



Rewards, Behaviour and Discipline Policy

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Responsible Committee:	Education Committee

Haileybury Turnford Rewards, Behaviour and Discipline Policy

1. Purpose of the Policy

The Governing Body believes that high standards of student behaviour and good discipline support the aims of the school, safeguard the rights and wellbeing of students and are an essential prerequisite for effective teaching and learning. The aim of this policy is to explain the boundaries of acceptable and unacceptable behaviour and the application of rewards and sanctions to ensure these are fairly and consistently applied.

Haileybury Turnford aims to create an inclusive, purposeful, and caring learning environment in the school, which will prepare pupils for adult life, and help them to achieve academic and personal success. We will do this by:

- promoting positive behaviour and attitudes, and encouraging students to make good choices
- promoting a positive culture in school where every student understands our minimum expectations of being **Ready, Respectful and Safe**
- promoting self-esteem, self-discipline, and personal responsibility and fostering pride in the school inside and outside the classroom environment and in the local community
- encouraging a proper regard for authority and positive relationships between all members of the school community based on mutual respect
- ensuring equality and fairness of treatment for all
- encouraging consistency of response to both positive and negative behaviour
- promoting early intervention
- providing a safe environment free from disruption, violence, bullying and any forms of harassment
- encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures
- promoting a culture of praise and encouragement in which all students can achieve **2.**

Roles and Responsibilities

The **Principal** will establish, in consultation with the Governing Body, staff and parents, a policy for the promotion of desired behaviour and keep it under review. It will ensure that it is communicated to students and parents, that it is non-discriminatory and that expectations are clear. **Governors** will support the school in maintaining high standards of desired behaviour of students and staff.

The **Principal** will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Principal on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Principal, for creating a high quality learning

environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The **Governing Body, Principal and staff** will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

3. Haileybury Turnford Curriculum

At Haileybury Turnford, our curriculum is created around four areas: Academic Excellence; Cultural Capital; Character Education and Community. It is based on the principles of knowledge acquisition, underpinning the application of skills and leading to a curriculum which is ambitious, broad and balanced. We want all students to approach learning with confidence and independence, gaining deep knowledge of a broad range of subjects and the skills needed for lifelong learning. Our intention is that students will develop a positive attitude towards life and learning. It encourages them to become responsible and respectful, to have integrity and to be safe and healthy in all they do. Students will become independent and self-motivated, able to solve problems, have the resilience to adapt and the ability to work with others.

Every student will be encouraged to develop the following Haileybury Turnford student traits throughout their learning journey. The Haileybury Turnford student traits underpin all we do and are reinforced through our policies and practice in the school, assemblies, the Personal and Social Development curriculum, and tutorial time.

Our curriculum promotes and encourages our students to be:

- Creative
- Adaptable
- Moral
- Independent
- Healthy
- Inclusive
- Kind
- Team Players
- Ambitious
- Enterprising

Haileybury Turnford student traits developed through our curriculum also underpin our other policies, which set out the standards expected of all students, and with which students must comply. These policies include:

- Home-School Agreement
- Attendance Policy
- Child Protection Policy
- Equality Policy
- Alcohol and Drugs Policy
- Mobile Phones Policy
- Positive Relationships Policy (including Anti-Bullying Policy)
- School Uniform Policy
- Restraint and Restrictive Intervention Policy

The procedures that are applicable to this policy are set out in the following Appendices:

Appendix A Rewards

Appendix B Consequences **Appendix C**

Exclusion

This Rewards, Behaviour and Sanctions Policy should be read in conjunction with the above policies and procedures.

4. Scope of Policy

A member of staff may discipline a student for any misbehaviour when the child is:

- at school; or
- taking part in any school-organised or school-related activity; or
- travelling to or from school or wearing school uniform or in some other way identifiable as a student at the school; or

for any misbehaviour at any time, whether or not the conditions above apply, that could impact on the orderly running of the school or which poses a threat to another student or member of the public or which could adversely affect the reputation of the school by bringing the school into disrepute.

Out of School Behaviour

Haileybury Turnford is committed to ensuring our students act as positive ambassadors for the school. We therefore expect the following:

- good behaviour on the way to and from school
- good order on all transport (including the school taxi) to and from school, educational visits or learning opportunities in other schools
- positive behaviour which does not threaten the health, safety or welfare of our students, staff, volunteers or members of the public

The same behaviour expectations for students on the school premises apply to off-site behaviour.

