



Behaviour and Punctuality for Learning Policy

Key points and summary

1. Harrow High expects the highest standards of behaviour from its learners at all times in line with our belief of **Excellence for All**. Learners will have **Excellent Aspirations** for their behaviour as well as showing **Excellent Behaviour, Safety and Care for each other** at all times. The excellences will be adhered to in and out of lessons, on their way to and from school whilst in uniform and on school trips. These high expectations will ensure **Excellent Learning and Progress** can take place effectively and efficiently in all lessons for all learners. We expect learners to be good citizens and positive members of the school and wider community. Learners' behaviour should show that they aspire to these expectations
2. Our guiding principles are that all learners should follow our Excellences and be kind, considerate and respectful to all members of our community as well as any guests or visitors. Positive behaviours will be rewarded and negative behaviours will be challenged and sanctioned.
3. The key to effective behaviour in the school is the creation of a culture of high standards and expectations supported by very straight forward and effective systems that can be implemented and supported by everyone. The school believes it is the collective responsibility of the entire learning community to respect each other and work together to maintain high standards of behaviour.
4. By sending their child to this school the school reasonably assumes that the parents/carers agree to support the school and ensure they and their child abides by this policy along with any other policy that the school decided to operate under.
5. This policy aims to:
 - Give clear guidance to staff and learners as to their responsibilities
 - Advise parents on the school's expected standard of behaviour
 - Ensure all staff praise learners
 - Enable all staff to consistently address learner effectiveness
 - Ensure learners are valued and taught how to behave appropriately
 - Set out clear consequences of poor behaviour
 - Support the Attendance Policy
 - Include the exclusion process ratified by FGB
 - Give guidance on the procedure for searching

Approved by Governors Safeguarding: 12 June 2020

Review date: June 2021

Responsible for review: DHT Behaviour

Responsibilities

Governing Body will:

1. Be responsible for monitoring behaviour in line with expectations of the Four Excellences.
2. Be responsible for reviewing and challenging all policies relating to behaviour and attendance.
3. Be responsible for issuing a Governor's warning to learners at risk of permanent exclusion as a final warning to give the learner a chance to modify their behaviour.
4. Be responsible for forming a panel to review all permanent exclusions as per the legal guidance set out in DfE 'Exclusions from maintained schools, Academies and pupil referral units in England'. This includes ensuring that learners and their parents/carers are given the chance to make representations at the meeting.
5. Monitor and challenge the school on its adherence to all DfE guidance relating to behaviour to ensure the school is compliant with all legal requirements.

Head Teacher will:

1. Be responsible for monitoring and holding to account the DHT Behaviour so that behaviour policies are appropriately managed and implemented with consistency across the school especially in light of the Four Excellences.
2. Ensure that the school adheres to the legal guidance set out in DfE 'Exclusions from maintained schools, Academies and pupil referral units in England'.
3. Be responsible for making the decision to exclude a learner (for a Fixed Term Exclusion or a permanent exclusion) is in line with DfE 'Exclusions from maintained schools, Academies and pupil referral units in England'. This may be performed by the acting Head Teacher when the Head Teacher is not available.
4. Ensure that learners do not miss any public examinations during a period of exclusion.
5. Be responsible for the decision to manage move a learner and delegate to a senior leader to ensure a swift and transparent process.
6. Ensure that any searches of learners are in accordance to the latest DfE 'Searching, Screening and Confiscation Advice'.

Deputy Head Teacher: Behaviour will:

1. Ensure the school vision is upheld and consistent with the all the Excellences
2. Ensure all staff are working together to improve behaviour across the whole school in line with the principle of calm consistent adult behaviour
3. Hold regular SAL meetings to ensure consistency between SALs
4. Challenge staff when expectations are not being met and policy is not applied consistently
5. Ensure policy is kept up to date and everyone informed through excellent communication
6. Make regular walkabouts to check on policy adherence and challenge where this is not taking place
7. Perform regular re-visits to policy to keep staff and learners focused on the school vision rather than ad hoc weeks of action
8. Report to staff regularly on how well we are all dealing with behaviour and expectations as part of Excellent Communication

Senior Leaders will:

1. Lead by example in following the school vision and all the Excellences
2. Ensure that the vision of the school is followed by all at all times
3. Be responsible for creating and sustaining a safe and orderly climate for learning by setting high expectations for learners and staff on the implementation and adherence to this policy and its procedures.
4. Supporting SALs/CTLs through line management with responsibility for behaviour in those areas

