

# Haggerston School

Aspiration Creativity Character

## Behaviour Policy

<b>Approved by</b>		<b>Date:</b>	
Governors Policy Committee		24 <sup>th</sup> September 2018	
<b>Monitoring Date:</b>	<b>Monitored by:</b>	<b>Full Review Due:</b>	<b>Review By:</b>
	Governing Body – Policy Committee		DHT Behaviour

## Appendix 1:

<b>Aims:</b>	<ul style="list-style-type: none"> <li>● To have the highest expectations of student behaviour to ensure that they realise their academic potential and develop the qualities and skills to lead successful, fulfilled lives</li> <li>● To create a culture of hard work and excellence which ensures all students develop the good learning habits and a love of learning</li> <li>● To ensure all students are respectful and trust the decisions/instructions of staff</li> <li>● To create an environment in which students are enabled to become responsible, self-disciplined, industrious young adults</li> <li>● To form an active partnership with families to encourage excellent behaviour and to establish improved patterns of behaviour where there are difficulties</li> </ul>
<b>Targets/ Outcomes:</b>	<ul style="list-style-type: none"> <li>● Behaviour is consistently outstanding in lessons. Incidents of disruption are rare.</li> <li>● Internal/External Exclusions reduce, particularly repeat exclusions</li> <li>● Staff, parent and student surveys indicate high levels of satisfaction with behaviour standards</li> </ul>
<b>Definitions</b>	IEU - Internal Exclusion Unit, FTE- Fixed Term Exclusion
<b>Other Documents</b>	<p>This policy should be read in conjunction with the attached appendices and the following documents:</p> <ul style="list-style-type: none"> <li>● DfE Exclusion from maintained schools, academies and pupil referral units in England</li> <li>● DfE searching, screening and confiscation advice for head teachers, school staff and governing bodies (2018)</li> <li>● Equal Opportunities &amp; Inclusion Policy</li> <li>● SEND Code of Practice</li> </ul>
<b>Roles and Responsibilities:</b>	
<b>Students will:</b>	<ul style="list-style-type: none"> <li>● Do their best to meet the school's behaviour expectations</li> <li>● Comply with school rules and routines, following instructions from staff</li> <li>● Work well with all adults and peers to create a positive school culture</li> </ul>
<b>Teaching Staff will:</b>	<ul style="list-style-type: none"> <li>● Adhere to the behaviour policy and whole school strategies for managing behaviour</li> <li>● Expect high standards of work and behaviour at all times</li> <li>● Reward student achievement in line with 'The Haggerston Way' and challenge/take action where students do not meet the school's behaviour expectations</li> <li>● Communicate promptly and effectively with parents/carers about any behaviour concerns</li> </ul>
<b>Subject Leaders will:</b>	<ul style="list-style-type: none"> <li>● Lead and implement the school behaviour policy in their subject area, including equal opportunities and anti-bullying procedures</li> <li>● Manage staff in their area to ensure they implement the behaviour policy and whole school strategies for managing behaviour</li> <li>● Ensure staff in their areas follow strategies for effective classroom management</li> <li>● Monitor classroom practice</li> <li>● Support teachers in maintaining discipline and following up on incidents</li> </ul>
<b>SENCO will:</b>	<ul style="list-style-type: none"> <li>● Coordinate the support in place and learning plans for all students with SEN in accordance with the SEN Code of Practice</li> <li>● Monitor the quality of support for all students with SEN</li> <li>● Respond to referrals for behaviour support with students with SEMH needs</li> <li>● Liaise with relevant external agencies to ensure prompt and effective support for students with SEMH needs</li> </ul>