5. Screening, Searching and Confiscation

School staff can search a student for any item if the student agrees. The Principal and authorised staff have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Prohibited items include:

- knives or weapons
- alcohol
- E-cigarette pens
- illegal drugs (including legal highs or new psychoactive substances)
- stolen items
- tobacco and cigarette papers
- lighter or matches
- fireworks
- air guns
- 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 to cause personal injury to, or damage to the property of, any person (including the student).

The Principal and authorised staff can also search for any item banned by school rules.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

6. Use of reasonable force

We acknowledge our duties and responsibilities under the Education and Inspections Act 2006 in which all school staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students. It should be noted that staff cannot be directed or required to intervene but will be supported where reasonable force is deemed appropriate. This process is one which requires appropriate training. Please refer to our separate policy on this.

7. Equality

Haileybury Turnford acknowledges its legal duties under the Equality Act 2010 and in respect of students with Special Educational Needs and Disabilities (SEND). See our Equality Policy and SEND Policy for further details.

8. Training

There will be regular training for all members of the school community as appropriate on all aspects of behaviour management in support of this policy. Training for new staff will include information on this policy.

9. External Agencies

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met. When deemed appropriate, the school will seek referral to external agencies, including Hertfordshire Children's Safeguarding Partnership and may report a disciplinary matter to the Police.

10. Review

The Principal will regularly review this policy, in consultation with Governors and staff, to ensure its continuing appropriateness and effectiveness.

Appendix A: Rewards and Awards

At Haileybury Turnford, we believe in encouraging and rewarding effort and achievement.

We believe that, when rewarded, students are encouraged and motivated to engage fully with all opportunities available to them. Rewards also provide a framework within which students can aim to achieve their personal best.

Students can earn Achievement Points and House Points and they are congratulated and thanked in Year Assemblies or House Assemblies at the end of term. Students receive Achievement Points from staff for classwork or community and co-curricular contributions. Achievement Point totals are calculated on a weekly basis and are an important part of our overall rewards process every half term.

Students who choose to behave responsibly, contribute positively, and show they are able to meet our expectations will have their efforts recognised and rewarded. This positive recognition can include:

- praise – both public and private, written and spoken
- Achievement Award
- Achievement Points and House Points
- positive letters, postcards or telephone calls to parents/carers
- special privileges
- special rewards (e.g. subject awards, termly awards, HT awards, Principal's award)
- mention in the school newsletter or on the school website
- recognition in year group/whole school assemblies
- year group reward trips and experiences

Summary of Rewards

Description	Action taken	By whom?
In-class and out of class positive behaviour	Positive verbal praise and recognition	All staff
In-class and out of class positive behaviour	Achievement Points for being Ready, Respectful and Safe	All staff
For a consistent positive contribution to lessons, form time	Postcard Home	Teacher
For a one off positive piece of work, homework or for being a positive member of the school community	Postcard Home	All staff
For consistent work, participation in a subject area or co-curricular activity	Student of the week (House)	Teacher
For consistently following all the Ready, Respectful and Safe guidelines	Positive phone call home (ideally x3 per week per member of staff)	Teacher

For a one off 'above and beyond' action (e.g. helping set up a display, running a lunch time sale etc)	Positive phone call home (ideally x3 per week per member of staff)	Teacher/tutor
For excellent contributions within a subject area over the week	Subject certificate (weekly)	Teacher
For completing a book(s) and actively using the library	Reader of the Month	Librarian/English teacher/tutor
For outstanding work across the year	Awards' Evening Subject Certificates	Teacher
For outstanding work across a term	Subject Award	YACs
Achieving 98% or above attendance	98% and above Attendance Award	YACs and AO
Achieving 98% or above attendance	Weekly Lottery Attendance Award	YAC and AO
Various	End of term Success Assemblies	YACs
For consistent work, participation in tutor time, a subject area or cocurricular activity	Student of the week (House Award)	Tutor, teacher, YAC
For involvement in teams and cocurricular events	House Points	YAC, teacher
For the tutor group with the highest weekly attendance	Tutor Group Attendance Certificate (weekly)	YAC
For students with the highest number of achievement points and/or no behaviour points	Rewards Trips and Events (YACs organise termly and throughout the year)	YACs
For a student who has made an outstanding contribution to the year group	YAC student Award (Awards' Evening)	YAC
Nominated by YAC for a student who has made an outstanding contribution to the year group	Principal's Award	YAC
Participating in a team for the year	Certificate (and/or badge)	Faculty
Participating in a show, performance or event	Certificate (and/or badge)	Faculty
For achieving the highest number of Respect points	Courtesy Cup (Annual)	VP
For an outstanding piece or pieces of work	Principal's Book	All staff
Nominated by staff for students who have gone above and beyond half termly	Hot Chocolate with the Principal	Faculty Leads

BADGES: Years 7 - 9

These are based on Achievement points and services to the school. Please note students can achieve 150 points across the year for 96%+ attendance for each half term.

