



# Behaviour for Learning Policy

Updated September 2020

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## Introduction

The basis of this Policy is our belief that a shared sense of community is essential to the success of The Harefield Academy and to the well-being of the young people and staff who work here.

This Policy is written for staff, parents, students and all relevant stakeholders, and it is intended to reflect The Academy's commitment to creating and maintaining positive attitudes to work and learning. Adults working with young people should remember that the best way to change attitudes is to concentrate on rewarding positive behaviour, while recognising that a system of sanctions is necessary. Praise and acknowledgement of achievement must contribute to creating a positive atmosphere within The Academy.

The success of individual staff members in dealing with students relies heavily on the support of parent/carers and colleagues. The Academy aims to maintain a consistent approach to supporting and developing the young people in our care through both the rewarding of good effort, and behaviour, and issuing sanctions where necessary.

This Policy, like all Academy Policies, is underpinned by our ethos and a collective drive to embed our agreed values:

Honesty  
Aspiration  
Respect  
Excellence  
Friendship  
Inspiration  
Equality  
Leadership  
Determination  
Kindness

### 1. This policy is based on the premise that:

- Each student has the right to learn
- Each teacher has the right to teach without interruption
- Every parent/carer has the right to information about their child's behaviour and to work in partnership with The Academy to encourage high standards
- Every student is entitled to equitability

### 2. Acceptable behaviour

#### 2.1 Acceptable and expected behaviour includes but is not limited to:

- Accepting responsibility of one's actions and ensuring that they do not affect the education or wellbeing of others.
- Respecting Health and Safety as a key Academy priority
- Respecting others and one's own belongings

- Supporting all members of our community irrespective of their differences.
  - Admiring the achievements of others
  - Working to the best of our ability, accepting support and showing resilience with learning
  - Keeping The Academy tidy
  - Wearing The Academy uniform correctly
  - Attending school frequently and punctually
  - Listening to and responding to all staff
  - Avoiding conflict with others
  - Maintaining an aspirational attitude to learning and reaching high expectations
- 2.2 Every student will be taught in an atmosphere that permits them to gain maximum benefit in every lesson. To achieve this, a Ladder of Consequence (LOC) makes clear those behaviours which are not conducive to a positive learning environment and therefore deemed unacceptable.
- 2.3 We have a system that brings rewards to those who behave well. This includes: 'Student of the Week' and 'Tutee of the Week'; Class Charts merits for effort; THA Value merits; praise certificates and letters; Departmental awards; pastoral rewards assemblies; end of year rewards trips; start of term Double Rewards Week. See page 16 for further detail on Rewards systems.
- 2.4 Any student breaching the expected code of conduct can expect a corresponding consequence in line with the LOC.
- 2.5 Parent/carers will be informed by letter, email or telephone of any serious misbehaviour. In the most serious cases students may be internally isolated, sent home (excluded) and parent/carers invited into school to discuss the situation. Parent/carers play a vital role in the Behaviour for Learning Policy and we pledge to keep you informed should your child's behaviour present cause for concern.

### 3. Responsibilities

#### 3.1 Staff will:

- Align to the Ladder of Consequence and Home School Agreement
- Treat all students fairly and equally
- Endeavour to raise the self-esteem of all students and develop their full potential with due regard to adjustments to reduce or remove any barriers to learning that a student may have
- Provide challenging, interesting and relevant lessons appropriate to the age and ability of all students
- Create a safe and pleasant learning environment, that is supportive of student well-being
- Reward and sanctions clearly and consistently
- Communicate effectively with parent/carers

#### 3.2 Students are required to:

- Abide by the Home School Agreement, taking responsibility for their own behaviour, attitudes and engagement with our THA Values.
- Work to the best of their ability and allow others to do the same
- Treat others and the school environment with respect

- Follow the instructions of school staff
- Meet expectations that are in place to keep all members of The Academy safe
- Take care of property and The Academy environment
- Co-operate with other students and adults
- Complete work, homework and any coursework to the best of their ability by engaging with Class Charts information
- Wear The Harefield Academy uniform correctly at all times during the school day and to and from school
- Wear a conventional hairstyle and have no unusual piercings (including facial piercings or spacer earrings) and/or tattoos
- Attend school regularly and arrive on time

### **3.3 Parent/carers are expected to:**

- Abide by the Home School Agreement
- Support The Academy Behaviour for Learning Policy
- Share concerns about their child's education, welfare, well-being and behaviour with The Academy
- Take an interest in their child's work and achievements
- Support their child's learning and behaviour, by engaging with Class Charts information
- Attend Parents' Evenings and support Academy events
- Support The Academy in achieving a minimum 97% attendance rate for their child
- Inform The Academy of any absence
- Ensure their child arrives at school on time with the equipment/preparation essential for learning
- Not take their child on holiday in term time
- Ensure their child is in full school uniform and can wear that uniform correctly
- Ensure that their child has a conventional hairstyle and has no unusual piercings and/or tattoos (including facial piercings or spacer earrings)
- Ensure their child has the time, space, encouragement and support to complete homework and all coursework to the best of their ability.

