Behaviour Policy and Statement of Behaviour Principles

Harrow Way Community School

Contents

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management

- **Define** what we consider to be unacceptable behaviour, including bullying

- Outline **how pupils are expected to behave**

- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

- Outline our system of **rewards and sanctions**

2. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools

- Searching, screening and confiscation at school

- The Equality Act 2010

- Use of reasonable force in schools

- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on DfE guidance explaining that maintained schools should publish their behaviour policy online.

3. Definitions

Students have the right to learn and teachers to teach, without good behaviour, neither is possible. The school has a responsibility to encourage students to manage their behaviour in such a way that learning and teaching can be effective in school and on school visits. There is also an expectation that students are considerate to the community and therefore we expect good behaviour on their way to and from school.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

- Non-completion of classwork or homework

- Poor attitude

- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules

- Any form of bullying

- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

- Vandalism

- Theft

- Fighting

- Smoking

- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items. These are:

    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco, cigarette papers, e-cigarettes
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We take bullying very seriously and regularly monitor and review our approach.

Whole school proactive strategies to prevent bullying include:

- Students are educated about bullying through the PSHE curriculum
- Assemblies and drop-down tutor time sessions through the year
- Anti-Bullying notice board
- The BIG award - Awarded annually for proactive anti-bullying strategies
- Students sign the anti-bullying charter every year
- Peer mentors and cyber ambassadors support their peers at social times
- Bullying can be reported to any member of staff or via the support button which is on the school website. Parents are encouraged to contact their child's tutor in the first instance
- Year teams will investigate bullying
- Sanctions will be applied depending on the outcomes of the investigations, this is recorded on SIMS
- Students who have been bullied are supported through their tutor and year teams, if other interventions or supports are required a referral for additional support can be made via the Safeguarding Team
- Staff use the tiered response approach when dealing with bullying and have training around identifying bullying and supporting students.

5. Roles and Responsibilities

5.1 The Governing Body

The Governing Body is responsible for reviewing and approving the written Statement of Behaviour Principles (appendix 1).

The Governing Board will also review this Behaviour Policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing this Behaviour Policy in conjunction with the Governing Body, giving due consideration to the school's Statement of Behaviour Principles (appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the Behaviour Policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Use attachment awareness and emotional coaching tools and principles
- Recording behaviour incidents via SIMS
- Record child-on-child harm (including sexual harassment) incidents via CPOMS

The Senior Leadership Team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

● Support their child in adhering to the Student Code of Conduct

● Inform the school of any changes in circumstances that may affect their child's behaviour

● Discuss any behavioural concerns with the class teacher promptly

● Support the school with its aims for disruption free learning

● Support the school with enforcing its Behaviour Policy

● Contact the school to make an appointment to discuss any issues, parents should not turn up to school expecting to speak to staff

● Discuss any concerns around behaviour in a respectful manner

● Supervise and monitor their child's online behaviour

6. Student Code of Conduct

Students are expected to follow our 3 simple rules of behaviour:

1. Be ready
2. Be respectful
3. Be your best

These incorporate all of the following rules:

● Behave in an orderly and self-controlled way

● Show respect to members of staff and each other

● In class there is an expectation of disruption-free learning (failure to follow this will result in removal)

● Complete work to the best of their ability

● Move quietly around the school following the one way system

● Treat the school buildings and school property with respect, this includes putting litter in the bin

● Wear the correct uniform at all times (see appendix 2)

● Have the correct equipment for each lesson

● Accept sanctions when given

● Refrain from behaving in a way that brings the school into disrepute, including when outside school

● Mobile phones should be switched off and out of sight during the school day. The students are given one chance to put their phones away before the phone will be confiscated

● Be courteous and well-mannered

● Not to leave the school site without permission

● Be punctual to school and lessons

● Not to bring valuable possessions or prohibited items such as smoking paraphernalia, weapons, drugs or alcohol

● Respect for others in our community on the way to and from school.

