



# **Rewards, Behaviour and Discipline Policy**

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## 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.

The Department for Education has stated that 'Schools must apply their behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of their application must be monitored routinely to satisfy legal requirements under race, disability and gender discrimination law'. The aim of this policy is to be inclusive, fair and equitable whilst managing and improving behaviour. "Good behaviour in school is important to their (students) future success. Pupils have the right to come to school and focus on their studies, free from disruption" (Department of Education White Paper 2010).

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:

<b>Appendix A</b>	Rewards
<b>Appendix B</b>	Consequences
<b>Appendix C</b>	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. Students with SEND and students who are Disadvantaged (have had or have social worker involvement) must in accordance with the Equality Act 2010, be treated positively and fairly and the school will ensure that reasonable adjustments and positive steps are made, where typical provision might put a student with SEND or disadvantaged student at a substantial disadvantage.

## **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

The table below gives examples of the Rewards students can achieve at HT:

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 f	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	Kindness Campaign (Annual)	VP and C&PD coordinator



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

### **Haileybury Turnford Awards in Y7-11**

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.

In Year 7 all students embark on the HT Award. This is a 3-year programme and will continue until the end of Year 9. In Year 10 all students start a new HT Award for 2 years. Students are encouraged to earn achievement points to go towards receiving the Bronze, Silver, Gold and Platinum, HT Award badge and certificate. Every half term students can achieve a virtual badge in recognition of achieving achievement points and displaying one of our HT Student Character Traits. A half term virtual badge can be achieved if a student achieves the following:

Bronze – 20 achievement points

Silver – 30 achievement points

Gold – 40 achievement points

Platinum – 50 achievement points

### **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 de-escalation 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
- Suspension (Fixed Term 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 the designated internal isolation area within the school. 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. The member of staff responsible for issuing the Red Card to the student, must arrange and contact the parent/carer by telephone on the same day the Red Card was issued and explain details of the incident and how the situation will be resolved.

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 and or Class Charts.

N.B Any Card given for a reported or noticed incident can be reviewed and changed as appropriate, in light of further information and evidence, by a member of the Senior Leadership Team.

#### **Paybacks for Cards (detentions)**

**3 x Second Yellow Cards in one week trigger an automatic payback for 1 hour for a student.**

**6 x First Yellow Cards in one week for a student trigger an automatic payback for a student.**

#### **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 schoolwork 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: Pastoral Year group Payback**

Pastoral Year group payback is used where a student has received a Red Card for a serious behaviour issue usually on 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 pastoral payback area at 3.05pm.

### **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 with a member of the Senior Leadership Team 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 Class Charts 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 with a Senior or Middle Leader 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 Suspension (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 Suspension (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 in a pastoral area of the school – Isolation Code of Conduct for students**

Failure to follow this Isolation Code of Conduct will lead to removal from the pastoral area by a senior member of staff. Removal will lead to further sanctions. When in the Internal Isolation pastoral area, 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

#### **Uniform and Out of Class Conduct Card**

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

Any uniform or behaviour infringement outside of class is recorded on a student's Uniform and Out of Class Conduct electronic card on Class Charts 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 after school payback with the child's pastoral team.

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

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.

N.B. All students are expected to wear a Student ID Card and Lanyard visibly on the outer part of their school uniform. Failure to wear a Student ID Card and Lanyard will result in the student receiving a Conduct Point and they will be expected to wait in line until the end of their lunch and breaktime session when entering the dining hall.

## Summary of behaviour consequences

Description of behaviour	Action taken	By whom?
Lack of equipment or missing PE kit	Negative phone call home Teacher payback	Teacher
Missing homework	Teacher payback	Teacher
Late to school	15-minute AYAC payback	Tutor/teacher
Late to lessons	After school payback	YAC/AYAC
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 area. Confiscate phone until a parent can collect	Teacher Roam
Poor lunchtime behaviour	Conduct card point /escort student to pastoral office	Teacher
Uniform infringement	Conduct card point	All staff
Repeated lack of punctuality to lesson(s)	Late Payback/Punctuality report	YAC/SLT
Play fighting	Conduct card point	Teacher
Repeated lack of homework	Faculty payback and subject report	Faculty Leader
Missing a teacher payback	Faculty payback	Faculty Leader Head of Subject
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	Faculty Leader
Inappropriate language to other students	Payback after school	All staff SLT
Smoking cigarettes/e-cigarettes or having smoking items	Payback after school. Letter to parents as well as a phone call home. This could lead to further consequences.	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

Theft	Dependent on severity and type	SLT
Bullying including Peer-on-Peer abuse	Dependent on severity and type	SLT
Repeated lateness to school (3 week)	Pastoral payback	YAC/SLT
Disrupting the Isolation area/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 Suspension (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 meetings 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 this is a suspension (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, including certain types of peer-on-peer abuse
- 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 a Suspension/Fixed Term Exclusion**

Following a Suspension (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 and the Equality Act, 2010, 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 2021-212COVID-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 teaching block and set classroom at the agreed time.