## **4. Sanctions and the Ladder of Consequence (LOC)**

The Ladder of Consequence aims to provide clarity of expectations/consequences and to set the agreed tone that supports all members of the community in ensuring we maintain a positive learning environment.

### **4.1 Classroom Sanctions**

With appropriate regard to any reasonable adjustments a student may have in place, staff will use the system of consequences for any student who falls below the high standards expected in each and every lesson. Sanctions will be logged on Class Charts. As a student moves up the ladder, only the highest consequence will be logged at the end of the lesson.

During lessons and Cover Lessons		During Tutor Time and Outside of the Classroom/Social Times			
<b>C1</b>	Poor behaviour in class, e.g. talking, off task, interrupting others, not following instructions, disrupting the learning environment, eating/chewing. <b>Warning 1 – staff member to write the name of student on the board.</b>	Classroom Staff Member	All Staff	Failure to follow staff instructions, inappropriate conduct, anti-social, or unsafe behaviour in the corridor. Can include, but is not limited to: <ul style="list-style-type: none"> <li>Refusal to follow one-way system</li> <li>Being out of bounds</li> <li>Running</li> <li>Not keeping a safe distance from student/staff</li> <li>Queue jumping</li> <li>Accessing the lift</li> <li>Eating on first or second floor</li> <li>Dropping litter</li> <li>Anti-social behaviour or language</li> <li>Visible mobile phone, headphones or banned drinks (member of staff to confiscate).</li> </ul> <b>Staff member/s to inform student of sanction and log detention on Class Charts.</b>	<b>C3</b>
<b>C2</b>	Failure to respond to C1; subsequent poor behaviour in class. Not keeping a safe distance from student/staff member. Late to lesson or late to Tutor Time (X 3 lates in a term will lead to a detention). <b>Warning 2 – staff member to upscale name on board and log on Class Charts (at the end of the lesson).</b>				
<b>C3</b>	Failure to respond to C2; persistent failure to follow staff instructions in class. Breach of health and safety expectations. No homework. Rudeness to staff, including swearing. Lack of preparation; failure to bring in correct equipment for learning (X 3 referrals in a term will lead to a C5 sanction). Incorrect/no PE kit. Incorrect uniform; no lanyard (if no lanyard slip). Visible mobile phone, headphones or banned drinks (member of staff to confiscate and hand to Reception). C3 supersedes C2. <b>Staff member to upscale name on board, log detention on Class Charts (at the end of the lesson) and speak to student before the next lesson to ensure restorative conversation takes place.</b>				
<b>C4</b>	Failure to respond to C3; persistent refusal to follow staff instructions disruption to the learning environment. Leaving the lesson without permission and not returning/truancy from lesson. Escalated breach of Health and Safety (including removal of signage). C4 supersedes C3; C4 is the final stage in class. <b>Removal from class to shadow timetable (school policy on C4 actions outlined in C4 desktop button), log on Class Charts, liaise with HOD/DOL and contact home. More than one C4 in a day may result in escalation to same day C5 sanction (RRR/SLT isolation).</b>	HOD/DOL Teacher	HOY/SM	Extreme anti-social behaviour and breach of Health and Safety: play fighting; other inappropriate physical contact; persistent refusal to follow staff instructions; persistent littering; truanting Tutor Time.  <b>Staff member/s to follow LR Flowchart for specific referral pathway and contact home.</b>	<b>LR</b>
<b>C5</b>	Persistent C4 behaviour, defiance, vandalism, or intentional damage to school equipment. Persistent truancy, walking away from members of staff, swearing at or about any member of staff refusal to hand over prohibited items behaviour likely to incite disorderly conduct in school including inappropriate expression of extremist or offensive views (trans/homophobic language, racist slur, sexism or any other offensive comments). Failure to meet the agreed terms of the Learning Contract. <b>Staff member/s to follow C5+ Flowchart for specific referral pathway, in liaison with HOD/DOL &amp; SLT link.</b>	HOD/DOL Teacher	HOY/SM	Persistent anti-social behaviour and breach of Health and Safety: defying one-way system in the corridor; acts of physical aggression, threats and/or violence, bullying. Behaviour likely to incite disorderly conduct in school including inappropriate expression of extremist or offensive views (trans/homophobic language, racist slur, sexism or any other offensive comments). Breaching of rules that leads to damage to school property. Refusal to hand over visible mobile phone, headphones, banned drinks  <b>Staff member/s to follow C5+ Flowchart for specific referral pathway, in liaison with HOY/SM</b>	<b>C5</b>
<b>Referral to SLT: RRR/SLT isolation/PSP/ External agency involvement/PLT report</b>					
<b>C6</b>	Failure to respond to C5; extreme, persistent, non-compliance. Possession of banned substances e.g. alcohol or drugs. Theft, violent conduct whether provoked or not/persistent bullying/intimidation/inappropriate sexual behaviour, verbal abuse of staff, intimidating behaviour towards staff, prejudice-based bullying, Bringing The Academy in to disrepute, smoking, fighting, antisocial behaviour in the community, on public transport, travelling to and from school or at any time whilst wearing school uniform and poor behaviour in sporting fixtures, trips. Putting a member of staff, student, or health and safety of The Academy at risk. May lead to C7, at the discretion of SLT. <b>Referral to SLT: Fixed term exclusion/ extended isolation/managed move/ placement at off-site provision/Governing Body referral</b>				<b>C6</b>
<b>C7</b>	Persistent failure to comply with The Academy Behaviour for Learning Policy, putting a member of staff, student, or health and safety of The Academy at risk, violent conduct towards staff or students, possession or distribution of prohibited items or illegal substances, persistent bullying, serious assault, possession of an offensive weapon, possession of banned substances e.g. alcohol or drugs any behaviour that is in serious breach of The Academy's Behaviour for Learning Policy and deemed serious enough by the Headteacher. <b>Referral to the Headteacher: Fixed term exclusion/permanent exclusion</b>				<b>C7</b>