<b>Tutors will:</b>	<ul style="list-style-type: none"> <li>● Ensure that students have the correct uniform and equipment and are ready to learn at the start of each day</li> <li>● Communicate with students about their corrections and achievement points and ensure they are informed at the start of each day about any pending sanctions</li> <li>● Establish a positive environment for learning, a cohesive group ethos in tutor time</li> <li>● Monitor student achievement and behaviour across subjects and communicate information with staff/students as appropriate</li> <li>● Communicate with parents/carers about student achievement and student behaviour concerns</li> </ul>
<b>Heads of Year will:</b>	<ul style="list-style-type: none"> <li>● Lead and implement the behaviour policy for their year group, including equal opportunities and anti-bullying procedures</li> <li>● Manage the tutor team for their year group including strategies to support tutors with students repeatedly not meeting behaviour expectations</li> <li>● Monitor and review the effectiveness of tutor time</li> <li>● Monitor and report on the behaviour of students in their year groups, including interventions, referrals, reports and meetings with staff/parents/carers/students and external agencies</li> <li>● Liaise with external agencies to ensure effective support and intervention</li> <li>● Provide the required documentation for exclusion panels</li> </ul>
<b>SLT will:</b>	<ul style="list-style-type: none"> <li>● Lead, model and implement the behaviour policy, including equal opportunities and anti-bullying procedures</li> <li>● Analyse and evaluate the effectiveness of behaviour systems, using data and evidence to inform any improvement actions</li> <li>● Manage staff in their areas to ensure they implement the behaviour policy consistently and effectively</li> <li>● Review data and identify actions in response to serious incidents and persistent disruption</li> <li>● Identify staff development needs and ensure effective intervention and support</li> <li>● Monitor student referrals and exclusions, taking action to avoid repeated, persistent poor behaviour and sanctions</li> <li>● Oversee liaison with external agencies, evaluating impact and value for money</li> <li>● Report key data performance indicators to governors</li> </ul>
<b>Head teacher will</b>	<ul style="list-style-type: none"> <li>● Make reasonable, proportionate, fair and evidence-based decisions about exclusions following breaches of the school behaviour code</li> <li>● Oversee and monitor behaviour standards in the school, taking action to remedy any areas where standards are not outstanding</li> </ul>
<b>Parents/ Carers will:</b>	<ul style="list-style-type: none"> <li>● Support the school's behaviour expectations, policy and procedures</li> <li>● Work collaboratively with staff to encourage respect and good behaviour</li> <li>● Ensure that the school has accurate and current contact information</li> <li>● Attend meeting with staff to discuss their child's behaviour</li> </ul>
<b>Governors will:</b>	<ul style="list-style-type: none"> <li>● Sit on exclusion panels as required</li> <li>● Monitor and review the effectiveness of the behaviour policy and practice</li> </ul>

**Appendix 2:****Behaviour Expectations**

**We respect the right of everyone to study and work in a positive learning environment.**

**We will create and maintain a positive learning environment in the following ways:**

1. We will ensure we are ready to start the school day with the correct equipment and line up calmly and in alphabetical order
2. We will work to the best of our ability in lessons, ensuring that we do not disrupt our own learning or the learning of others
3. We will treat others with respect, tolerance and kindness at all times
4. We will walk in single file (on the right), with pace and purpose throughout the school building, maintaining a library atmosphere at all times
5. We will respect the school environment by keeping it clean and placing litter in bins
6. We will eat and drink only in the school canteen and permitted areas
7. We will leave the school building at break, lunch and the end of the school day in a calm, quiet, single file line
8. We wear correct school uniform at all times, including on the way to and from school
9. We are sensible and respectful of others on the way to and from school, acting as ambassadors for Haggerston School
10. We will not bring any items into school which are banned (eg. sharp objects, weapons, drugs, alcohol, cigarettes, matches, fireworks)