5. Monitoring data in LM meetings with SALs to see trends and patterns and collaboratively put in place actions to improve the year group
6. Checking tutor time with the SALs to ensure issues dealt with and policy followed
7. Supporting SALs with Red Reports
8. Meeting with SALs regarding exclusion decisions for learners in their year group
9. Ensure training for staff is available to improve behaviour management
10. Support in the running of the Single Detention System
11. Ensuring that when on duty learning walk is used to uphold the vision, policies and expectations and challenge staff accordingly
12. Support and challenge learners to acquire, develop and sustain outstanding attitudes to learning.
13. Ensure that swift action is taken in line with this policy and its procedures in regard to any learner(s) causing persistent and deliberate disruption to teaching and learning including at social time and during lesson changeovers after appropriate action first by middle leaders
14. Implement action in line with this policy and its procedures to effectively and efficiently manage serious 'one-off' breaches of this procedure that threaten the climate for learning and the welfare of learners and staff.
15. Log incidents dealt with by SLT and ensure follow-up.
16. Undertake Learning Walk and ensure incidents are brought to the attention of SALs & CTLs.
17. Be responsible for implementation of actions under the persistent and deliberate incidents in the Table of Consequences (see Appendix B).
18. Support orderly and quiet movement around the school at their allocated change over duty locations – supporting 'Quiet Corridors'
19. Engage parents through phone calls and meetings to support the behaviour of learners across the school

Curriculum Team Leaders and Heads of Department will:

1. Lead by example in following the school vision and all the Excellences
2. Ensure that the vision of the school is followed within the faculty
3. Be responsible for creating and sustaining a safe and orderly climate for learning in their curriculum areas by setting high expectations for staff and learners on the management of behaviour and by adhering to this policy and its procedures at all times.
4. Have overall responsibility for standards of behaviour in their faculty
5. Support and challenge the staff they line manage and who teach in their curriculum areas to apply appropriate rewards and praise that promotes this policy.
6. Ensure policies are followed for behaviour, along with attendance and punctuality to lessons
7. Support and challenge the teachers and adults they line manage and who teach in their curriculum areas to apply appropriate sanctions that effectively address breaches of these procedures (see Table of Consequences – Appendix B)
8. Ensure that action is taken after learning walk removals have taken place
9. To support members of their faculty to improve behaviour management
10. Ensure APs & BPs issued by department members are in line with this policy
11. Be responsible for implementation of actions under the persistent incidents in the Table of Consequences.
12. Engage parents through phone calls and meetings to support the behaviour of learners in their faculty / department.

Standards and Achievement Leaders will:

1. Lead by example in following the school vision and all the Excellences
2. Ensure the vision of the school is followed within the year team
3. Have overall responsibility for standards of behaviour in their year group
4. Ensure tutors are following morning protocols for checking and challenging uniform, equipment and completing registers

5. Ensuring the year team is delivering the tutor activities every morning
6. Following the reward protocols and have high aspirations for the learners
7. Follow up on any breaches of uniform sending learners home if necessary to correct any uniform
8. Ensure that the learners within their year group are following school rules
9. Ensure that learners within their year group are attending detentions and following up to support make learners accountable (Single Detention System & lunch catch-up detentions everyday by a SAL or ASAL)
10. To implement support strategies for those that require it including CP/CIN plans & PEPs
11. Monitoring BP data along with learning walk removals to make learners accountable for poor behaviour across the school
12. Take any actions required to raise attendance, improve punctuality and tackle poor behaviour in their year group on a daily basis
13. Ensure AP & BP issued by Year group tutors is in line with this policy
14. Support and challenge Curriculum Team Leaders and Heads of Department to apply appropriate praise that promotes this policy.
15. Provide frequent opportunities to publicly acknowledge and celebrate best and improving efforts, excellent attendance and behaviour within the year group in a way that is meaningful and relevant to learners and which motivates them to hold positive attitudes to learning.
16. Support and challenge Curriculum Team Leaders and Heads of Department to apply appropriate sanctions in line with this procedure that address breaches of this procedures (see Table of Consequences – Appendix B).
17. Identify learners causing concern across the curriculum each week, working with a range of staff and external partners including parents to address issues quickly via Inclusive Learning Panel.
18. Be responsible for implementation of actions under the persistent and deliberate incidents in the Table of Consequences.
19. Engage parents through phone calls and meetings to support the behaviour of learners of their year group.
20. Follow the Pastoral system shown in Appendix K and implement the Success Plans for their year group

