Have restorative conversations with students who do not follow the student code of conduct in form time

- **Daily:**

- Monitor uniforms daily. Contact parents/carers at the earliest opportunity if students are not in full uniform if the intervention has been unsuccessful
- Monitor students have all equipment and books for the day
- **Weekly**
 - Monitor attendance and liaise with Year Office & home where appropriate.
 - Contact a minimum of 2 parents/carers each week on attendance.
 - Record initiatives on satchel to support effective holistic attendance monitoring
 - Reward students for positive behaviour, attitudes and work in line with Haydon Values
 - Contact parents/carers where there are concerns over student code of conduct
 - Phone call/email/certificates to parents/carers with positive news
 - Hold detentions of up to 30 minutes for repeated poor conduct during form time
 - Discuss behaviour regularly with students, focussing particularly on rewards and success.
 - Use weekly attendance figures to raise student awareness of whole-class trends in attendance.
 - Use rewards appropriately for high/improved attendance

Promote & explain groups/societies/clubs when reading out notices; ensure students are aware of activities of groups/societies/clubs.

- **Half termly:**
 - Review spreadsheet of assessment data. Mentor students where appropriate
- **Other where appropriate:**
 - Follow the SEND referral process and steps to raising concerns to investigate underlying causes
 - Conduct form time activities that look at upcoming decision processes (e.g. Options, post-16 choices) and how best to approach them.
 - One-to-one meetings with students to discuss behavioural issues; arrange meetings with parents where appropriate; liaise with subject teachers and the Year Leader

3.10 Year Leaders

Year leaders are responsible for leading high quality pastoral care to students in their year group. They will do this by ensuring Form Tutors in their year group create and maintain positive relationships with students and provide a vital pastoral link between school and their parents/carers.

Year Leaders will monitor progress both academically and socially; encouraging involvement, commitment, and high standards of work and behaviour.

They will:

- Monitor the quality of form times through the quality assurance processes
- Share good practice in providing high quality pastoral care through regular meetings and training with form tutors.
- Use data on achievement and behaviour to monitor student behaviour and implement appropriate interventions
- Support teachers requiring emergency on call support
- Hold engaging assemblies linked to Haydon Values
- Contact parents/carers with strategies for improving behaviour and attendance
- Put students on pastoral reports with clear targets in line with the code of conduct
- Review the progress of students on reports with form tutors, student and parents/carers
- Celebrate students for positive behaviour, attitudes and work in line with Haydon Values
- Use data on attendance to monitor student attendance and punctuality and implement appropriate interventions

4. Rewards and Sanctions

4.1 List of rewards

Our praise and recognition system celebrates the success of all students. Continual praise of each student's 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.

Rewards are given in line with the Haydon Values below.



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

- Rewards
- Certificates
- Good News Notes
- Head teacher commendations
- Verbal Praise – we all like to know when we are doing well and members of staff will tell students when their work or behaviour is good
- Contact home
- Postcards
- Headteacher or Deputy Headteacher hot chocolate
- Badges

Staff will focus on positive communication 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.

4.2 Sanctions

Staff will deal with any students who are not behaving in line with the student code of conduct 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.

4.2.1 In Lessons

In lessons the class teacher will use the following interventions 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.

Interventions	Actions	Recording	Outcome
Chance	Remind student of the code of conduct expectations	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.	Not recorded	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 Satchel	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 Satchel	All parking incidents are dealt with by the teacher and supported by the HoD/HoF. Students will be parked within the faculty. Year Leaders and Curriculum Leaders will monitor parking and could lead to internal exclusion.
---------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

4.2.2 Restorative Conversations

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

A brief 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.

4.2.3 Interventions

Department / Faculty Interventions

If the sanction relates to an issue within the classroom e.g. not completing homework, behaving inappropriately or inadequate classwork an intervention, or detention of up to 30 minutes on the day is reasonable and proportionate if staff feel appropriate. Any intervention 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.

4.2.4 Pastoral Interventions

Lateness and Punctuality

Parents will be notified if a student is late to school via our In-Touch Home/School communication. Students will attend the daily centralised detention if they are late to lessons.

Uniform

Form tutors must 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. For details of specific uniform expectations, staff, parents, and students should refer to the school uniform guide on our website.

4.2.5 Additional Interventions

Students who persistently behave in such a way that demonstrates that they are not following the code of conduct 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 an Educational Psychologist referral may be made.

In addition, such students will be monitored by the Curriculum Leaders or Year Leader as appropriate to individual cases.

Students may be asked to serve a 1 hour detention with SLT, normally held twice a week. Examples of behaviour that may lead to serving this include but are not limited to; persistent truancy, failure to attend the daily centralised detention, failure to be parked after being removed from a lesson.

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.

4.2.6 Internal Exclusion

For the following serious incidents students may be booked into the Internal 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)
- 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 School's discretion.

Students will work with staff in the Internal Exclusion 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 Internal Exclusion Room and failure to demonstrate cooperative behaviour whilst in Internal Exclusion will result in a Suspension.

4.2.7 Prohibited Items

The following are considered prohibited items (DfE 2018):

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- 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 Head teacher and authorised staff can also search students for any item banned by the school which has been identified below:

- Lighters
- Legal highs
- Aerosol cans and sprays
- Electronic cigarettes (vapes)
- Vape Liquid
- DVDs 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

5. Exclusion

5.1 Suspensions

Any behaviour that is deemed, in the judgement of the Head teacher, to undermine the authority of a member of staff, will warrant a suspension. This would normally be up to 5 days, depending on the severity of the offence, 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 suspension is finished.

Examples of behaviour which has led to suspension 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
 - Taking or distributing images of any members of the school community
 - Uploading inappropriate material on social media

5.2 Permanent Exclusion

The Head teacher 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 Substance Abuse Policy for further guidance.
- Carrying an offensive weapon.
- Maliciously activating the fire alarm.

6. Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to the student.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation and the school's Screening, searching and confiscation policy.

6.1 Mobile Phones

Mobile phones or any other electronic devices or equipment. e.g. headphones, MP3 players.

Haydon School operates a 'See it, Lose it' principle 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 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/carer 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.

7. Student Support

Haydon School is a fully inclusive school and is committed to ensuring that all students, irrespective of any disability and/or special need are able to thrive by accessing an appropriate, engaging and aspirational curriculum. The aim is always to raise achievement through working with parents and meeting the academic, social and emotional needs of all students, including those with special educational needs and disabilities (SEND).

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator (SENCO) will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from the Special Educational Needs Coordinator (SENCO), specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

8. Training

Staff are trained in developing positive relationships and managing behaviour. This includes a risk based approach to conflict management and in particular, the use of restraint techniques.

Behaviour management will also form part of continuing professional development.

9. Monitoring Arrangements

This behaviour policy will be reviewed by the Head teacher and the Governing body every year. At each review, the policy will be approved by the Head teacher.

10. Links with Other Policies

This behaviour policy is linked to the following policies:

- Safeguarding Policy
- Anti-bullying Policy
- Care and Control Policy
- Screening, Searching and Confiscation Policy