## 4.2 Centralised Detentions

Detentions will be led by staff and students must adhere to the strict detention code of conduct. Failure to attend a set detention will warrant further sanctions being imposed by The Academy.

Detention pathways include the following:

- Key Stage 3 daily detentions (30mins) 3:05pm - 3:35pm students will be encouraged to read a book in silence.
- Key Stage 4 daily detention for (30mins) 3:05pm – 3:35pm students will work as in exam conditions and be given GCSE exam questions from English, Maths and Science to work on.
- Director of Learning detentions (60mins) 3:05pm – 4:05pm are supervised and organised in Departments. Students will work in exam conditions and work will be directed by the member of staff on duty.
- Senior Leadership Friday detentions (90mins) 3:05pm – 4:35pm students will be seated at computers and will complete homework/coursework.

Parents are informed of a detention by Class Charts.

### 4.3 C4 Class Removal/Truancy

Process:

C4 issued

Teacher to contact home

Learning Contract set up for 1 week with teacher

Failure to effectively complete Learning Contract leads to parental meeting and Learning Contract with Director of Learning for one week

Failure to meet the Learning Contract leads to SLT report for this faculty

If a student receives a C4 in class, they are expected to spend the remainder of the lesson working in another classroom as predetermined by Academy staff. After a C4 removal, staff will endeavour to contact parents/carers at the earliest available opportunity in order to discuss the incident. In some cases we may require a parent/carer to attend a pre-arranged meeting at The Academy with the relevant staff to discuss a likely reintegration package which will include a Learning Contract. Parent/carers and students are urged to view behaviour and reward threads via Class Charts.

If a student truant the lesson or leaves the lesson without permission they will receive a C4 which will lead to a 60minute Director of Learning detention.

## 5. Behaviour outside of the Classroom/Social Times

Our expectations of behaviour and safety outside lessons and at social times is very high. Students are regularly reminded of these expectations of respect and pride which apply within both the school and wider community. We will ensure that all students, staff and visitors remain safe and secure within the building and as such all staff are required to challenge any unacceptable student behaviour as outlined below.