All staff will:

1. Following the school vision and all the Excellences
2. Ensure the vision of the school is followed within each lesson they deliver and wherever they are on the school site.
3. Always follow the principle of calm consistent adult behaviour being kind and understanding to all learners and their varying needs.
4. Be on time to lessons and meet & greet learners in the corridor. Ensure perfect 'stand & deliver' / 'stand & dismiss'
5. Create a safe and stimulating learning environment, setting high expectations for behaviour and learning.
6. Ensure that they are fully prepared ('fully prepared' means planning and delivering lessons that enable all young people to make good to outstanding progress in a purposeful climate for learning)
7. Ensure learners are in full school uniform when they enter the classroom
8. Challenge learners so that they are moving quietly and in an orderly manner around the school taking into account others - 'Quiet Corridors'
9. Consistently implement the school's regulations on uniform.
10. Be respectful to learners in the way they speak to and treat them. Not to raise their voices and always de-escalate situations without threatening possible sanctions
11. Encourage learners to contribute to a positive experience for all in school and foster a spirit of collective responsibility
12. Have high expectations and excellent aspirations for themselves and the learners

13. Take responsibility for their classes and follow up any sanctions – logging detentions on SIMS and attending after school duties for these detentions
14. Always remember that staff are the adults who are here to teach and model how to behave.
15. Staff must have a child centred approach.
16. Treat all learners and their parents/carers with respect and courtesy
17. Ensure that the class is not left unattended and unsupported for any reason.
18. Use positive praise and rewards to raise self-esteem and promote positive behaviours for learning.
19. Use sanctions and praise in line with the Table of Consequences and move through the ladder of consequences fairly.
20. Keep learners in lessons at all times unless authorising them in writing to leave the classroom (authorising requests to use the toilet during lesson time should be extremely rare).
21. Be responsible for implementation of actions under the recurrent and one off incidents in the Table of Consequences.
22. Arrive punctually for all duties to ensure behaviour is monitored and supported.
23. Engage parents through phone calls and meetings to support the behaviour of learners.

Learners will:

1. Follow the Four Excellences at all times
2. Have Excellent Behaviour, Safety and Care for each other at all times
3. Have Excellent Aspirations for their own behaviour and the behaviour of others
4. Follow the advice and guidance of the 3Rs and any other advice from adults within the school
5. At all times be kind and show respect to, and have excellent care for, all learners, staff and visitors in school
6. Follow the Learner Code of Conduct (see Appendix C and Learner Planners)
7. Treat people as individuals in the manner that they would expect to be treated themselves
8. Dress smartly and always wear correct uniform and conduct themselves in a sensible and orderly manner
9. Bring to school a full set of equipment as listed in the learner planners
10. Be on time to school and to all lessons and settle to work quickly
11. Follow the basic expectations for lesson (see Appendix C and Learner Planners)
12. Adhere to the rules set out under 'Stand and Deliver/Dismiss'
13. Have excellent attendance and punctuality taking necessary steps to ensure they come to school on time every day
14. Not take holidays during term time
15. Respect other people's personal space and their belongings
16. Demonstrate excellent care towards the upkeep of the environment and exercise common sense and self-control in all aspects relating to the health and safety of others
17. Not litter, graffiti or vandalise the school site or its property.
18. Learners will not condone others behaving negatively by watching and not taking positive action to encourage others to behave positively.
19. Conform to the protocols for security and access required for the ICT network
20. Abide by the procedures to ensure sensible use of the internet
21. Have Excellent Learning in every lesson
22. Ensure all work submitted is their own work and includes no form of plagiarism
23. Give letters and other information from the school to parent(s) and return any reply to the school promptly
24. Ensure mobile phones and electronic devices are not seen or used during school hours
25. Not bring to the school anything on the prohibited items list (Appendix E)
26. Complete homework/coursework conscientiously and return it within the deadlines set
27. Contribute fully to the life and work of the school community and show a willingness to support and participate in all its activities

28. Have excellent aspirations and play a full part in the growth, development and improvement of the school by striving to improve standards of work and behaviour at all times
29. Contribute to a positive experience for all in school in a spirit of collective responsibility
30. Be confident that striving to improve academic performance is recognised as acceptable and that attempts to undermine or devalue this are not
31. Follow all instructions without question
32. Follow all exam rules and regulations for both internal and external examinations.
33. Follow the 'Corridor Rules' (Appendix F)
34. Move quietly and in an orderly manner around the school taking into account others eg holding doors open for others and conforming to 'Quiet Corridors'.
35. Be respectful to each other in the way they speak to and treat other learners
36. Be respectful towards staff in the way they speak to and treat all staff
37. Remain in lessons at all times (toilet breaks are to be taken at break and lunch times)
38. Accept responsibility for their actions and follow any sanctions eg. Attending after school detentions by following the instructions of staff.