Number of accumulated achievement points	Action taken	By whom?
30 achievement points	Phone call home	Tutor
50 achievement points	Phone call home	AYAC
60 achievement points	Phone call home	YAC
100 achievement points	Phone call home	SLT
150 achievement points	Bronze badge and phone call home	YAC/SLT
350 achievement points	Silver Badge and phone call home	YAC/SLT
500 achievement points	Gold Badge and phone call home by SLT	YAC/SLT
750 achievement points	HT Award and phone call home by Principal	Principal

Years 10 – 11

Number of accumulated achievement points	Action taken	By whom?
30 achievement points	Phone call home	Tutor
50 achievement points	Phone call home	AYAC
80 achievement points	Phone call home	YAC
100 achievement points	Bronze certificate and phone call home	SLT
200 achievement points	Silver certificate and phone call home	SLT
300 achievement points	Gold certificate and phone call home	Principal
500 achievement points	HT Award and phone call home from the Principal	Principal

NOTE:

- Principal can give up to 50 Achievement Points for one achievement
- SLT can give up to 25 Points for one achievement
- Head of Music can give up to 10 Points for one achievement
- Faculty or House Leader up to 2 Points for one achievement

Appendix B: Consequences

If a student is behaving inappropriately by disrupting the learning of other students, or otherwise not complying with the school's expectations, a member of staff should, where appropriate, employ usual classroom strategies in order to manage the student's behaviour. When this is not effective, or the behaviour cannot be addressed in this way, the following sanctions are available to members of staff:

- Reprimand (in private) and correction using deescalation strategies
- Resolve (reparation) meetings – this includes a short meeting between the student and teacher issuing the sanction to resolve and re-set the basic expectations of being Ready, Respectful and Safe

- Making good the missed work
- Short length same day payback – a payback is a period of time where the student is detained during either part of a break/lunch/social time or a set period of time after school has finished
- Longer length payback – i.e. a 30/60 minute after school detention
- Removal from the lesson to work under supervision elsewhere
- Being placed on an attendance, uniform, subject or faculty report
- Being placed on a Tutor, Year Achievement Coordinator, Senior Leader or Pastoral Support Plan report
- Setting improvement targets included in the student report
- An adapted curriculum – this could include a personalised timetable for a set time period
- A part-time timetable and ‘twilight’ School Strategy – this could include a personalised timetable for a specified amount of time
- Community and School Service (CSS), for example litter picking
- Saturday Payback
- Internal exclusion for a set period of time determined by a Senior Leader
- Internal isolation for one period for a Red Card sanction or a set amount of time whilst an investigation is taking place
- Fixed term external exclusion
- Permanent exclusion

At Haileybury Turnford we reprimand in private and praise in public, therefore staff do not write the sanctions on the white board.

Card System

After a full range of classroom strategies have been explored to support the student, and when behaviour is perceived as being too minor for the pupil to be removed from the classroom, a **Warning** and then a **First Yellow Card** is issued.

A **Second Yellow Card** will be issued where a student is not responding to the warning and First Yellow Card. The student will be removed to another classroom within the Faculty using the agreed Second Yellow Exit system overseen and implemented by the faculty leader. If required, support to remove the student is available from the Roam member of staff. There must be an agreed Resolve Meeting. A Resolve Meeting is a short meeting to discuss and agree an action plan enabling the student to achieve in their future lessons, taking place between the student, teacher and Faculty Leader prior to the student re-entering the classroom.

A **Red Card** is issued for serious behaviours. The Roam member of staff will remove the student from the class to Internal Isolation. In this instance, the staff member concerned will need to arrange a time for a Resolve Meeting with the student concerned. A Resolve Meeting must take place between staff and student, supported by another member of staff if required, for example the Faculty/Subject Leader or Year Achievement Coordinator. The Resolve Meeting will include and discuss a positive way forward for the individual student concerned. The Resolve Meeting should take place after school at 3.05pm.