During Tutor Time and Outside of the Classroom/Social Times		
All Staff	Failure to follow staff instructions, inappropriate conduct, anti-social, or unsafe behaviour in the corridor. Can include, but is not limited to: <ul style="list-style-type: none"> <li>• Refusal to follow one-way system</li> <li>• Being out of bounds</li> <li>• Running</li> <li>• Not keeping a safe distance from student/staff</li> <li>• Queue jumping</li> <li>• Accessing the lift</li> <li>• Eating on first or second floor</li> <li>• Dropping litter</li> <li>• Anti-social behaviour or language</li> <li>• Visible mobile phone, headphones or banned drinks (member of staff to confiscate).</li> </ul> Staff member/s to inform student of sanction and log detention on Class Charts.	C3
HOY/SM	Extreme anti-social behaviour and breach of Health and Safety: play fighting, other inappropriate physical contact; persistent refusal to follow staff instructions; persistent littering; truanting Tutor Time. Staff member/s to follow LR Flowchart for specific referral pathway and contact home.	LR
HOY/SM	Persistent anti-social behaviour and breach of Health and Safety: defying one-way system in the corridor, acts of physical aggression, threats and/or violence, bullying. Behaviour likely to incite disorderly conduct in school including inappropriate expression of extremist or offensive views (trans/homophobic language, racist slur, sexism or any other offensive comments). Breaching of rules that leads to damage to school property. Refusal to hand over visible mobile phone, headphones, banned drinks Staff member/s to follow C5+ Flowchart for specific referral pathway, in liaison with HOY/SM	C5

## 6. Reports

Where a student's behaviour is of a concern to Academy staff, a reporting system is used to ensure we can track and monitor the ongoing concerns over a period of time.

### 6.1 Tutor Report

Should a student come to the notice of their Tutor as a result of incidents recorded, a pattern of sanctions on Class Charts, or low effort scores on termly Data Capture information, the Tutor may place that student on 'Tutor Report'. This serves as a formal contract between staff and student, the terms and targets of which are explored with the student. The purpose of this Report is to help the student to overcome any temporary problem he/she may be experiencing relating to work or behaviour and to reflect upon how improvements can be achieved.

### 6.2 Student Manager Report

Should a Tutor Report not have the desired effect on the progress of the student, then this will be escalated to a Student Manager Report and will follow the same procedure as a Tutor Report.

### 6.3 Head of Year Report

Where a student fails to show improvement in behaviour to previous report etc. then this will be escalated to a Head of Year Report. The Head of Year contacts the parents to discuss with them the seriousness of being on the Report and possible consequences of failure to improve. After an agreed time, if the student does not conform to the expectations laid out in the report, appropriate action will be taken, e.g. meeting with parent/carers/RRR (internal isolation).

### 6.5 Subject Reports

Should a student display poor attitudes to learning in a specific subject area, or where a student has been removed from a lesson, they will be monitored via a subject report. The subject report is for a number of lessons and is set up with targets agreed between the subject teacher and student. The purpose of this report is to reinforce and support a positive attitude to learning within that subject area and provide an opportunity for the student to re-set their behaviour and attitude to learning.

### 6.6 Director of Learning Report

Should a student fail a subject report, then the report is escalated to a Director of Learning Report. The targets again will be agreed between the student and Director of Learning. Parents will be informed and consequences clearly outlined for the student. If a positive attitude to learning resumes, the Director of Learning will inform parent/carers. If a student fails to engage with the agreed targets, further escalation will be necessary, which may include: a parental meeting; removal from lessons; and/or an RRR referral.

### 6.7 SLT report

This is issued once a student has had two opportunities to re-set their behaviour and has not met the expected standard. Parent/carers will be informed of the seriousness of failure to engage within learning and next possible steps outlined. Further action may include: removal from lessons; RRR referral; meeting with parents.

#### **Note:**

It would be expected that a student who satisfactorily completes an SLT Report will be taken off report. However, should behaviour deteriorate once again, they will return onto the behaviour management system at the previous point reached.

## 6.8 Pastoral Support Plan

Where a student shows persistent poor attitude to learning and/or inappropriate behaviours at social times a PSP will be activated to offer additional guidance and support to rectify the situation or their behaviour. This will be conducted with parent, student and members of the pastoral team. The inappropriate behaviours are identified and the issues surrounding these are explored by parents, student and staff. Targets for improvement are developed with agreement from all stakeholders and any additional interventions identified.

The student's progress in line with PSP targets and any identified interventions required is reviewed in a further meeting after 6 weeks or earlier if required. Targets can be re-set at this point or maintained. A further review will happen at 12 weeks. Where progress is missing, or poor alternative provisions, these can be discussed at any point following the 12 week review.