7. Rewards and Sanctions

We believe that good behaviour should be recognised, we aim to encourage good behaviour through constant and consistent positive recognition. This approach creates a positive school environment and improves students' self-esteem.

7.1 List of Rewards and Sanctions

Positive behaviour will be rewarded with:

● Praise

● Stamp at the end of each lesson for following the Class Code of Conduct in lessons

● Extra stamps can be given to reward voluntary activities and exceptional achievements

● Letter, postcards or phone calls home to parents

● Special responsibilities/privileges

● Items from the online reward shop

● Headteacher medals

● Being invited to attend events, trips or visits

● Termly celebration assemblies

● Presentation evenings

Behaviour incidents can vary considerably so each case will be treated on an individual basis, consideration will be given according to our Reasonable Adjustment Policy when issuing sanctions. All schools have the legal right to use detentions as a disciplinary measure. The school may use one or more of the following sanctions in response to unacceptable behaviour:

● In the classroom, C1 to C3 will be used to ensure disruption-free learning. Students who get to a C3 will be removed from the lesson and placed in the Protected Learning Room (PLR)

● Sending the students out of the class for a short period of time

● Expecting work to be completed at home, or at break or lunchtime

● Detention at break, lunchtime, or after school for breaches in Code of Conduct can be given. Whole class detentions should be avoided. Late detentions will be used for persistent lateness to school.

● Poor behaviour is logged on an electronic monitoring system called SIMS. Parents can access this information via the Learning Gateway if they have supplied the school with an email address.

● Letters or phone calls home to parents

● Agreeing a Behaviour Contract

● We have a system of report cards which are used to monitor student behaviour in lessons and work on agreed targets

7.2 Sanctions

● To ensure disruption-free learning students will be removed from lessons and placed in the Protected Learning Room (PLR) and issued with a detention if they receive a C3 during a lesson. Work will be given to the student to complete while in the room and a protected learning detention (PLD) will follow on that day initially for 30 minutes, an email will be sent to parents informing them of the detention. Failure to turn up for this protected learning detention will result in an hour detention the following day, parents will be informed.

- Other sanctions may be used if it is felt students fail to comply with behaviour expectations when in the Protected Learning Room (PLR) or fail to attend their protected learning detention. Poor behaviour during the protected learning detention will result in an increase of 30 minutes to their detention on that day. Protected learning detentions are held in L7 and are managed by middle leaders and Year Leader Assistants. During the protected learning detention a restorative conversation with the teachers whose class the student was removed from will be held, the Year Leader Assistants will help to facilitate these conversations. The restorative conversation is an important part of the sanction as it allows all parties to be heard and problem solving can take place to avoid repeated incidents.

- Isolation will only be used after all reasonable strategies have been unsuccessfully attempted. Isolation will be used for serious incidents that take place during the course of the day and where it is not possible or appropriate to reintegrate the student immediately into lessons.

- The Internal Exclusions will be used for serious incidents, students will be isolated in the Internal Exclusion Room (IER) and will be supervised by school staff. Students will remain in the Internal Exclusion Room for break times (they will have an opportunity to get food) and are expected to work in silence throughout the day. Parents will be informed by phone call and letter if their child is placed in the Internal Exclusion Room.

- The use of John Hanson's Internal Exclusion Room will be used for serious incidents, students will be isolated in John Hanson School's Internal Isolation Room. Work will be provided by John Hanson School and if the student has free school meals food will also be provided. The student is expected to wear full school uniform and work in silence, parents are expected to provide transport to and from the school if required. Parents will be informed by a telephone call and a letter of this exclusion. A reintegration meeting with a member of SLT will take place following the exclusion.