Examples of behaviours that warrant the consequence of a **Yellow Card** are (these examples are not exhaustive):

- Lack of focus, attention and effort in the lesson
- Wasting time and delaying the start of the lesson
- Late to lesson
- Failure to bring correct equipment
- Failure to complete homework
- Distracting other pupils, or generally disrupting learning
- Offensive or disrespectful behaviour towards others

A **Second Yellow Card** would be issued for repeated or persistent behaviour of the nature listed above.

Examples of behaviours that are serious and warrant a **Red Card** (again, these examples are not exhaustive):

- Any kind of verbal abuse, including racial, homophobic or sexist abuse
- Repeated non-compliance with instructions from any member of staff within the school community
- Use of obscene/ offensive language directed at a fellow student or member of staff
- Fights between students
- Vandalism
- Serious breaches of the discipline code
- Dangerous behaviour that is likely to cause harm to either people or property

Cards and Paybacks must be recorded and logged on SIMS.

Paybacks for Cards

Level 1: Teacher Payback for a First Yellow Card and Second Yellow Card

Teacher Level Payback: this is to be held at break or lunchtimes. Students should be completing school work or Community and School Service (CSS) during these payback sessions. Payback should be purposeful and encouraging the student to correct their behaviour, and to repair and rebuild relationships in preparation for the next lesson.

Level 2: Subject/Faculty Leader Payback for repeated Second Yellow Card

This will be a formal after school payback given by the Subject or Faculty Leader. The teacher issuing the payback must be present for the after school payback and there must be a Resolve Meeting during this time.

Level 3: Senior Staff (SLT) Payback

SLT payback is used where a student has received a Red Card for a serious behaviour issue on the same day (if the student received a Red Card after 2.00pm the Red Card will be carried over to the following day). The teacher issuing the Red Card must inform parents/carers the same day and attend a brief Resolve Meeting with the student at the end of the school day. The teacher who made the Red Card referral must also provide appropriate work for the student to bring to the Internal Isolation room at 3.00pm.

Saturday Payback

Saturday Payback can only be issued by a member of the school's leadership team (SLT), in consultation with the Principal. The school's leadership team comprises the Principal, Vice Principal, Assistant Principals and the Extended Leadership Team.

Examples of behaviours that warrant a **Saturday Payback** are (these examples are not exhaustive):

- Serious and/or persistent breaches of the school policies, where serious concerns exist but do not necessarily warrant the application of an exclusion. Either one, or a series of Saturday Paybacks could be issued, depending on the nature of the incident.
- Failure to attend Senior Staff Friday Payback.
- Serious and persistent lateness to school.

Saturday paybacks may also be issued in combination with other sanctions, depending on the seriousness of the incident.

Operation of Saturday Payback

- Saturday Paybacks take place from 9.00 – 11.00am on a Saturday, staffed by a member of SLT on rotation.
- Work to be undertaken on a Saturday Payback might be school work, or community service, for example litter duty.
- Full uniform should be worn to a Saturday payback.
- Students should bring enough homework/extended study to last for the duration of the payback.
- This work must be able to be completed at the payback, e.g. if it requires a laptop, students need to bring one with them. Students should also bring a book to read should they complete their work prior to the end of the payback.

Notifying Home of Saturday Paybacks

The school will provide a minimum of 48 hours' notice of a Saturday payback. Contact will be made by letter, and then by text or email the day prior to the Saturday Payback.

Failure to Attend Saturday Payback

Failure to attend a Saturday payback would constitute a serious and deliberate breach of the school's Rewards, Behaviour and Discipline policy. Consequences may include Internal Isolation or a Fixed Term Exclusion.

Should serious and/or persistent breaches of the school policy continue following the issuing of a Saturday Payback, Fixed Term or Permanent Exclusion from school is possible.

Exceptional Circumstances Necessitating a Change of Date for Saturday Payback

The school recognises that, very rarely, there may be occasions where a Saturday Payback might clash with a prior commitment. In such exceptional instances, Saturday Paybacks may be rearranged to a subsequent weekend on receipt of documentary evidence of a prior commitment, e.g. an official booking confirmation of a weekend away.