## Corrections Chart

Negative Behaviour		Not Meeting Expectations	Correction
<b>1</b>	<b>Poor corridor/line-up behaviour</b>	not walking with purpose; not in silence; not facing the front	<b>1</b>
	<b>Incorrect uniform/appearance</b>	not wearing the correct items of school uniform; not removing all non-uniform items before entering school; not maintaining a smart standard of uniform at school	<b>1</b>
	<b>Incorrect equipment</b>	not having planner; not having all the required stationery; not having all the required PE kit; not having all the required books/folders/worksheet	<b>1</b>
	<b>Chewing gum/Eating outside</b>	not eating appropriate food in the canteen or designated space	<b>1</b>
	<b>Inappropriate language</b>	not using appropriate language;	<b>1</b>
	<b>Low level disruption - lack of attention/distracting others</b>	not tracking teacher; not starting work when instructed; not being organised with equipment out; not working in silence	<b>1</b>
<b>2</b>	<b>Incomplete H/W</b>	not completing work to the best of their ability; not submitting quality work	<b>2</b>
	<b>Incomplete C/W</b>	not completing work to the best of their ability in the time assigned	<b>2</b>
	<b>Late to tutor/assembly time</b>	not arriving to school on time; not arriving to tutor time or assembly on time	<b>2</b>
	<b>Late to lesson</b>	not arriving to lesson on time; not arriving to lesson with peers	<b>2</b>
	<b>Late to line-up</b>	not arriving to line on time; not arriving to line with peers	<b>2</b>
	<b>Defiance/questioning staff/arguing</b>	not following instructions first time; not responding respectfully to staff instructions	<b>2</b>
<b>3</b>	<b>Late after 9am</b>	not arriving to school on time	<b>3</b>
	<b>No H/W submitted</b>	not submitting any H/W on deadline	<b>3</b>
	<b>Missed detention</b>	not attending set detention	<b>3</b>
	<b>Repeated defiance/questioning staff/arguing</b>	repeatedly not following instructions first time; repeatedly not responding respectfully to staff instructions	<b>3</b>
	<b>Truancy</b>	not attending lesson	<b>3</b>
<b>The following behaviours will also result in Internal Exclusion (IEU) or Fixed Term Exclusion from school:</b>			
<b>6</b>	<b>Verbally threatening</b>	making verbal threats or being verbally abusive towards peers, staff or members of the community	<b>6</b>
	<b>Physically threatening</b>	physically threatening and intimidating behaviour towards peers, staff or members of the community	<b>6</b>
	<b>Harassment</b>	abusing a peer based on their identity	<b>6</b>
	<b>Bullying</b>	repeatedly harassing peers	<b>6</b>
	<b>Bringing the school into disrepute</b>	not representing the values of The Haggerston Way in the wider community	<b>6</b>
	<b>Damage to property</b>	causing damaging school property	<b>6</b>

<b>Violence</b>	causing physical harm to another person and endangering their safety	<b>6</b>
<b>Contraband</b>	bringing banned items on to the school premises and endangering the safety of themselves and others	<b>6</b>

## Sanction Thresholds

<b>Timeframe</b>	<b>Corrections</b>	<b>Sanction</b>
In a lesson	1	Logged on Classcharts
	3	Directed to Study Centre until next break (11.15am, 1.30pm or 3.15pm)
In a day	3	1 hour detention after school
	6	IEU the next day
In a week	1	Logged on Classcharts
	3	1 hour detention after school
	6	2 hour detention after school
	9	Internal Exclusion Unit (Next Day)

## Appendix 3:

### The Haggerston Way - Rewards System

Demonstrating the Haggerston Way - 3 credits	
Aspiration	Striving for excellence
	Hard work
	Mastery of knowledge
Creativity	Creating beautiful work
	Inspiring others
	Completion of extension work
	Independence in your work
	Demonstrating creativity and problem solving
Character	Being articulate and confident
	Demonstrating resilience, curiosity or ambition
	Demonstrating community spirit

### Citations

A citation is a written commendation from a member of staff and these are read out in assembly. Citations will be awarded for outstanding demonstration of the Haggerston Way.

**These will be worth 6 credits.**

**If a student maintains zero corrections in a week they will be awarded 9 credits**

### Rewards

Timeframe	Credits	Reward
In a half term	300	Certificate and £10 Amazon voucher
	Top 10 students in each year group	HOY reward lunch
In a term	500	Certificate and £20 Amazon voucher
	600	Certificate and ticket for Ipad/tablet prize draw
	Top 5 students in each year group	Certificate and lunch offsite

In an academic year	Top 10 students in each year group	Certificate, end of year reward trip - to include attendance and behaviour targets
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## Points for prizes

Students will also have the opportunity to use their credits to buy further prizes and privileges.

Credits	Prize
50	Early lunch pass for 1 week
100	Stationery items
150	Basketball privilege for 1 week
250	Lunch at the Grumpy Mule (school cafe)
300	A reading book/revision guide

## Achievement Awards

Students will also receive Achievement Awards. These will be awarded 3 times a year after key assessment points. They will be for individual subjects where a student has demonstrated that they are secure in that subject. This works alongside the new Dynamic Progress Reporting that will begin in September.

Students with the highest progress and attainment from each year group will also be awarded a gold star.

These awards are to celebrate the academic success of our students and the badges provide the opportunity for our students to be recognised by staff and their peers on a daily basis.



