

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.

“Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which young people want to attend and where they can learn and thrive.” (Department for Education, Behaviour in Schools, Advice for headteachers and school staff, February 2024).

Haileybury Turnford aims to create an inclusive, purposeful, and caring learning environment in the school, which will prepare students 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 will ensure that it is kept under review. The Principal will ensure that the policy 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, modelling expected behaviour and positive relationships, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The **Governing Body, Principal and staff** will ensure there is no inconsistent application of the policy and procedures on any grounds, and in particular will be responsible for ensuring that such application does not discriminate because of any protected characteristic, particularly race including colour, nationality, ethnic or national origin, religion or belief, gender, gender reassignment, sexual orientation or disability. They will also ensure that concerns of students relating to this policy and its application 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 school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and to raise with the school any issues arising from the operation of this 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
- Safeguarding Policy
- Child-on-child Abuse Policy
- Equality and Diversity Policy
- Alcohol and Drugs Policy
- Mobile Phone Policy
- Positive Relationships Policy (including Anti-Bullying Policy)
- School Uniform Policy
- Searching, Screening & Confiscation Policy
- Restraint and Restrictive Interventions Policy

The procedures that are applicable to this policy are set out in the following Appendices – Appendix A to I. This Rewards, Behaviour & Discipline 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 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 when students are not on site.

5. Screening, Searching and Confiscation

School staff can search a student for any item if the student agrees. The Principal, and staff they have authorised, 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” (as defined by Section 550ZA of the Education Act 1996), or any other item that the school rules identify as an item which may be searched for.¹

Prohibited Items Include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff 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)
- tobacco and cigarette papers
- fireworks
- pornographic images

Additional items which are prohibited by the school and which may also be searched for are as follows:

- e-cigarette pens or vapes of any kind and any associated paraphernalia such as cartridges, liquids or pods
- any form of legal “highs” or psychoactive substances
- lighters or matches
- air guns
- mobile phones where they are suspected of being used on the school site and other smart technology with similar functionality to mobile phones (for example the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record

¹ <https://www.gov.uk/government/publications/mobile-phones-in-schools/mobile-phones-in-schools#fn:1>

audio and/or video) throughout the school day, including during lessons are prohibited and can be searched for and confiscated.

Confiscation

School staff can seize any item found as a result of a search if they have reasonable grounds for suspecting:

- that it poses a risk to staff or students;
- that it is a Prohibited Item or identified in the school rules as an item that can be searched for; or
- that it is evidence in relation to an offence.

Further information about searching and confiscation is set out in the school's Searching, Screening and Confiscation Policy.

6. Use of reasonable force

We acknowledge our duties and responsibilities under the Education and Inspections Act 2006 in which all members of school staff have a legal power to use reasonable force to prevent students from committing a criminal offence; from injuring themselves or others; damaging property; or doing something that prejudices discipline at the school. 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 [insert name of policy] for further information.

7. Equality and SEND

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

In the application of this policy, all students with protected characteristics, including students with SEND will, in accordance with the Equality Act 2010, be treated fairly and, where relevant, the school will ensure that reasonable adjustments are made.

For example, when a student is identified as having SEND, a graduated approach may be used to assess, plan, deliver and then review the impact of the support being provided for the student. Adjustments to sanctions will be considered on a case-by-case basis for any student where, for instance, the school believes an alternative arrangement or course of action could be more effective or fair for a student with SEND.

If a student has SEND that has affected their behaviour, the school will consider whether the student's SEND has contributed to the misbehaviour and will seek advice or guidance as appropriate when determining what adjustments may be reasonable in the circumstances.

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 relevant external advisers or organisations 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, fairness 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 can 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:

Examples of Rewards	Action taken	Overseen by
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	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	Postcard Home	All staff
Consistently following the expectations of being Ready Respectful and Safe	Positive phone call home	All Staff
For excellent contributions within a subject area over the term	Recommendation for an Award at Awards Evening	Teacher
For outstanding work across the year	Awards' subject Certificate	Teacher
For outstanding work across a term	Subject Award	Teacher
Achieving 98% and above Attendance	Attendance Award Certificate	YACS and AO
Achieving 98% and above Attendance	Attendance Lottery Award	YACS and AO
Various	End of Term Rewards and Success Assemblies	YACS
Consistent work, participation in tutor time, a subject area or cocurricular activity	Achievement Point & House Points	YAC
Tutor group with the highest cumulative weekly attendance	Tutor group attendance certificate	YAC
For student(s) with the highest number of Achievement Points and least Behaviour Points	YAC Student Award (Awards Evening) Rewards trip	YAC
For a student who has made an outstanding contribution to the year group	YAC Student Award (Awards Evening)	YAC
For an outstanding piece or pieces of work	Sign the Principal's Book	All staff
Courteous and kind acts towards others	Courtesy and Kindness Annual Campaign Points	All Staff
Nominated by staff for students who have gone above and beyond	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 a student can achieve a virtual badge in recognition of achieving achievement points and displaying one of our HT Student Character Traits.

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 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 missed work
- A student's mobile phone may be required to be handed in to a member of the pastoral team to ensure compliance with school policies and minimise distractions or escalation of behaviours likely to lead to further consequences
- Short length payback – a payback is a period where the student is detained during either part of a break/lunch/social time or a set period 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
- 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 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
- Off-site direction including a temporary placement of a student at a different educational setting to improve their behaviour

- Suspension (fixed term suspension)
- 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 student 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 3.05 - 3:15pm. The member of staff responsible for issuing the Red Card to the student, should where possible 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 students, or 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
- Use of obscene or 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, considering 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.

2 x late to lessons in a week triggers an automatic payback for a student.

6 conduct points is 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 and is usually held on the following day. The teacher issuing the Red Card must usually inform the parents/carers of the issue the same day it occurs, 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 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 or Pastoral Lead.
- 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 breach of the school's Rewards, Behaviour and Discipline Policy. Consequences may include Internal Isolation or a Suspension.

Should serious and/or persistent breaches of the school policy continue following the issuing of a Saturday payback, suspension 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 suspension) 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 email.

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

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 conduct points**, the student will automatically receive a 1-hour after school payback with the child's pastoral team.

If a student receives **12 conduct points**, the student will receive a 2-hour after school payback.

If a student receives **18 conduct points**, the student will receive an Internal Isolation for conduct issues.

Class Charts notification will be sent to 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 **0 conduct points** will be rewarded and recognised for their excellent conduct with rewards and certificates and other types of reward incentives.

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.

Summary Table of Behaviour Consequences:

Description of behaviour	Suggested action to take	Completed and overseen by:
Lack of equipment	Conduct Point	Tutor/teacher
Missing PE Kit	Conduct Point	Pastoral
Missing homework	Teacher payback	Teacher
Late to school	Record on Class Charts /Inform Parents/Payback	Pastoral/Admin
Late to lesson	Record on Class Charts /Inform Parents/Payback	Pastoral/Admin
Low Level disruption in class	Behaviour system steps/ Teacher Payback	Teacher
Phone/Headphones out and visible	Confiscation - handed to pastoral office	Staff member
Refusal to cooperate and hand over phone	Red Card	Pastoral
Anti-social behaviour during unstructured time	Conduct / Behaviour system/ removal of break/lunch	Pastoral
Uniform infringement	Conduct Point / Payback	Pastoral
Repeated lack of punctuality to lessons	Punctuality Report	Pastoral
Repeated lack of homework	Faculty payback / subject report	Faculty Lead
Defiance / lack of respect	Red Card	Teacher/ Pastoral
Vaping	Internal Isolation / Parent contact and meeting	Pastoral
Swearing under breath in front of a staff member	Red Card	Pastoral
Truancing	Payback / Internal Isolation	Pastoral
Vandalism	Dependent on severity and type	SLT