Internal Isolation

For serious incidents or behaviour requiring a more serious sanction than a Red Card and Payback, an Internal Isolation may be required. In these circumstances, the following procedure will be followed:

- The class teacher/member of staff identifying or witnessing the behaviour will notify Roam using the emergency SIMS system
- On arrival at the classroom the member of staff briefly outlines the incident and the student will be removed and taken to Internal Isolation. After the lesson, the staff member will log the incident and send a copy of the details of the incident to the Year Achievement Coordinator and Tutor of the student
- The student will remain in Internal Isolation whilst the incident is investigated.
- Witness statements are coordinated and collected by the Year Achievement Coordinator
- The Year Achievement Coordinator completes a Summary Serious Incident Form with recommendation of sanction
- The Summary Serious Incident Form and witness statements are sent to the SLT Lead for behaviour/pastoral support and the Principal
- If the incident is sufficiently serious, the Principal will consider a Fixed Term Exclusion. The Year Achievement Coordinator and the Assistant Principal for the Year group will be informed of the agreed decision
- The Year Achievement Coordinator will inform the parent/carer of an Internal Isolation. A copy of the Internal Isolation will be recorded on the student's file
- If it is decided that a Fixed Term Exclusion should be issued, the SLT Lead for behaviour/ pastoral support will communicate this to the parent/carer
- The pastoral administration support will send an Internal Isolation letter to parent/carers and will coordinate a reintegration meeting with the Year Achievement Coordinator/parent/carer and student. The student can return to school prior to this reintegration meeting. During this meeting the Year Achievement Coordinator will agree an individual action plan with the student and parent/carer. The reintegration targets and action plans are shared with appropriate staff via the electronic staff news bulletin.

Internal Isolation Room – Isolation Code of Conduct for students

Failure to follow this Isolation Code of Conduct will lead to removal from the Inclusion Room by a senior member of staff. Removal will lead to further sanctions.

When in the Internal Isolation Room, you should:

1. Hand your mobile phone to the member of staff on duty
2. Be silent - if you need to speak to the member of staff on duty, put your hand up
3. Sit facing your desk, with your feet underneath your chair or desk
4. Complete all work to the best of your ability
5. Respond to members of staff in a respectful and polite way
6. Leave the Inclusion Room neat and tidy

Students in the Internal Isolation Room for the full day may only use the toilet at break or lunch time or before entering the Internal Isolation Room. Students removed from an individual lesson may not use the toilet, unless they have a medical pass.

Uniform and Out of Class Conduct Card

All students in years 7-11 must carry a Uniform and Out of Class Conduct Card.

Any uniform or behaviour infringement outside of class is recorded on a student's Uniform and Out of Class Conduct Card by the member of staff. If a student receives **6 signatures**, the staff member who gives the sixth signature must notify the Inclusion Administration Support. Inclusion Administration Support will notify the pupil's parents/carers. The student will receive a 1-hour Friday SLT payback sanction.

If a student receives **12 signatures**, Inclusion Administration Support must be notified as above. The student will receive a 2-hour Friday SLT payback sanction.

If a student receives **18 signatures**, the relevant member of staff will notify Inclusion Administration Support and they will notify parents. The student will receive an Internal Exclusion for one day. Parents/Carers will be notified and the student will need to attend a reintegration meeting with their parent/carer and the Year Achievement Coordinator.

Students who have **clean cards** will be rewarded and recognised for their excellent conduct with rewards and certificates.

Summary of Usual Consequences for Negative Behaviour

Description of behaviour	Action taken	By whom?
Lack of equipment or missing PE kit	Negative phone call home Teacher payback	Teacher
Unsigned planner	Tutor payback and note in planner	Tutor
Missing homework	Teacher payback	Teacher
Late to school	15 minute AYAC payback	Tutor/teacher
Late to lessons	After school payback	Teacher
No planner	Tutor payback	Tutor
Low level disruption in class	Teacher payback	Teacher
Phone/headphones out and visible	Confiscate phone until end of day	All staff
Refusal to hand over phone	Remove student to Isolation. Confiscate phone until a parent can collect	Teacher Roam
Poor lunchtime behaviour	Sign conduct card/escort student to Isolation	Teacher
Uniform infringement	Sign conduct card	All staff
Repeated lack of punctuality to lesson(s)	Late Payback/Punctuality report	YAC/SLT
Play fighting	Sign student conduct card	Teacher

Repeated lack of homework	Faculty payback and subject report	Faculty Leader
Missing a teacher payback	Faculty payback	Faculty Leader or HOD
Missing a tutor payback	YAC payback	YAC
Rudeness/defiance	Red card. Instant removal and 1 hour payback after school. This may be an IE depending on the incident.	Teacher SLT
Serious disruption to learning	Red card. Instant removal and 1 hour payback after school	Faculty Leader
Repeated serious disruption to learning	Red card. Instant removal and 1 hour payback after school and Subject Report	SLT Faculty Leader
Inappropriate language to other students	Payback after school	All staff SLT
Smoking, being in the company of smokers or carrying smoking paraphernalia (including shisha and e-cigarettes)	Payback after school. Letter to parents as well as a phone call home	YAC SLT
Refusal to attend lesson	Isolation room and payback after school	AYAC YAC SLT
Missing a Faculty or YAC payback	After school payback	SLT
Swearing under breath in front of a teacher	After school payback	SLT
Single incidence of truanting	Lunchtime and after school payback	YAC
Truanting more than one lesson/a day	1 day Internal Exclusion	YAC
Vandalism	Dependent on severity and type	SLT