## Appendix 4:

### **Behaviour Procedures in Lessons**

Our behaviour system is designed to ensure that students have disruption free learning in all of their lessons so that their learning is never compromised. We consider this to be a fundamental starting point for outstanding teaching and progress. Without disruption, teachers are liberated to teach challenging, rigorous and creative lessons.

#### **Disruption-free learning - 5 Key Teacher Tools:**

We know that the way to achieve disruption-free learning is to set very high expectations, communicate them clearly to students and then be consistent in upholding those expectations. The following tools help teachers to do that:

1. Corrections chart which allows teachers to give corrections consistently for breaches to the behaviour code.
2. Classcharts - an app which allows teachers to promptly assign corrections for breaches
3. Teacher scripts - to help create a common language around behaviour expectations across the school which students become familiar with. (E.g. SLANT - means Sit up straight, Listen, Ask/Answer questions, Note key information, Track the speaker)
4. Study Centre - three corrections (incidents of disruption) in one lesson means that students will be sent to the study centre where they will study independently until the next break time using knowledge organisers and their self-quiz book. They will also receive an automatic one hour detention. This means that teachers do not need to put up with repeated low level disruption and students will be incentivised to regulate their behaviour better.
5. Equipment dealt with at the start of the day by tutors so students should always have the equipment they need in lessons

## Appendix 5:

### **Study Centre Process and Expectations**

This policy, an appendix of the Student Behaviour Policy, deals with the policy and practice which informs the school's use of the Study Centre. It is underpinned by the shared commitment of all members of the School community to establish exemplary behaviour at all times so learning is never compromised.

A correction card will be issued if a student receives 3 corrections in one lesson (please see Appendix 2 for reasons why a correction may be issued). In this instance a student will then be sent to the Study Centre so that the learning of others is not compromised and to provide the student with an opportunity to reflect upon and correct their behaviour.

#### **Study Centre procedure:**

- When three corrections have been issued in a lesson a student will be given a correction card
- The student will take this card and make their way to the Study Centre
- A student will remain in the Study Centre until 11.15am or 1.30pm depending upon what time of the day they are sent there
- Information about this will be available to parents through the Classcharts App
- If a student is placed in the Study Centre on a frequent basis then a member of staff from the relevant school will phone/meet with parents/carers to discuss the next steps

#### **Student expectations:**

Whilst in the Study Centre the student will be expected to

- read and complete self-quizzing activities using their Knowledge Planner
- complete work to the best of their ability
- work in silence

If a student does not meet these expectations they will be issued with further corrections. If they receive two more corrections they will remain in the Study Centre until 1.30pm or until 11.15am the next day. If they receive three further corrections then they will be removed to the Internal Exclusion Unit for the rest of the day until 5.15pm or the next day until 5.15pm depending on the time of day that this occurs.

#### **Staff expectations:**

A senior member of staff will run the Study Centre during each lesson and they will:

- ensure that all students have work to complete
- ensure that the Study Centre remains a silent working space
- issue a correction if a student does not meet the Study Centre expectations

**Appendix 6:****Detention Procedure**

Students who fail to comply with the behaviour expectations will be issued with a 'correction' or corrections in line with our Corrections Chart (Appendix 2). If they accumulate 3 corrections in the course of a week, they will be issued with an after school detention of 1 hour on the following school day. If a student fails to attend that detention or if they accrue 6 or more corrections in a week, they will be issued with a 2 hour detention.

**Process**

Detentions are automatically issued based on the number of corrections a student accrues in a week. It is, therefore, important that students monitor the number of corrections they accumulate between Monday and Friday.

All detentions are held after school in a central space. Detentions start at 3:15pm and end at 4.15pm or 5:15pm depending on whether the student has been issued a 1 hour or 2 hour detention. Students are required to attend for the duration of the detention they have been set. If a student is more than 5 minutes late for a detention and cannot provide a valid reason, they will be considered absent and the sanction will be escalated. Students who are required to attend a structured activity during period 6 (i.e. 3:15pm-4:15pm) will be expected to sit their detention of up to 1 hour after their session. This does not, however, apply to enrichment activities unless permission is granted in advance.

During a detention, students will be required to use their knowledge folder to revise and self-quiz or undertake community serve if their sanction relate to eating or drinking at inappropriate times or places. It is vital that students carry their knowledge folder and self-quizzing book with them at all times as part of their equipment. Students must work in silence. If the student fails to do so, the sanction will be escalated.