Students will be asked to use hand sanitiser on entry to the school, before going straight to their designated area and before break and lunchtime. 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.

#### **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.

### **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 Suspension/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
- Services for Young People (YC Herts) 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.

## Appendix E: The HT Behaviour Blueprint

# Haileybury Turnford

### Behaviour Blueprint

'This is how we do things here'

'When the adults change everything changes'

#### Our Rules

Ready for learning  
Respectful and  
Safe

#### Visible adult consistencies

1. Smile, meet greet and seat, every lesson
2. Praise in public and Reprimand in private
3. Kind, calm and consistent and respectful in our approach

#### First Attention to best conduct

1. Consistent **positive reinforcement**
2. Acknowledge students and persistently catch students getting it right

#### Relentless Routines

- Smile, meet, greet and seat – staff are at the door of the class for the start of every lesson
- The Silent Starter is on the whiteboard at the start of every lesson
- HT slides are used routinely
- 5,4,3,2,1 countdown is used as a clear instruction, allowing students to be quiet
- 5 Achievement Points per class
- 3 Positive phone calls per week
- An End and Send to every lesson

1. The Blueprint is followed consistently by all adults in all areas of the school.
2. We will remain calm and consistent in our approach and will not shout at or humiliate students in private or public.
3. Positive energetic and authentic 'Smile, meet and greet' at the start of every lesson.
4. First attention to best conduct – recognition is key. Look for students who are getting it right, (Praise in public – be specific) and RIP (Reprimand in private, a quiet word ...) We will not write student names on the board if they have received a warning; Yellow or Red Card.
5. Consistent use of stepped sanctions and scripts where needed – Tone is everything!

#### Micro-scripts and Mantras

Thank you for ...

Well done for ...

I really like the way ...

I can see ... is Ready for learning, Respectful, Safe

I hear what you are saying ...

(Check in) I've noticed you are not following our expectation ... I need you to ... I know you can do this; Thank you for ...

(Final reminder) You have been reminded about our expectations already, I need you to ... if you do not meet our expectation you will receive a 1st Yellow Card. This is your reminder. You can do this!

## Appendix F: Behaviour System

- The behaviour card system is used consistently across all subjects by staff. The purpose of the system is to ensure your child succeeds at Haileybury Turnford.

Ready, Respectful and Safe	
Ready Respectful and Safe	<p>Our core expectations of all students:</p> <p><b>Ready:</b> I will make sure I am ready by:</p> <ul style="list-style-type: none"> <li>Wearing the full school uniform properly</li> <li>Attending on time with all equipment including planner</li> <li>No gum chewing or having any other fluid or food than water</li> <li>Making sure all headphones, phones and other electronic equipment out of sight and switched off</li> </ul> <p><b>Respectful:</b> I will make sure I am respectful by:</p> <ul style="list-style-type: none"> <li>Doing as I am asked by all members of staff</li> <li>Listening to others, using appropriate language with a polite tone • Looking after each other, the building, displays and equipment</li> </ul> <p><b>Safe:</b> I will make sure I am safe by:</p> <ul style="list-style-type: none"> <li>Following rules and routines for health and safety</li> <li>Keeping hands, feet, objects and personal comments to myself</li> <li>Being in the right place, in the right time and not in unsupervised areas</li> </ul>
1 <sup>st</sup> Yellow Card	<p><b>1st Yellow Card—1 Point</b></p> <p>This means that your teacher has already tried to encourage you to make the right choice after verbally reminding you to be <b>Ready, Respectful and Safe</b>. Your Teacher and Form Tutor will follow up this issue with you.</p>
2 <sup>nd</sup> Yellow Card	<p><b>2nd Yellow Card—2 Points</b></p> <p>You are not following our expectations of being <b>Ready, Respectful or Safe</b> and as a result you will be sent to work in another classroom. You will receive a Payback to discuss an action plan and resolve the issue. Your Form Tutor will follow up this issue with you.</p> <p><b>Your Parents/Carers will be informed about your behaviour.</b></p> <p><b>If you continue to receive Yellow Cards you will receive a Faculty or Subject Leader Payback.</b></p>
Red Card	<p><b>Red Card—6 Points</b></p> <p>You will be given a Red Card if there is a one-off serious behaviour incident where you have not followed our expectations of being <b>Ready, Respectful or Safe</b>—for example fighting or making racist comments. You will be removed by a staff member and taken to the Reflection Room. You will work in silence. A Resolve meeting will take place.</p> <p><b>Your Parents/Carers will be informed.</b></p>