Bullying	Dependent on severity and type	SLT
Theft	Dependent on severity and type	SLT
Repeated lateness to school (5 a half term)	Saturday payback	YAC/SLT
Disrupting the Isolation room/failure to comply	Saturday payback	YAC/SLT
Repeated smoking offences	Saturday payback	YAC/SLT
Repeated refusal to attend lessons	Saturday payback	YAC/SLT
Failure to complete report successfully	Saturday payback	YAC/SLT
Repeated red cards (10 a half term)	Saturday payback	YAC/SLT
Repeated failure to attend Faculty paybacks	Saturday payback	Faculty Leader/SLT

Unintentional physical contact with a teacher	<p>Serious breaches of discipline: Such events must be reported to a member of SLT immediately. An investigation will be undertaken and one of the following actions may be taken:</p> <p>Time in the Isolation Room Saturday Payback Internal exclusion Fixed term exclusion Permanent exclusion/managed move</p>	
Swearing at a teacher		
Fighting		
Threatening or violent behaviour towards a student		
Defiance		
Intentional physical contact with a teacher		
Assaulting another student		
Sexually inappropriate behaviour		
Possession or use of drugs or alcohol on school site		
Passing drugs or alcohol to other students		
Bringing a weapon onto school site		
Serious and persistent bullying		
Threatening or violent behaviour to a member of staff		
Making a malicious allegation against a member of staff		
Extremist behaviour or action		
Bringing the school into disrepute		
Health and safety e.g. deliberately setting off a fire alarm		
Number of accumulated behaviour points	Action taken	By whom?
30 behaviour points	Saturday payback and phone call home	Tutor
50 behaviour points	Saturday payback, meeting with parents and tutor report	Tutor
60 behaviour points	Saturday payback and report to YAC	YAC
100 behaviour points	Saturday payback and behaviour support plan signed by parent and student. Report to SLT	YAC
120 behaviour points	Saturday payback and parental meeting with VP. Report to VP	YAC and SLT
150 behaviour points	Educated offsite / shift school /personalised timetable Meeting with Principal	SLT and Principal
170 behaviour points	Governors' Disciplinary Panel and Pastoral Support Plan	VP and Principal

Appendix C: Exclusions

Exclusions, whether fixed-term or permanent, may be used in response to any of the following, all of which are examples of serious unacceptable conduct and breaches of the school's policies:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse/threatening behaviour against student
- Verbal abuse/threatening behaviour against an adult
- Bullying or harassment
- Any kind of abuse, including racist, homophobic or sexist abuse
- Sexual misconduct
- Possession or misuse of drugs, alcohol or other prohibited substances
- Damage to school or others' property
- Theft
- Possession of offensive weapons
- Posing a serious health and safety threat
- Bringing the school into disrepute
- Serious failure to follow the instructions of school staff

This is not an exhaustive list and there may be other situations where the Principal judges that exclusion is an appropriate sanction.

Whenever the Principal excludes a student, the DfE's statutory procedures for exclusion will be followed.

Reintegration Meeting following Fixed Term Exclusion

Following a Fixed Term Exclusion, the student and their parent or carer will be expected to attend a Reintegration Meeting in order to:

- Reflect on the behaviour/incidents that led to the exclusion and establish whether the student is ready to return to the school and follow the school's rules and policies
- Agree a strategy for return including any arrangements to avoid a similar situation occurring again
- Ensure that the student is aware of the potential consequences of repeating the behaviour that led to the exclusion

Permanent Exclusion

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

- In response to a serious breach or persistent breaches of the school's behaviour policy
- If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

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:

- As a final, last resort in a concerted process for dealing with repeated disciplinary offences following the unsuccessful use of other strategies (for example, persistent and defiant behaviour or bullying).
- Where an offence is sufficiently serious to justify an exclusion.