**Communication with students**

If a student is has been issued with 3 corrections, they will know they have been issued with a detention. Their tutor will communicate this to them and they can also check the detention noticeboard in the main school building. It is the student's responsibility to monitor the number of corrections they accumulate between Monday and Friday, check the detention noticeboard and attend their detention. They may also keep track of their behaviour and sanctions using the ClassCharts app outside of school hours.

**Communication with parents and carers**

Parents and carers will be informed of their child's detention via a text message. Parents and carers will also be notified by text message if their child misses a detention and the action the school intends to take. It is, therefore, important that parents and carers immediately notify the school of any changes to their contact details. Parents will also be able to monitor their child's behaviour and detentions, including the reasons they have been given corrections, via the ClassCharts app.

**Failed detentions**

If a student is late or fails to attend, the detention will be escalated:

- Failure to attend a 1 hour detention will result in the student being issued with a 2 hour detention.
- Failure to attend a 2 hour detention will result in the student being internally excluded in the Internal Exclusion Unit.

## Appendix 7:

### Interventions Procedure

At Haggerston School, we seek to provide support for families as early as possible in order to the underlying causes of disruptive behaviour. Heads of Year and Assistant Heads of Schools will meet with students and families to share any concerns and put arrangements in place to support (or what are often referred to as interventions) student improve their behaviour. Parents and carers may be asked to ensure specific actions are taken at home in order to support the student.

Support is co-ordinated by the Student Referral Group (SRG). It is made up of a number of professionals who work in or with the school, such as Heads of Year, Assistant Heads of School, Special Educational Needs Co-ordinator (SENCO), Attendance Officer and Deputy Designated Safeguarding Lead. Where there are concerns about a student's behaviour, they consider the most appropriate support for the student, make referral to services in and outside of school and the review the support put in place in order to ensure it is effective.

#### **Interventions**

Set out below are examples of the interventions provided by Haggerston School or the external agencies we refer students to

<b>Internal</b>	<b>External</b>
Parent meetings	Young Hackney
Report system	Hackney Pirates
Mentoring	Reach Out
Attendance Focus Group	Hackney Learning Trust Attendance Officer
Behaviour contract	Child and Adolescent Mental Health Services
School counselling (A Space)	Safer Schools Police Officer
Restorative Meetings	
Pastoral Support Programme	
Head teacher's Contract	

#### **Communication with families**

Where we believe an intervention may support a young person in improving their behaviour, we will work with families in order to seeks their permission and ensure they are informed before any work with a student begins. This does not, however, apply to in relation to safeguarding or child protection concerns.

#### **Pastoral Support Programme**

There are occasions when the behaviour of a student fails to improve despite interventions being put in place. At this stage, we will place a student on a Pastoral Support Programmes (PSPs). It is designed to support students who are at risk of permanent exclusion or becoming disaffected through repeated fixed-term exclusions.

The PSP is a school-based, young person centred approach to address the inclusion of students with challenging behaviour from a range of perspectives. Targets are set for both the young person and for the range of agencies involved with the young person. Key to this process is the regular review of the PSP that enables close monitoring of the young person within the school environment.

## Appendix 8:

### Pastoral System and Reports

The purpose of our pastoral system is to promote excellent attendance and punctuality, exemplary behaviour (including students' self-discipline and respect of others) and support families in meeting the health and well-being needs of students.

In order to do so, the school is organised into three teams:

School Team	Lower School	Upper School	Sixth Form
Year groups	Year 7 Year 8	Year 9 Year 10 Year 11	Year 12 Year 13
Members of School Team	Head of Year 7 Head of Year 8 Assistant Head of School Tutors	Head of Year 9 Head of Year 10 Head of Year 11 Assistant Head of School Tutors	Joint Head of Sixth Form Joint Head of Sixth Form Sixth Form Co-ordinator Tutors

#### Reports System

In order to support all students to comply with the Behaviour Policy, we operate a report system. This means that, where there is a concern, a student's conduct (e.g. behaviour, attendance and punctuality, standard of uniform and standard or completion of classwork or homework) may be closely monitored and reported for a period of time.