- Afternoon exclusion and afternoon school are the final sanction to be used before a suspension. Students will attend school in full uniform between either 3pm to 5pm or 1pm to 5pm, work will be organised and they will be supervised by a member of staff. Parents will be informed by telephone and letter if their child is placed on an afternoon exclusion or afternoon school. Parents are responsible for the safety of their child and for them accessing school work (work is available on the VLE) between school hours when their child is on afternoon school or on an afternoon exclusion. A reintegration meeting with parents and a senior member of staff will need to take place prior to the student returning to school.

- A suspension is a very serious sanction and is not taken lightly. The decision to have a suspension is made by the Headteacher. Parents will be informed by phone and letter, parents are legally responsible for their child for the first 5 days of any suspension and they must be at home during this period. Work is available on the VLE for students to complete while suspended, this will be sign-posted to parents when informed of the suspension. Parents are expected to attend a reintegration meeting with the Headteacher

or Deputy Headteacher before the student can return to school. If a student has a social worker, the social worker will be informed of the suspension.

- Reduced timetable and phased returns can be used in extreme cases to manage behaviour. Parents will be informed and the bespoke provisions will be agreed with parents. Parents will be required to sign a risk assessment and letter outlining the reduced hours to ensure parents take safeguarding responsibilities for their child when they are not in school. All reduced and phased return timetables that are less than 25 hours are reported to Hampshire County Council.

- It may be necessary to make a referral to the Education Inclusion Service in order to access Outreach Support and/or interventions for students who have persistent behaviour issues. The Education Inclusion Services are able to offer specialist support around behaviour. This service is accessed to support young people to try and avoid permanent exclusions.

- Permanent exclusions are only used as a last resort when all other strategies have been exhausted or for one-off extreme incidents such as physical violence or bringing illegal drugs into school.

7.3 Off-site Behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.4 Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy. Please refer to our Safeguarding Policy for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour Management

The good behaviour of students is essential to effective teaching and learning. Inadequate behaviour will always be challenged by all staff and acted upon. The Behaviour for Learning System is based on the principle that once students know the rules and the consequences they can make the right choices for themselves. When children thrive at school and at home it is usually because the boundaries are very clear and there are clear consequences if they stray beyond them. Good behaviour and disruption-free classrooms benefit all students and therefore we need to apply these fairly and consistently. Where students have significant SEND or medical needs, where it is deemed that adjustments are needed, we will put these in place (please see the Reasonable Adjustment Policy: J:/AdminStaff/Policies and Protocols/Ratified Policies). This does not mean however that poor behaviour is acceptable.

8.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. The Harrow Way checklist is used to support staff and to gain consistency across the school.

They will:

Create and maintain a stimulating environment that encourages students to be engaged

- Display the pupil Code of Conduct and the Consequences System to ensure disruption-free behaviour

● Develop a positive relationship with students
● Greet pupils in the morning/at the start of lessons at the classroom door (one foot in one foot out)
● Use do now tasks at the start of the lesson
● Use classroom voices to help transition between activities
● Establish clear routines and plan for good behaviour
● Communicate expectations of behaviour in ways other than verbally
● Focus on highlighting and promoting good behaviour where possible
● Use RIP (reprimand in private) and PIP (praise in public)
● Use the C1- C3 system to ensure disruption-free learning
● Ensure students leave the lesson in a calm and orderly manner (one foot in one foot out)
● Give out stamps at the end of each lesson to discuss behaviour and encourage positive behaviour
● Use sanctions for breaches of the Code of Conduct if needed and update SIMS
● Use the principles of Teach like a Champion to support engagement in learning
● Use attachment awareness and emotional coaching tools and principles to de-escalate behaviour
● Use student profiles, information on the SEND Google drive and SEND bulletin to plan lessons to meet the needs of the class

If a student reaches a C3 during a lesson this means they are disrupting the learning of others, therefore as part of our commitment to disruption-free learning, staff need to send a student down to Reception to call for an Emergency Call Out (ECO). Emergency Call Out can also be used in emergencies or circumstances of severe disruption and or harm to another person.

8.2 Physical Restraint

In extreme circumstances, staff may use reasonable force to restrain a student to prevent them from hurting themselves or others.