Making a decision to exclude

Before deciding whether to exclude a student, the Principal will:

- ensure that an appropriate investigation has been carried out
- consider all the evidence available to support the allegations taking into account the Rewards, Behaviour and Discipline Policy and Equality Policy
- allow the student to give his/her version of events

The Principal has to be satisfied on the balance of probabilities that the student was responsible for the behaviour in question. The Principal's decision to exclude must be lawful, rational, fair, and proportionate.

Exercise of Discretion

The Principal will always look at the particular circumstances of each case.

In considering whether permanent exclusion is the most appropriate sanction, the Principal will consider:

- The gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the school's policies.
- The effect that the student remaining in the school would have on the education and welfare of other members of the school community.

SEND (Special Educational Needs and Disabilities) Students and Exclusions

When considering whether to exclude a student with SEND, Haileybury Turnford pays due regard to current government guidance which states that schools should try every practicable means to maintain a student with SEND in school and should seek local authority and other professional advice as appropriate. Schools should permanently exclude students with SEND statements only in exceptional circumstances. The guidance sets out that schools should make every effort to avoid excluding students with additional needs who are being supported, including, where appropriate, by asking a local authority to consider carrying out a statutory assessment. The guidance further states that, where a student with SEND is excluded, the Principal should work with the local authority to see whether more support can be made available or whether a SEND statement can be changed to name a new school. If either of those options is available, the Principal should normally withdraw the exclusion.

Appendix D:

Haileybury Turnford Rewards, Behaviour and Discipline Policy 2020-21 COVID-19 Appendix

At Haileybury Turnford, we aim to maintain a safe, secure and caring environment in which students are always encouraged to be respectful and safe and therefore can learn to the best of their individual ability.

The expectations outlined in our Behaviour and Discipline Policy continue to apply, however, it is necessary, considering the COVID-19 pandemic, to make important adjustments for the safety of our students and staff.

This appendix is to be read alongside the Rewards, Behaviour and Discipline Policy, Anti-Bullying Policy (Positive Relationships Policy), Online Safety Policy and COVID-19 Home-School Agreement.

The named policies can be found on our website: <https://haileyburyturnford.com/information/policies/>

The adjustments to our normal behaviour expectations and routines during the COVID-19 pandemic are set out below:

Arriving, leaving and movement around the school

Students will enter school through one of the main gates (signposted) and into the designated teaching block and set classroom at the agreed time. Students will not enter or leave the school through the Main Reception entrance.

Students will be asked to use hand sanitiser on entry to the school, before going straight to their designated area. Students are expected to keep to the one-way system and walk to and from the designated area by following the signs and clear markers on floors.

Students who are arriving to school via public transport and are therefore wearing a face covering or face mask will be asked to carefully remove their face covering/mask before entering the school site and place this carefully into a plastic carrier bag. The student will be expected to store their face covering/mask in their own school bags. All students will be expected to wash, or hand sanitise their hands prior to entering the school site and buildings.

Students will be expected to tell a member of staff if they feel unwell whilst at school, for example if a student develops a new continuous cough, a high temperature or anosmia (loss of sense of smell and taste). We will contact the parent/carer immediately and ask for the student to be collected and taken home as soon as possible. We would expect the parent/carer to arrange for the student to be tested for COVID-19 as soon as possible.

At their designated leaving time, students will leave the building via the nearest doors and gate to the allocated classroom or learning zone area for the year group. Students should continue to observe social distancing guidelines, where possible. Students are discouraged from touching one another or sharing personal possessions.

Movement around the school will be limited and there is a strict one-way system in place to minimise the crossover of groups. Students will only be permitted to leave their classroom base during designated break and lunch times or for emergency situations.

At break and lunch times, students will be supervised in a designated break or lunch area for the year group.

Students must bring in their own equipment, including pens, pencils, subject specific equipment such as a protractor, snacks, water bottle, hand sanitiser and tissues. Students must ensure that equipment is never shared with other students.

Please note that student groups will be arriving and leaving at different times during the morning and afternoon. In order to ensure social distancing is in place, students must arrive at the correct time. If a student arrives late in the morning, they will be asked to wait outside Reception until such time as they can be taken to their designated area in the school. Students who are late to school without a valid reason can expect to receive a late payback (detention) during the school day.

As per government guidance, students should also ensure that they are not meeting or walking with other students in different year groups, to and from school, in order to stay safe and not contribute to the spread of the virus.

Hand washing and hygiene

Students will be expected to follow without question, all hand washing and hygiene routines while in the school. Students will use antibacterial sanitiser gel provided, before entering school, after returning from the outside, before entering the classroom base, before and after eating, and at regular intervals during the day.