During this monitoring period, the student will be set 3 or 4 specific targets they will be judged on each lesson. The student will be required to carry a report card with these targets to each lesson. The teacher or another member of staff in each lesson will judge whether the student has met each of the targets and then sign the report. The student will be required to report to a designated member of staff each day in order to review the report. Rewards or sanctions will be issued based on the feedback from staff in lessons. It is our expectation that the student's parent or carer will discuss the feedback each day and sign the report to confirm that has happened.

There are various stages in the report system, which is based on the severity of the student's conduct:

Level	Report	Supervisor
L1	Green	Tutor
L2	Yellow	Assistant Head of School
L3	Red	Head of Year
L4	Blue	Senior Leadership Team

## Appendix 9:

### **Internal & External Exclusion Procedure**

The decision to exclude a student will be taken in the following circumstances:

- A. In response to a serious breach of the school's Behaviour Policy;
- B. If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

External exclusion is a serious sanction and is only administered by the Head teacher (or, in the absence of the Head teacher, the Deputy Head teacher).

**Internal and external exclusion**, whether fixed term or permanent, may be used for any of the following, all of which constitute examples of unacceptable conduct and are serious infringements of the Behaviour Policy:

Defiance, verbal aggression to staff and others, verbal aggression to students, physical aggression or violence towards staff, students or members of the public, argumentative/confrontational behaviour, possession of drugs, dealing drugs, bringing a banned item into school, refusal to go to the Internal Exclusion Unit, racist/homophobic abuse, bullying, truancy, inappropriate sexual behaviour (e.g. Sexual harassment), bringing the school into disrepute, theft, damage to property, arson or unacceptable behaviour for which school sanctions and other interventions have not been successful in modifying the student's behaviour.

This is not an exhaustive list and there may be other situations where a senior member of staff or Head teacher makes the judgment that internal or external exclusion is an appropriate sanction. The school has in place a continuum of provision for exclusion and alternatives to exclusion in order to support students.

Before deciding whether to exclude a student either permanently or for a fixed period the Head will ensure appropriate investigations have been carried out, consider all the evidence available to support the allegations, take into account the School Behaviour, Equal Opportunity Policy and DfE Guidance on Exclusion, ensure the student has given a statement of her/his version of events. The head teacher will make a decision on the balance of probabilities, ensuring that the decision is reasonable, proportionate, fair and lawful.

#### **Internal exclusion procedure:**

Prior to or following an internal exclusion parents are contacted immediately, where possible. A letter will be sent by post giving details of the internal exclusion and the length.

A day in the Internal Exclusion Unit will run from 8.45am to 5.15pm and a student placed there will have a separate break and lunch time to the rest of the school.

Whilst there a student will be expected to complete work for each subject that they are timetabled to have that day. Students are expected to complete work to the best of their ability and to work in silence.

#### **External exclusion procedure:**

Most exclusions are of a fixed term nature. The DfE regulations allow a Head teacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.

The Governors have established arrangements to review all permanent exclusions and all fixed term exclusions that would lead to a student being excluded for over 15 days in a school term or missing a public examination (in relation to procedural matters pertaining to the composition and operation of

the Governors' Pupil Discipline Committee, the Governing Body has agreed to adopt the procedural guidelines prepared by the Learning Trust).

The Governors have established arrangements to review fixed term exclusions which would lead to a student being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

Following exclusion, parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the LA as directed in the letter.

A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Leadership Team, the Head of Year and other staff where appropriate.

- It is school practice to place the student on report to the Head of Year following exclusion to monitor behaviour and work. Persistent exclusions may lead to a pupil being placed on a Personal Support Plan (PSP) outlining detailed support and expectations of conduct. In the most serious cases, a student will be placed on a Head teacher's contract, which represents the final opportunity for a student to change their behaviour before permanent exclusion.
- During the course of a fixed term exclusion where the student is to be at home, parents are advised that the student is not allowed on the school premises, and that daytime supervision is their responsibility, as parents/guardians.

### **Permanent Exclusion:**

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.
2. The second is for a serious 'one off' offence. Examples might include: Serious actual or threatened violence against another student or a member of staff, Sexual abuse or assault, use or supply of an illegal drug, carrying an offensive weapon, arson or other criminal offences.

The School will consider police involvement for any of the above offences.