## 7. Behavioural Incidents

We take very seriously any incidents of a serious and unacceptable nature and as such will sanction a student according to the Ladder of Consequence.

### 7.1 Homophobia, Racism, Sexism or any other offensive comments

The Academy will not tolerate any inappropriate expression of extremist or offensive views (homophobic/transphobic language, racist slur, sexism or any other offensive comments) directed at any student, member of staff, parent/carer or visitors to The Academy whether directly or indirectly. Should behaviour of this nature arise then The Academy will follow the appropriate sanctions as per the Ladder of Consequence.

### 7.2 Anti-Bullying

We take incidents of bullying very seriously and as such have a clear set of parameters around which we work to support students who have been the victim of bullying. Those responsible for bullying are sanctioned appropriately. This is supported with follow up work involving both parties to ensure monitoring of improvements. For detailed guidance on The Academy procedures for dealing with bullying, please refer to the document '*Anti-bullying Procedures and Guidance for all staff, students and parents/carers*' which can also be found in the Policy section on The Academy website.

### 7.3 Loss of free time (Lunchtime Reflection)

Students may lose their right to spend time with their peers at social times. Examples of the reasons for this sanction are because the student displays anti-social or otherwise inappropriate or unsafe behaviour at these times.

### 7.4 Punctuality

Punctuality is an important discipline for life. If a student arrives late without good reason, they are missing valuable learning time and disrupting a lesson. This is also true for all points in the school day where students are late attending lessons. If a student is late to lessons on more than three occasions in a row, they are automatically issued with a detention via their Tutor. If a student arrives to school after Tutor Time starts they will receive a late slip which means that they must

attend late detention for 15 minutes 12:45, failure to attend will result in full 40 minute Lunchtime Reflection detention the following day.

## 7.5 Searching Procedures

In line with DfE Guidance and The Education Act 1996, the Headteacher and authorised staff members (SLT/DSL/HOY/Student Managers) can search students, including their bags, phones/devices and their lockers, **with their consent, for any item**. The ability to give consent may be influenced by the child's age, however in a secondary school setting, it is assumed that all students will be able to give consent. The Academy is not required to have formal written consent for this sort of search; it is enough for example, to ask a student to turn out their pockets. Permission does **not** need to be sought from parents or carers. Please refer to our 'Procedure for Searching and Confiscation' document which is available on the school website for more detailed guidance.

The Headteacher and authorised staff members may also search students, their phones/electronic devices and their lockers **without their consent** if they believe they are in possession of any of the following:

- Knives or weapons, laser pens, alcohol, illegal drugs and other substances, for example 'legal highs'.
- Tobacco and cigarette papers, e-cigarettes, fireworks and pornographic images.
- Any article that The Academy reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property.
- Any item banned by The Academy rules which has been identified as an item which may be searched for.
- Any item which The Academy believes to have been stolen.

For further information on searching procedures, please refer to our 'Procedure for Searching and Confiscation' document which is available on The Academy website.

## 7.6 Ladder of Consequence - Serious Incidents

The grid at the end of this section highlights the non-exhaustive list of incidents which may warrant a student being excluded from school. These incidents fall under the Consequences C5, C6 and C7. (the full Ladder of Consequence is on page 6 of this document).

## 7.7 RRR Room (Reflect, Reset, Restore)

On occasions where a student's behaviour is of a more serious nature, they will be booked in to spend time in the RRR room as a sanction for their behaviour. The following are some of the incidents which warrant RRR bookings:

- Smoking on site (or off site in school uniform)
- Being in the presence of smokers on site (or off site in school uniform)
- Persistent non-attendance at detention
- Extreme rudeness to members of staff
- Persistent failure to follow staff instructions
- Non-compliance specifically related to mobile phones
- Persistent truancy of lessons
- Bringing The Academy in to disrepute (including anti-social behaviour in the community)
- Any other incident deemed fit by the Senior Leadership Team as per the Ladder of Consequence

A letter will be sent home to parents following discussion with the Head of Year/Student Managers and relevant senior staff. Parents/carers are usually requested to attend a meeting following a student spending a day in the RRR room where expectations and targets will be set. Students will work with a member of staff in the RRR room to enable a positive reintegration back in to lessons the following day.

Disruption of the RRR room and failure to demonstrate cooperative behaviour whilst serving a day in the room may result in a Fixed Term Exclusion or repetition of the original RRR sanction.