## **Appendix G: The HT Behaviour Approach: Staff Agreement on Daily Practice**

### **Behaviour and learning management at HT**

#### **Our Learning Community**

Our key purpose is to ensure the wellbeing and success for all our students. In order to ensure success for all, we have in place a range of interventions to support students, develop positive and meaningful relationships and focus on learning. Poor conduct has consequences for learning and achievement. High expectations of staff and students make a positive contribution to achieving this.

#### **Absolute Consistencies in Adult Behaviour**

There are 5 consistencies that all staff will uphold in all interventions. At Haileybury Turnford, adults:

1. Model positive behaviours.
2. Smile, meet and greet at the door with 'Ready, Respectful, Safe' displayed and taught.
3. We will not shout at students.
4. Disruptive students will be calmly and slowly stepped through our sanction's hierarchy giving and will be given 'take up time'. We will uphold praise in public and reprimand in private with all students.
5. We will personally follow up every time and engage in reflective dialogue with students.

#### **Seeking support with an incident**

Leaders and pastoral staff will be 'Roaming' during the day to support staff with ensuring we are a positive learning community. The Red Card button in Class Charts should be used for very serious incidents (Red Card) needing a quick response: for example, student/staff at risk of harm, serious defiance, swearing at a member of staff. For a Second Yellow Card incident students will be relocated to another pre-arranged nearby classroom which should not routinely require 'On-call' assistance. All students should be given the opportunity to settle and work on task. The role of Red Card button is to support, not simply to remove a student. The classroom teacher is still responsible for the student's learning, even if they are removed.

#### **Rewards**

Students behaving well are those who perform to above the expected standards in being Ready, Respectful and Safe and for developing our HT Student Character Traits. Postcards and phone calls home have the most lasting impact. Remember it is not just what you give but the way you give the reward that counts. Teaching staff and classroom-based support staff are encouraged to make 3 positive phone calls per week and record on Class Charts. Other support staff are welcome to do this as well.

#### **Sanctions**

Sanctions at Haileybury Turnford have a learning focus, build relationships and show students how to take responsibility. 'Payback' replaces Detention. Restorative approaches are encouraged and supported. If a student receives a Red Card, they will be supervised in the pastoral area for the rest of the lesson. They then go to their following lesson unless it is too serious for that to happen – for example, they have sworn at their teacher, significant physical or verbal action they will remain in the pastoral area or will be supervised by a Middle or Senior Leader. Staff who have given a Red Card are to contact the student's parent. Staff will provide and set work for the student to complete in Payback with pastoral staff after 3pm on the day of the Red Card payback. Staff will personally follow up every time and engage in reflective dialogue with the student.

## **Appendix H: Standard Operating Procedures and Classroom Management at HT**

1. Staff and students should be punctual to the lesson in order to maximise time for teaching and learning. This is particularly important after break and lunchtime.
2. Entry into the classroom should be supervised and orderly with students being greeted at the door and uniform infringements dealt with prior to their admission or at a discreet moment in the lesson so as not to distract from learning for the majority.
3. Students should sit according to the teacher's seating plan.
4. All students should remove their outdoor clothing and bags should be placed safely out of the way.
5. Student's equipment should be placed on the desk in front of the student, in preparation for the lesson ahead.
6. A firm but friendly atmosphere maintaining positive relationships is maintained in the classroom.
7. Learning should be planned appropriately with appropriate resources and support materials available in order for all students to achieve. Where a Teaching Assistant or other adult is working in a lesson, their role must have been planned for.
8. Instructions for homework must be displayed on Class Charts and sufficient time given to all students to complete this. Homework should be made accessible for all students including students with SEND.
9. Rewards and sanctions, where appropriate, must be applied consistently and fairly, including making necessary and reasonable adjustments for students with SEND and Disadvantaged students.
10. Students out of lessons: students should only be allowed to leave a lesson in exceptional circumstances, such as when in need of First Aid. Students should not be left outside of a classroom unsupervised. Requesting that a student stands outside for a few minutes to reflect on their behaviour is acceptable, however, a teacher would be neglecting their duty of care to allow this for a sustained period of time.
11. End of lessons: students should be asked to pack away and stand quietly behind their chairs to await an orderly dismissal, when the room is tidy, and uniform has again been checked.

## Appendix I: A Quick Guide to the HT Behaviour and Learning Approach at HT