**Appendix 10:****Searching and Confiscation Procedures****Introduction**

The Head teacher and authorised staff may search students or their possessions without consent where they have reasonable grounds for suspecting that the student may have a prohibited item. The Head teacher and authorised staff can also search a student for any item with the student's consent.

**Prohibited items**

The Head teacher and authorised staff may search for any banned item, including prohibited items such as knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury.

**Authorisation**

All searches must be authorised by the Head teacher or the Designated Safeguarding Lead. Staff authorised to undertake a search must be the same gender as the student being searched. There must be a witness present, who should also be a member of staff. If possible, they will be the same sex as the student being searched. However, a search of a student of the opposite sex may be carried out, or without a witness present, where it is reasonably believe that there is a risk that serious harm will be caused to a person if a search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

**Location**

Searches without consent will only be carried out on school premises. Whenever possible, they will be conducted in the Head teacher's Meeting Room (B131). Where this is not possible, they will be carried out in a room unoccupied by students. Searches may also take place where the member of staff has lawful control or charge of the student.

**A search**

Members of staff conducting a search can only require a student to remove any outer clothing. They can use reasonable force when conducting a search for items that present an immediate risk, such as knives or weapons, alcohol, illegal drugs, fireworks, or articles that have been or could be used to cause harm or commit an offence. However, such force will only be used in exceptional circumstances when all other practical alternatives have been explored.

**Confiscations**

A member of staff can confiscate, retain or dispose of a student's property as a sanction. Where a member of staff conducting the search finds an electronic device that is prohibited by the school rules, or that they reasonably suspect has been or is likely to be used to commit an offence, personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files without parental consent if they think there is a good reason to do so (unless they are going to give the device to the police). The member of staff will seek the advice of the Head teacher or Designated Safeguarding Lead before doing so.

**Informing families**

Whilst members of staff are not required to inform parents before a search takes place, or to seek their consent to search their child, the parent/carer will be informed of a search after the event. The member of staff should log the search in the search book held by the Head teacher's Personal Assistant.

**Reference and notes:** This guidance must be read in conjunction with the following DfE publication:  
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

## Appendix 11:

### Home School Partnership Agreement

#### **Haggerston School will ensure that:**

- we provide a safe environment where students are supported to reach their full potential
- we create a culture which fosters students' aspiration, creativity and character in line with our core values
- we set challenging targets for your child's achievement and track their progress against them, keeping you informed at regular intervals
- we have the highest expectations of pupils' behaviour, learning and achievement
- we provide a broad and balanced curriculum, tailored to students' needs and abilities
- we offer a rich variety of cultural, intellectual, social and sporting experiences for students to develop rounded, confident individuals
- we celebrate and reward student success, keeping parents informed about their child's achievements

#### **Parents/Carers will ensure that:**

- their child attends school every day unless they are ill
- their child wears full correct uniform at all times, including in the community on the way to and from school
- their child is ready to learn and has the correct equipment, including PE Kit on relevant days
- they support the schools' behaviour policy, sanctions and work with the school to ensure that their child is able to learn and succeed at school
- they attend all Parents' evenings and meetings about their child's progress
- the school has up-to-date contact details and any changes are communicated promptly to reception
- they create a suitable environment at home for study and ensure their child completes all homework to a high standard
- they encourage their child to take part in enrichment activities and opportunities
- they do not allow their child to bring junk food into school or buy it on the way to and from school

#### **Students will ensure that they:**

- attend school on time every day in the correct uniform and with the correct equipment
- complete all class work and homework to the best of their ability, striving to produce beautiful work they are proud of
- follow the school rules at all times and accept sanctions without argument if they fail to meet the school's expectations
- strive to follow The Haggerston Way which places Aspiration, Creativity and Character at the heart of school life
- treat all adults and students with respect, tolerance and kindness, showing good manners in all situations
- respect the school building and resources
- uphold the school rules on the way to and from school, acting as ambassadors for Haggerston School in the community.