Our expectations of behaviour outside lessons and at social times is very high. Students are regularly reminded of these expectations of respect and pride which apply within both the school and wider community. We will ensure that all students, staff and visitors remain safe and secure within the building and as such all staff are required to challenge any unacceptable student behaviour as outlined below.

## 8. Fixed Term Exclusions

C5	Persistent C4 behaviour; defiance, vandalism, or intentional damage to school equipment. Persistent truancy, walking away from members of staff, swearing at or about any member of staff/refusal to hand over prohibited items behaviour likely to incite disorderly conduct in school including inappropriate expression of extremist or offensive views (trans/homophobic language, racist slur, sexism or any other offensive comments). Failure to meet the agreed terms of the Learning Contract.	HOD/DOL/Teacher HOY/SM	Persistent anti-social behaviour and breach of Health and Safety; defying one-way system in the corridor, acts of physical aggression, threats and/or violence, bullying. Behaviour likely to incite disorderly conduct in school including inappropriate expression of extremist or offensive views (trans/homophobic language, racist slur, sexism or any other offensive comments). Breaching of rules that leads to damage to school property. Refusal to hand over visible mobile phone, headphones, banned drinks	C5
	Staff member/s to follow C5+ Flowchart for specific referral pathway, in liaison with HOD/DOL & SLT link.		Staff member/s to follow C5+ Flowchart for specific referral pathway, in liaison with HOY/SM	
<i>Referral to SLT: RRR/SLT isolation/PSP/ External agency involvement/PLT report</i>				
C6	Failure to respond to C5; extreme, persistent, non-compliance. Possession of banned substances e.g. alcohol or drugs. Theft, violent conduct whether provoked or not/persistent bullying/intimidation/inappropriate sexual behaviour, verbal abuse of staff, intimidating behaviour towards staff, prejudice-based bullying. Bringing The Academy in to disrepute, smoking, fighting, antisocial behaviour in the community, on public transport, travelling to and from school or at any time whilst wearing school uniform and poor behaviour in sporting fixtures, trips. Putting a member of staff, student, or health and safety of The Academy at risk. May lead to C7, at the discretion of SLT.			C6
			<i>Referral to SLT: Fixed term exclusion/extended isolation/managed move/placement at off-site provision/Governing Body referral</i>	
C7	Persistent failure to comply with The Academy Behaviour for Learning Policy, putting a member of staff, student, or health and safety of The Academy at risk, violent conduct towards staff or students, possession or distribution of prohibited items or illegal substances, persistent bullying, serious assault, possession of an offensive weapon, possession of banned substances e.g. alcohol or drugs any behaviour that is in serious breach of The Academy's Behaviour for Learning Policy and deemed serious enough by the Headteacher.			C7
			<i>Referral to the Headteacher: Fixed term exclusion/permanent exclusion</i>	

Any behaviour that is deemed serious enough, in the judgment of the Senior Leadership Team (SLT) or the Headteacher, will warrant a Fixed Term Exclusion as per but not restricted to the examples below. This would normally be for 1, 3 or 5 days but in exceptional circumstances could be up to 45 days in any one school year.

Parent/carers will be expected to attend a meeting along with the students so that formal reintegration supported by clear expectations is affected. This meeting must occur before re-admittance to mainstream classes is permitted. Should the meeting not occur the student will remain in RRR until such times as the meeting is completed.

Examples of behaviour which may lead to a Fixed Term Exclusion include:

- Threatening behaviour
- Persistent bullying
- Repeated disruption to the learning process (disrespect to other students)
- Bringing The Academy into disrepute through behavior deemed to undermine high standard expected by The Academy either in school or within the wider community.
- Vandalism
- Violence

- Theft
- Deliberate serious or persistent disobedience, such that the authority of staff is undermined or a health and safety risk posed
- Any other serious action in line with the Ladder of Consequence.

### **8.1 Consideration for Permanent Exclusion: Role of The Academy, Governing Body and Parents where Behaviour is a Cause for Concern**

We do our best to work with students whose behaviour continues to cause concern, with a view to supporting them to reach the expected standard. Parent/carers will be involved in various ways:

- The student will be put on report and parents expected to review the report of their child
- The student will have a Pupil Passport and or Pastoral Support Plan involving the student, parents and school. The passport/pastoral support plan is designed to focus on supportive strategies for the student that motivate them to improve. Targets for improvement are set and reviewed collaboratively between The Academy and student.
- Parents may be invited to meet the Headteacher, Head of Year and a Governor where it is felt that a student may be approaching a Permanent Exclusion. The aim of the meeting will be to discuss past behaviour patterns and make it clear to the parent and student that behaviour must improve. Strategies for improvement will be discussed.
- Once a student accumulates a total of 15 days exclusion in one term or 45 days exclusion in one academic year, there will be a Governors' Disciplinary Hearing to consider the circumstances of the Exclusion. The parents and student will be expected to attend. The student's complete behaviour record will be discussed. The Governors can either uphold or overturn the Headteacher's decision to exclude.
- Where an Exclusion takes place, the Chair of Governors and the Local Authority are automatically informed.
- A student excluded for a violent incident will automatically meet with a Governor and will be expected to sign a Behaviour Agreement on readmission to the school.
- If students are persistently disrupting the learning of others in the classroom, they may be invited to meet a member of the Governing Body with their parents to discuss expectations and targets for the future.

### **8.2 Extreme Clause**

The Headteacher will invoke an extreme clause where staff or student's safety is put at risk or the student's anti-social behaviour is so extreme that The Academy has no other alternative. In these circumstances, the Headteacher will decide on the appropriate sanction.

The Headteacher may decide that Permanent Exclusion is necessary. This may include, but is not limited to the following:

- All steps to encourage the student to align to The Academy expected standards of behaviour have failed.
- Allowing the student to remain in school would be seriously detrimental to the education or welfare of others in The Academy.
- Persistent and defiant behaviour. This would encompass bullying including homophobic, racist or any bullying that is of an offensive nature.
- Serious actual or threatened violence against a student or member of staff.
- Sexual misconduct.
- Supply of an illegal drug, or severe misuse of an illegal drug.
- Being in possession of an offensive weapon.

### 8.3 Permanent Exclusion Process

- If a student is permanently excluded by the Headteacher, a Governors' Disciplinary Panel will be called and the parent/carers, student and The Academy will be expected to attend.
- The Headteacher, supported by the relevant staff will present the case for a Permanent Exclusion. The parents and student will be able to make representations to The Academy and Governing Body.
- The Governors can either uphold the Permanent Exclusion or re-instate the student.
- If the Governors uphold the decision to Permanently Exclude, the parents can request a review in an Independent Review Panel.
- Decisions the Independent Review Panel can make include: 'Quashing' the decision and direct the Governing Body to consider the Exclusion again, recommend the Governing Body reconsiders the decision or uphold the Exclusion.

An Independent Review Panel cannot order re-instatement.

If a student is re-instated, the parents and student will meet the relevant staff as soon as possible after the Disciplinary Hearing. A programme of re-integration will be agreed to ensure that all involved do their best to achieve a successful return to The Harefield Academy. Fortunately, Permanent Exclusions are very rare at The Academy. The Academy aligns to the guidance set out by the Government when considering any Permanent Exclusion.

### 8.4 Government Guidance on Exclusion

A decision to exclude a child permanently is a serious one and should only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by The Academy that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to Permanently Exclude a child for a first or 'one-off' offence. These might include:

- a) serious actual or threatened violence against another student or a member of staff;
- b) sexual abuse or assault;
- c) supplying an illegal drug;
- d) carrying an offensive weapon.

This list of instances is not exhaustive, but indicates the severity of such offences and the fact that such behaviour can affect the discipline and well-being of The Academy community.

In cases where a Headteacher has permanently excluded a student for:

- a) one of the above offences; or
- b) persistent and defiant misbehaviour including bullying or repeated possession and/or use of an illegal drug on Academy premises and where the basic facts of the case have been clearly established on the balance of probabilities, the Secretary of State would not normally expect the Governing Body or an Independent Appeal Panel to reinstate the student.

Schools should also consider whether or not to inform the police where such a criminal offence has taken place. They should also consider whether or not to inform other agencies, e.g. Youth Offending Team, Social Workers, etc.

Working in partnership with our local community police as a matter of routine, any student found to have been in possession of an offensive weapon or replica will be referred to the police by The Academy.