Incidents of physical restraint must:

● **Always be used as a last resort**

● Be applied using the minimum amount of force and for the minimum amount of time possible

● Be used in a way that maintains the safety and dignity of all concerned

● Never be used as a form of punishment

● Be recorded and reported to Hampshire County Council

8.3 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items may be returned to the parent.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Student Support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student (see Reasonable Adjustment Policy: J:/AdminStaff/Policies and Protocols/Ratified Policies).

The school uses a stepped approach to manage behaviour and mental health (see appendix 5) this gains access to additional support if students continue to struggle with poor behaviour.

The school's Special Educational Needs Co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Staff will be provided with student profiles by the SEND department giving staff guidance on how best to support students with additional needs.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, Education Inclusion Service, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We may use a pastoral support plan to create and monitor support, this will be reviewed with parents on a regular basis.

9. Student Transition

To ensure a smooth transition to the next year, students have transition sessions at their new school and have a chance to meet their tutors prior to starting. In addition, the Transition Manager, in consultation with the primary school, will consider if additional transition meetings are needed.

To ensure behaviour is continually monitored and the right support is in place, information related to students' behaviour is gathered via the Transition Manager. The SENDCo will hold TPA (Transition Partnership Agreement) meetings with the link primary school to understand how we might support students with additional needs. Information will be shared with relevant staff before and at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to another school.

10. Training

Our staff are provided with training on managing behaviour, as part of their induction process.

Behaviour management will also form part of continuing professional development, resources on best practices can be found on the staff professional development website.

Heads of Department will support staff development to meet the needs of the students in the classroom, preparing for good behaviour and developing a curriculum that supports good behaviour.

Lead practitioners will also work alongside staff if necessary to coach and support good practice around behaviour management.

11. Monitoring Arrangements

This Behaviour Policy and Statement of Behaviour Principles (appendix 1) will be reviewed by the Headteacher and Governing Board annually. At each review, the policy will be approved by the Headteacher.

12. Links with other Policies

This Behaviour Policy is linked to the following policies, which can be viewed on the Harrow Way School website in the School Information/Policies section, or in J:/AdminStaff/Policies and Protocols/Ratified Policies):

● Safeguarding Policy

● Anti-bullying Policy

● Reasonable Adjustment Policy

Appendix 1: Written Statement of Behaviour Principles

● Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

● All students, staff and visitors are free from any form of discrimination

● Staff and volunteers set an excellent example to students at all times

● Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour Policy

● The Behaviour Policy is understood by students and staff

● Students are helped to take responsibility for their actions

● Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The Governing Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This Written Statement of Behaviour Principles is reviewed and approved by the Governing Board every 2 years.

Appendix 2: Uniform Expectations

Where the Stitch-a-logo box is the only one ticked against any item, that item may **only** be purchased from them as our named uniform provider.

Please visit the website at http://www.stitch-a-logo.co.uk, to order online, or visit the shop (opening hours 0900-1700) at Unit 12 & 13 Glenmore Bus. Park, Colebrook Way, Andover SP10 3GQ, phone 01264 351515.

Item of Uniform	Stitch-a-logo (named provider)	Harrow Way	Other
Black school jacket with sewn-in logo*	✓		
White short- or long-sleeved shirt			✓
Tie	✓	✓	
Black trousers *(from supplier or similar style.)*	✓		✓ Classic style only
Tartan skirt: may be worn instead of trousers.	✓ Tartan		
Grey, badged v-neck jumper *(optional addition to jacket)**	✓		
Black Shoes (not trainers)			✓
Plain black socks			✓
Plain black socks or black or natural tights			✓
PE Polo shirt, badged	✓		
PE Shorts	✓		
PE Socks (knee length)	✓		✓ Plain black
Tracksuit bottoms/ leggings/base layer (optional) Shorts to be worn over leggings/base layer	✓ Provider design		✓ Plain red or black
PE overtop or base layer (optional). No hoodies/logo.	✓ Provider design		✓ Plain red or black
PE footwear			✓

Green aprons for Design Technology	✓		

All clothing and footwear must be marked with the student's name.