Theft	Dependent on severity and type	SLT
Bullying including Child-on-Child abuse	Dependent on severity and type - this can lead to serious consequences including suspension and or exclusion	SLT
Repeated vaping/smoking offences	Payback including Saturday Payback	SLT
Repeated lateness to lesson and or school	Payback including Saturday Payback	SLT
Failure to complete an internal report successfully within a set period	Payback including Saturday Payback	SLT
Repeated number of Red Cards in one term	Payback including Saturday Payback	SLT
Repeated failure to attend Paybacks	Payback including Saturday Payback	SLT
Unintentional physical contact with a teacher	Serious breaches of discipline: Such events must be reported to a member of SLT immediately. An investigation will be undertaken.	SLT
Swearing at a teacher	Internal Isolation and Fixed Term Suspension /Exclusion	SLT
Fighting another student	Internal Isolation and/ or Fixed Term Suspension /Exclusion	SLT
Threatening or violent behaviour towards another student	Internal Isolation and/or Fixed Term Suspension /Exclusion	SLT
Persistent defiance causing Health and safety issues	Internal Isolation and/or Fixed Term Suspension /Exclusion	SLT
Intentional physical contact with a member of staff	Internal Isolation and/or Fixed Term Suspension /Exclusion	SLT
Sexually inappropriate behaviour	Internal Isolation and/or Fixed Term Suspension /Exclusion	SLT
Possession of drugs and or alcohol on the school premises	Internal Isolation and Fixed Term Suspension /Exclusion	SLT
Bringing a weapon onto the school premises	Internal Isolation and/or Fixed Term Suspension /Exclusion	SLT
Serious and persistent bullying	Internal Isolation and/or Fixed Term Suspension /Exclusion	SLT
Threatening and violent behaviour towards a member of staff	Internal Isolation and/or Fixed Term Suspension /Exclusion	SLT
Making a malicious allegation against a member of staff	Internal Isolation and/or Fixed Term Suspension /Exclusion	SLT
Bringing the school into disrepute	Internal Isolation and Fixed Term Suspension /Exclusion	SLT
Extremist behaviour and or action	Internal Isolation and/or Fixed Term Suspension /Exclusion	SLT
Health and Safety e.g., deliberate setting off a Fire Alarm	Internal Isolation and/or Fixed Term Suspension /Exclusion	SLT

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 breaches of the school's policies:

- Abuse or harassment relating to any protected characteristic including gender; gender identity or reassignment; disability (including SEND); religion or belief; race (including colour, nationality, ethnic or national origin); or sexual orientation
- Arson or attempted arson
- Alcohol related incidents
- Bullying
- Challenging/unacceptable behaviour
- Damage to school or others' property
- Disobedience/disrespect to staff
- Drug dealing
- Drug related incidents
- Graffiti/obscene drawing
- Inappropriate use of social media or online technology, including recording another person without their consent
- Indecent exposure
- Non-acceptance of school code of conduct
- Non-attendance at detentions (paybacks)
- Online posting of inappropriate messages and/or images
- Persistent disruptive behaviour
- Physical assault/violent behaviour against a student
- Physical assault/violent behaviour against an adult or staff
- Selling/dealing in stolen property
- Setting off fire alarm
- Serious failure to follow the instructions of school staff
- Sexual abuse
- Sexual harassment
- Sexual misconduct
- Sexual/indecent assault
- Smoking
- Substance abuse
- Theft
- Truancy/absconding from lessons
- Possession, use or threat of use of an offensive weapon or prohibited item
- Vandalism
- Verbal abuse/threatening behaviour against a student
- Verbal abuse/threatening behaviour against an adult or staff
- Bringing the school into disrepute

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 suspension)

Following a suspension (fixed term exclusion), the student and their parent or carer will be expected to attend a Reintegration Meeting 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; and
- where 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 and will only be taken as a last resort. There are two main types of situations 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 a single offence is sufficiently serious to justify an exclusion.

Deciding 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
- allow the student to give their version of events and ensure that where relevant they have been given support to express their view, including through advocates (such as parents or a social worker if they have one)

When establishing the facts in relation to an exclusion, the Principal's decision will be based on "the balance of probabilities", in other words, it is more likely than not that a fact is true. The Principal's decision to exclude will be made in accordance with the principles of administrative law, i.e. it must be lawful, reasonable, fair, and proportionate. Exercise of Discretion

The Principal will always look at the 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.
- Any contributing factors identified.

The Principal will also take the student's views into account, considering these in light of their age and understanding, unless it would not be appropriate to do so. They will inform the student how their views have been factored into any decision made.