## 9. The Harefield Academy Home School Agreement



### The Harefield Academy Home School Agreement



<b>Students</b> I will .....	<b>Families</b> I/we will .....	<b>Staff and Governors</b> We will .....
Have a positive attitude to learning and do the best I can, <u>at all times</u> .	Ensure that my child arrives to school on time, every day, properly equipped to learn and in the correct uniform.	Implement all policies and treat students fairly, modelling mutual respect for all members of the school community.
Attend school and lessons every day and on time, properly equipped and in the correct uniform (as detailed on The Academy website).	Actively support the school in promoting the behaviour and values which lie at the heart of the school community.	Provide an inclusive environment where all students, understand how to stay safe and families are informed of measures taken by The Academy to prioritise safety.
Show everyone in the building respect and treat others in the way I would wish to be treated myself, behaving in a way that is safe and respectful both in school and when travelling to and from.	Ensure that my child's attendance remains above 97% throughout the year and all holidays are taken during school holiday time.	Ensure that effective teaching, learning and pastoral care takes place to best meet the individual needs of all students.
Show respect for the school environment by playing my part in keeping it safe, clean and tidy. Following the clear instructions about how to keep myself, my peers and the staff at school safe.	Ensure that my child arrives for school in plenty of time for a punctual 8.45am start. Inform the school by 8.30am on the first and each subsequent day of any absence.	Set clear academic and pastoral targets and provide appropriate feedback to assist all students in fulfilling their potential.
Listen to and follow instructions from all staff straight away.	Ensure that my child is actively supported in undertaking homework and any work missed through absence.	
Do all my classwork and homework on time and to the very best of my ability.	Use Class Charts to monitor homework and check quality and completion of homework every week.	Ensure homework is relevant, accessible and set in line with the school policy.
Actively engage with my learning, respond to feedback from all staff and seek out opportunities to extend my learning.	Inform the school of any change in home circumstances which may affect my child's learning. Ensure my contact details and those who have parental responsibility for my child are up to date by providing these details when and if they change.	Keep families informed of their child's progress and attendance and respond promptly and professionally to contact from families.



### The Harefield Academy Home School Agreement

Behave in a way which shows I am proud to be a member of The Harefield Academy community, both inside and outside of school.	Monitor Class Charts to work with the school in celebrating rewards and intervening with any instances of unacceptable behaviour. Support the school Ladder of Consequence and detention pathways.	Monitor behaviour for learning and use bespoke interventions to support a student to improve.
Respond to reports/sanctions put in place to improve behaviour for learning and engage in conversations to support behaviour and attitudes.	Ensure that all communication with the school is undertaken in a respectful manner. Attend consultation and relevant information evenings and discuss my child's progress, behaviour and attendance.	Monitor attendance and use letters and meetings to support students to improve punctuality and attendance at school.
Respond positively to a Pupil Passport or Pastoral Support Plan to improve behaviour for learning.		Prioritise student wellbeing in an ordered and caring environment in which the students are secure and content.
Respond positively to support meetings designed to support improved punctuality and attendance.	Attend meetings designed to support improvement in attendance and engage with targets set to improve attendance.	Provide opportunities for extended learning, activities and enrichment beyond the classroom.
Respond to the expectations of the Ladder of Consequence to ensure that my behaviour does not put my own safety, or the safety of anyone else at risk.	Attend meetings to discuss issues concerning behaviour for learning and work with the school in using interventions designed to improve attitudes to learning. Ensure that an appropriate adult is available to attend the school if I am contacted about a welfare or safety concern.	Have policies in place to praise, reward and celebrate our students' achievements.
<b>Signed</b>	<b>Signed</b>	<b>Signed</b>
<b>Date</b>	<b>Date</b>	<b>Date</b>

## 10 Rewards

A positive attitude to learning is rewarded through our behaviour policy. All staff are encouraged to promote positivity through the use of our policy and ensure that students are in receipt of recognition for their excellent attitudes to learning and personal conduct. This includes:

**10.1 Class Charts** - all staff utilise this system and can reward students for a variety of reasons outlined below. It is the expectation that all students should be receiving rewards in most of their lessons.



**10.2 Student of the Week** - a student can receive 5 merits for displaying excellent effort, exceptional attitude to learning, outstanding homework, etc. This is awarded by all staff on a weekly basis (one award for each key stage per teacher). This incentive recognises some of the hardest working students and is an esteemed reward to receive.

**10.3 Rewards Assembly** - these take place once a half term within year groups and students can receive certificates and merits for:

THA Values

Attendance

Highest number of merits

Improvements in attitude to learning

Supporting the local community

Tutee nominations

These are led by the Heads of Year and certificates/badges and prizes are awarded during the assembly. This is to encourage a culture of positivity and promote the importance of a positive attitude to learning.

**10.4 Start of Term Rewards** – Double Rewards Week to re-set staff and students' positivity at the start of a new term

**10.5 End of Term Rewards** -

Attendance Rewards Week

Headteacher's breakfast