At Harrow Way we take pride in our high values regarding student uniform, in order to maintain good standards of dress and personal appearance which are sensible and appropriate for students at secondary school.

For both Boys and Girls:

A suitable outdoor coat may be worn as prevailing weather demands. These should be plain with minimal or no logos. Denim and leather coats must not be worn.

Shoes must be black, low-heeled and of a sensible design.

Trousers must be plain black fabric in a classic style – that is, not narrow fitting at the bottom of the trouser. Although many different styles are sold by local stores as school uniform trousers, the Governors and Senior Leadership Team of Harrow Way School reserve the right to decide which styles may be worn.

Skirts must be knee-length or just above the knee.

The following items are NOT permitted:
· 	Hoodies and hoodie-like garments
· 	Any leather or denim clothing
· 	Baseball-type caps
· 	Trainers, boots and other casual footwear
· 	Jeans, cords, chinos, combat trousers, leggings

Jewellery

The wearing of jewellery is not permitted, with the exception of watches and a small ear stud (no more than one per ear lobe). No other facial or body jewellery is allowed. Facial piercings are unacceptable, clear piercings or wearing a plaster over a nose stud are not acceptable.

Students and parents should be aware that if we feel that the amount or nature of jewellery worn by a student is inappropriate or unreasonable, they will be expected to remove it.

Hair and Make-up
Extreme styles are not acceptable. Make-up, if worn, should be discreet and appropriate for a school environment. **Only clear nail varnish can be worn**. Absolutely no nail extensions, false nails or coloured polishes are acceptable. False eyelashes are likewise not allowed. Where prohibited items are worn, students will be expected to remove them.

A further note on Uniform
• 	Outdoor coats, scarves and gloves must be removed prior to entering teaching areas
• 	Ties should be fastened properly and free from graffiti
• 	White school shirts must be tucked in
• 	A coloured or heavily logo'd tee-shirt should not be visible under the school shirt or blouse.

Appendix 3: Mobile Phone Use

If mobile phones are brought into school they are the responsibility of the student. They must remain out of sight and switched off during school hours, including break and lunch time. Communication between parents and students should be via the Student Receptionist. If a student is found using their mobile phone for any reason other than a legitimate education one (e.g. ICT, or if the teacher directs the student to use it as part of the lesson) the phone will be handed to the member of staff teaching the lesson. This will be taken to Student Reception and the student can collect it at the end of the day. Repeat offences will result in a longer ban.

Appendix 4 - The Harrow Way Checklist

Harrow Way Checklist

Good behaviour needs to be planned for prior to the lesson. The best way to ensure settled behaviour is to stick to your routines and practice them so students fully understand how to conduct themselves in the classroom. The checklist might seem prescriptive, but routines and rituals provide a sense of security. Be persistent, be consistent and drill students in your classroom routines until they are second nature to them and you. Make starts, ends and transitions orderly, purposeful and safe.

Before the lesson, have you:

- Planned a lesson with challenge for all students?
- Planned for students with additional needs?
- Set objectives where all students can meet or exceed their targets and show progress?
- Made an up-to-date seating plan?
- Given feedback in line with the HWCS policy?
- Manned your area outside the corridor and greeted students at the door?
  'One foot in and one foot out'

Beginning of the lesson, have you:

- Ensured all students are Ready to Learn within two minutes of entering the classroom?
- Engaged students with a do now task as they arrive?
- Taken the register within the first 10 minutes of the lesson?

During the lesson, have you:

- Insisted on silence when teaching is taking place?
- Engaged with students during the lesson and not been sat at your desk?
- Made sure students face you and have pens down when listening to you?
- Used a variety of teaching and learning strategies to engage learners?
- Planned transitions between activities?
- Used our Rewards Protocols and focused on positive behaviours?
- Used **RIP** (reprimand in private) and **PIP** (praise in public)?
- Followed C1 – C3 to ensure disruption free learning?