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: The HT Behaviour Blueprint

Our Rules	Visible adult consistencies	First Attention to best conduct
<p>Ready for learning</p> <p>Respectful and</p> <p>Safe</p>	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. Consistent positive reinforcement 2. Acknowledge students and persistently catch students getting it right
<p>Relentless Routines</p>		
<ul style="list-style-type: none"> • 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 <ol style="list-style-type: none"> 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! 		
<p>Micro-scripts and Mantras</p>		
<p>Thank you for ...</p>		
<p>Well done for ...</p>		
<p>I really like the way ...</p>		
<p>I can see ... is Ready for learning, Respectful, Safe</p>		
<p>I hear what you are saying ...</p>		
<p>(Check in) I've noticed you are not following our expectation ... I need you to ... I know you can do this; Thank you for ...</p>		
<p>(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!</p>		

Appendix E:

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.

Failure to meet these expectations could result in the following:

Ready, Respectful and Safe	
Ready Respectful and Safe	<p>Our core expectations of all students:</p> <p>Ready: I will make sure I am ready by:</p> <ul style="list-style-type: none"> • Wearing the full school uniform properly • Attending on time with all equipment including planner • No gum chewing or having any other fluid or food than water • Making sure all headphones, phones and other electronic equipment out of sight and switched off <p>Respectful: I will make sure I am respectful by:</p> <ul style="list-style-type: none"> • Doing as I am asked by all members of staff • Listening to others, using appropriate language with a polite tone • Looking after each other, the building, displays and equipment <p>Safe: I will make sure I am safe by:</p> <ul style="list-style-type: none"> • Following rules and routines for health and safety • Keeping hands, feet, objects and personal comments to myself • Being in the right place, in the right time and not in unsupervised areas
1st Yellow Card	<p>1st Yellow Card—1 Point</p> <p>This means that your teacher has already tried to encourage you to make the right choice after verbally reminding you to be Ready, Respectful and Safe. Your Teacher and Form Tutor will follow up this issue with you.</p>
2nd Yellow Card	<p>2nd Yellow Card—2 Points</p> <p>You are not following our expectations of being Ready, Respectful or Safe 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. Your Parents/Carers will be informed about your behaviour.</p> <p>If you continue to receive Yellow Cards, you will receive a Faculty or Subject Leader Payback.</p>

Red Card

Red Card—6 Points

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 **Ready, Respectful or Safe**—for example fighting or making racist comments. You will be removed by a staff member. You will work in silence. A Resolve meeting will take place.

Your Parents/Carers will be informed.

Appendix F: 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. 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:

1. Adults model positive behaviours.
2. Staff smile, meet and greet at the door with 'Ready, Respectful, Safe' displayed and taught.
3. Staff will not shout at students.
4. Disruptive students will be calmly and slowly stepped through our sanctions hierarchy 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 (Roam)' assistance. All students should be given the opportunity to settle and work on task. The role of Red Card Roam 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 G: Standard Operating Procedures and Classroom Management at HT

1. Staff and students should be punctual to the lesson 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 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.

All adults model positive behaviours and work to establish positive and respectful culture

Praise in Public and Reprimand in Private

A student is not following our basic expectations of being Ready, Respectful and Safe

All adults must ensure they are aware of our students with SEND and those who are Disadvantaged and must ensure they make reasonable adjustments when applying the behaviour system. In practice this may be for example:

- Noticing First Attention to Best Conduct and positively rewarding students at every opportunity
- Giving the student additional take-up time
- Repeating the verbal reminder(s) clearly
- Re-locate the student in a different seat

Remind the student about our expectations using micro scripts check-in, and drive by

Examples of our positive language:

This is a verbal reminder

Thank you for ...

I've noticed you are ...

I need you to ...

I hear what you are saying, however I need you to ...

XXX, I know you can do this

If the student continues to make the wrong choices ...

XXXX, if you do not follow our basic expectations I will have to follow our behaviour system and give you a First Yellow Card. I know you can get this right ... I need you to ...

Pay First Attention to Best Conduct using micro scripts:

I really like the way ...

Excellent – I can see Student X is Ready for learning

Thank you for ...

Every lesson aim to give at least 5 achievement points

Aim to make 3 follow up Positive Phone Calls per week

If the student continues to make the wrong choices despite being given an opportunity to get it right follow the card system in place for behaviour.

A Red Card is given for a one-off serious incident for example for swearing at a member of staff, for fighting, making a racist or prejudice comment.

Appendix I:

A Guide for parents on school behaviour and exclusion on the Government website can be found [Here](#)