<b>Head teacher Signature:</b>	
<b>Parent Signature:</b>	
<b>Student Signature</b>	
<b>Date:</b>	

## Appendix 12:

### Haggerston Sixth Form Behaviour Strategy Model, Contribute, Achieve

**Rationale:** Haggerston Sixth form aspires to excellence in all that we do. Our students are the role models for the rest of the school community, so the standards and expectations we have for them must be of the highest to fulfil their responsibility and the Sixth Form ethos of Model, Contribute and Achieve. The following expectations of students and staff should be adhered to each day:

<p><b>Students will:</b></p>	<ul style="list-style-type: none"> <li>● Arrive to registration and all lessons on time</li> <li>● Adhere to the sixth form dress code including wearing of lanyards</li> <li>● Place diaries, equipment and folders on the desk in every lesson</li> <li>● Maintain a positive learning attitude at all times by :             <ol style="list-style-type: none"> <li>1. Being on task in all lessons and completing work to the best of their ability</li> <li>2. Completing all h/w to a substantial standard and meet deadlines</li> <li>3. Following all instructions the first time</li> <li>4. Complete their independent learning log and evidence</li> <li>5. Not distracting others or showing a lack of effort</li> </ol> </li> <li>● Be respectful to staff and peers</li> <li>● Walk in silence and with purpose on the corridors</li> <li>● Only use mobile phone in sixth form areas</li> <li>● Be silent in Private Study</li> <li>● Receive a correction if standards are not met</li> </ul>
<p><b>Tutors will:</b></p>	<ul style="list-style-type: none"> <li>● Ensure there is a positive environment and high expectations to focus on success and achievement</li> <li>● Use the daily programme to support learning and well-being</li> <li>● Check the dress code is adhered to</li> <li>● Monitor attendance and punctuality</li> <li>● Communicate with the sixth form team and parents/carers in relation to student successes or concerns</li> <li>● Give corrections in line with the sixth form thresholds if high standards and expectations are not met.</li> </ul>
<p><b>Subject teachers will:</b></p>	<ul style="list-style-type: none"> <li>● Expect high standards of learning and behaviour including diaries and folders being on the desk every lesson</li> <li>● Take a register in the first 10 minutes of a lesson</li> <li>● Set high quality and substantial c/w and h/w tasks</li> <li>● Monitor independent learning logs and evidence</li> <li>● Communicate with the subject lead/Head of Faculty and parents/carers in relation to student achievements or concerns</li> <li>● Give corrections in line with the sixth form thresholds if high standards and expectations are not met.</li> </ul>
<p><b>Sixth Form team will:</b></p>	<ul style="list-style-type: none"> <li>● Lead, Implement and monitor the behaviour strategy for sixth form students</li> <li>● Plan and Monitor the use of tutor time</li> <li>● Monitor the behaviour for learning and manage incidents in line with the policy</li> <li>● Review data and report on actions</li> <li>● Liaise with staff, parents and external agencies as required</li> </ul>

- |  |                                                                                                                                                           |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>• Give corrections in line with the sixth form thresholds if high standards and expectations are not met.</li></ul> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------|

In line with the Sixth Form behaviour thresholds, if the high expectations and standards are not met by a sixth form student then a correction will be given and an appropriate sanction put in place.

## Appendix 13:

### **Behaviour Support Staff Expectations**

This policy, an appendix of the Student Behaviour Policy, deals with the expectations of staff who are completing a duty as Behaviour Support. It is underpinned by the shared commitment of all members of the school community to establish exemplary behaviour at all times so learning is never compromised.

#### **Behaviour Support**

- Staff on the leadership scale are expected to complete Behaviour Support as part of their duties.
- Behaviour Support requires the designated staff member to be mobile during a timetabled period of the school day.
- Staff completing Behaviour Support will need to have a radio which is set to channel 1 and must follow the agreed radio protocols when communicating.

#### **Behaviour Incidents**

- In the event of a behaviour incident, this will be communicated to reception staff by via email and reception staff will then contact Behaviour Support to inform them of any support which is required, including location.
- Behaviour Support should go to the location to resolve behaviour incidents, remaining mindful of the need to do so in a low-key manner which reduces any impact on student learning.
- Behaviour Support should use the Behaviour Policy, including the Corrections Chart, to inform next steps in the event of students not meeting our behaviour expectations.
- Behaviour Support should confirm when the behaviour incident is resolved by informing reception staff.

#### **Behaviour Supervision**

- Behaviour Support should be mobile during their timetabled supervision period and should ensure that:
  - a) students are in lessons and not on corridors;
  - b) students are focused in lessons and working hard;
  - c) staff are following the Behaviour Policy;
  - d) students in the Study Centre are meeting our behaviour expectations;
  - e) students in the IEU are meeting our behaviour expectations.