We ask all students to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Students will be regularly reminded not to touch their face, mouth, nose, or eyes while at school. Hygiene posters are placed around the school to remind students of the basic hygiene routines.

Should a student deliberately refuse to follow these hygiene and safety routines, they will immediately be removed from the school site, and this could result in a period of fixed term exclusion. Parents will be contacted to collect their child from school.

Social distancing

Students will always be expected to practise social distancing from other students and adults whilst in school. Students will have their own computer station or separate desk area to use. When students enter their classroom; they will be expected to go straight to their computer station or desk area and nowhere else in the room. Students will raise their hand if they need a teacher support; they will not get out of their seats, without permission. Students are expected to refrain from touching other students, to minimise the spread of the virus.

Should a student refuse to follow these routines, they will immediately be removed from the school site, and this could result in a formal fixed term exclusion. Parents will be contacted to collect their child from school. **Toilets**

Each year group of students will have their designated toilets to use. These will be sign posted. Students will normally, only be allowed to use the toilets during break and lunch times and the numbers of students allowed into the toilets at any one time, will be limited. When a student has finished in the toilet, they must follow hygiene routines and ensure they thoroughly wash their hands.

Break time and lunch time

Students will have a designated area during break and lunch time. Students will be expected to remain socially distant from adults throughout the day, including, during break time and lunch time. Students must always stay in their designated area for their year group.

Rewards

We will continue to reward students, in line with our Behaviour and Discipline Policy, during this period. Teachers welcome opportunities to praise individual students for going above and beyond our minimum expectations. Students will be recognised and rewarded for excellence in their work and for commitment and service to others. Students will continue to be rewarded by receiving Achievement Points, postcards and certificates and House Points. The year group Student Newsletters will recognise and publish excellent examples of student work. Staff members will continue to recommend students to be acknowledged in the Principal's Book, regularly published during this period.

Behaviour in school

If a student's behaviour is deemed high risk (for example, refusing to adhere to safety measures, such as, hand washing, social distancing, or remaining in their classroom and learning zone) this will be addressed directly with the student in line with our Rewards, Behaviour and Discipline Policy. Repeated or deliberate behaviours that put themselves or others at risk, such as repeated failure to follow instructions will result in a student immediately being sent home and could result in a formal fixed term exclusion. Parents will be contacted to collect their child from school. Dangerous and anti-social behaviour for example, coughing or spitting at others, will result in a Fixed Term Exclusion. Permanent Exclusion is reserved for the most serious, repeated and/or defiant misconduct which as a direct result of such behaviour, puts the safeguarding of others at risk.

Students learning from home

If interacting with other students or staff online and remotely, students should always be respectful to each other, and follow staff instructions as is the case in school. Students must conduct themselves as they would in school, as per our Rewards, Behaviour and Discipline Policy. Any student who is disruptive or rude during online lessons will be removed and have further sanctions applied in line with published procedures for remote learning. This may include the student not being allowed to join future online lessons.

All expectations of students as outlined in our Rewards, Behaviour and Discipline Policy also fully apply to students when learning from home. Students should never attempt to contact staff on social media or make comments about staff on any social media platform. Any inappropriate comments to staff online, via Microsoft Teams or any other platform will be taken very seriously, and strong action taken. Any online bullying towards other students, or peer-on-peer abuse that the school is made aware of will be taken very seriously by the school, and strong action taken. Students are expected to communicate to staff in a formal manner and by using school email accounts, Microsoft Teams or Class Charts.

Supporting students' mental health and wellbeing

To support students' mental health and wellbeing both in and out of school, we have the following support in place:

- Regular check-ins with all students through Tutors, Year Achievement Coordinators, Assistant Year Achievement Coordinators, SENCO and Link Workers, and the Senior Lead for the Year Group
- Mental Health awareness updates regularly posted on Class Charts and through Personal & Social Development Lessons
- Mental Health challenge tasks
- Regular check ins from the Mental Health First Aider(s)
- Dedicated Mental Health area on our website signposting advice and support for students and families

- Remote and face-to-face counselling support
- Hoddesdon and Broxbourne Family Liaison Service Consultation Service
- Mental health awareness and wellbeing video support message updates
- YC Herts Supporting You mentoring programme
- 1-1 meetings with all Y10 and Y12 students
- Y7 –10 and Y12 online mental health and wellbeing survey

Students will have the opportunity to discuss face-to-face any concerns or issues they have whilst in school, and any necessary support will be put in place by the pastoral team. We routinely ask students and parents to keep us informed if support is required for a student's mental and health and wellbeing.