End of the lesson, have you:

- Collected books/work in and made sure students return equipment in an orderly way and leave desk/room/environment tidy?
- Issued stamps for those who have achieved the three simple rules 'Be Ready, Be Respectful, Be your Best'?
- Made sure students push chairs under desks/or on desks at end of Period 6?
- Returned to the corridor to ensure a smooth transition?
  'One foot in and one foot out'
- Dismissed students in an orderly manner?

+ Be Ready
+ Be Respectful
+ Be your Best

Appendix - 5 Stepped Approach to Behaviour and Mental Health

Stepped Approaches Summary

Level	Behaviour Responsible	Behaviour Action	Attendance Responsible	Attendance Action
M	**Tutor**	• Weekly Monitor stamps • Behaviour points	**Tutor** 97 – 100%	• Absence talk to student • Termly JMcL • Colour coded letters
1	**Tutor** Rise in behaviour points and detentions	• Contact home • Tutor Report	**Tutor** (<97% and declining)	• Phone home when absent • Challenge absence on return • Pass any concerns to JMcL
2	**Year Leader** or **Curriculum Leader**	• Meeting with parents • Possibly PLD • Regular home contact	**Year Leader/ JMcL** (< 94%)	• Letter one sent by JMcL
3	**Year Leader** or **SLT**	• Case Review discussion • Key worker • Actions in place	**Year Leader/JMcL** (<94%) Letter one BUT attendance declines	• Letter two sent by JMcL, formal attendance meeting with parents • Discuss EHA where applicable
4	**JT** or **SLT for Inclusion**	• Link • Full time provision	**Year Leader/JMcL** No improvement No valid reason for absence	• Letter three sent by JMcL • Warning legal intervention
5	**Education Inclusion Service**	• PEX • Alt Provision	**JMcL** No increase or medical evidence 10x unauthorised absences Penalty notice served or ALP referral	• Further U/A absence • Legal action instigated

10

Appendix - 6 – Disruption-free Classrooms

Disruption Free Learning

C1

Warn

Warning 1
Disturbing learning

Examples
- Calling out
- Talking while teacher is talking
- Silly behaviour
- Physical disruption
- Inappropriate comments/language
- Defiance
- Refusal to work

C2

Move

Warning 2
Action required by teacher

Examples
Move seats
Move outside the classroom (2 mins)

+ Be Ready
+ Be Respectful
+ Be your Best

C3

Remove

Disruption has continued
Action required – call ECO
Student taken to the PLR
Staff to record on SIMs

PLR staff will set a 30-minute detention for that day (failure to turn up will result in 1–hour detention the next day)

In emergency circumstances or incidents of severe disruption please call for ECO (Emergency Call Out) and later record on SIMS

Appendix 7 - Classroom Code of Conduct

Classroom Code of Conduct

HWCS

LEARNING FOR LIFE
SUCCESS FOR ALL

Three Simple Rules...

Be Ready

Arrive on time to all lessons, with the right equipment and correct uniform – be 'ready to learn' in 2 minutes of entering the classroom.

Be Respectful

Respect the member of staff and other students, following all instructions without question or answering back.

Be your Best

Complete all work to the best of your ability, complete homework, active participation in learning.

Collecting Stamps

- If you break one of the 3 simple rules you will not be given your stamp.

- If you break two or more of the 3 simple rules you will not be given your stamp and you may receive a break or lunchtime detention from your class teacher.

- You may gain additional stamps for exceptional contributions.

The highest standards of personal behaviour and individual responsibility, consistently managed at all times in all areas of the school, underpinned by our three Simple Rules.

+ Be Ready
+ Be Respectful
+ Be your Best

Committee responsible for review: Students and Curriculum

Date ratified by Governing Body: 20th February 2023

Date of next review: February 2024