Parents will:

1. Have Excellent Aspirations and support the school in upholding Excellent Behaviour, Safety and Care for each other for their children, other learners and staff.
2. Ensure learners have full uniform and equipment as listed on the website and in the planners.
3. Attend meetings called to share information and concerns regarding learner's behaviour
4. Share information with the school so that we can best support the learners
5. Treat our staff with respect whether on the phone or when meeting in person
6. Not take their children out of school for holidays
7. Support the school when early interventions are suggested to prevent poor behaviour becoming worse or ingrained
8. Support the school when their child has been sanctioned for any breach of the policy.
9. To allow the school to investigate and sanction learners without making unreasonable requests to seek retribution and personal involvement in the sanctioning of someone else's child.

Rewards System Promoting Positive Behaviour

Learners should always be commended for Excellent Behaviour in the first instance. The school wants to promote positive behaviour far more than sanction negative behaviour. Excellent behaviour may be rewarded in a number of ways including through conversation, through planners or through phone calls home. Rewards underpin good practice in managing behaviour. Some positive strategies to reward and celebrate achievement are shown in Appendix A (Part 1).

The school aims to praise four times more than we criticise. Any member of staff can award Achievement points at any time.

Achievement Points can be awarded to learners in all Key Stages through SIMS. This data will be monitored by CTLs and SALs so they can further reward learners and foster a positive climate for learning. CTLs and SALs will regularly issue rewards and awards will be given to learners who achieve certain milestones and met certain criteria to qualify for the reward. The Reward System is shown in Appendix A (Part 2)

Learners will have the chance to become prefects. They will apply in writing and will be selected by a panel of teachers. A Head Boy and Girl will be elected from Year 11. 6th formers will be invited to apply to be senior students/senior prefects.

Excellent Behaviour, Safety and Care for each other

Learners arrive at Harrow High with many years of adults already showing them how to behave. This has been from their parents/carers and from their previous schooling. We will continue this education through assemblies, the curriculum, tutor time and any guidance from any adult either HHS staff or from an external agency.

Learners are required not to just follow the Four Excellences but also the 3Rs. We aim to achieve Excellent Behaviour through continually try to improve everyone's behaviour through;

- Everyone having regular Routines
- Everyone having reasonable Responses
- Everyone establishing professional Relationships

These 3Rs are further explained in Appendix L

Behaviour that prevents us from achieving our aims will be dealt with quickly and effectively. In all cases, staff will use the 'Ladder of Consequence' (Appendix G). This involves giving the learner a first warning, followed by a final warning. If the behaviour continues, a member of staff can issue one or more of the consequences. In very rare cases, where behaviour poses a threat to learners or staff, learners may be escorted, without warning, from the situation. All negative behaviours will be logged on the learner's SIMS record.

A list of types of poor behaviour not acceptable in Harrow High School is in Appendix D. Please note that the Head Teacher may consider any of them serious depending on the nature and context of the incident and this may result in an exclusion.

Behaviour points for the previous week will be monitored and tracked by CTLs and SALs to identify any patterns that emerge and put support in place for learners and staff. Staff will follow the Pastoral System as outlined in Appendix K.

Single Detention System

The Single Detention is for 20 minutes at the end of school on the same day. The detention is held in the school hall and run by a DHT, SLT and teaching staff on a duty rota. Failure to attend the detention or getting multiple detentions escalates to a 45min lunch detention the next day. Further clarification of this process is found in Appendix I.

Learning Walk

Learning Walk is a senior member of staff and a non-teaching member of staff who are on duty every lesson throughout the week. They are there to support the delivery of good lessons and full engagement by learners. Learning Walk will be called if any of the following occur:

- C3 reached in the Ladder of Consequence
- Refusal to hand over a mobile phone
- Truancy
- Serious incident eg direct verbal abuse of staff, dangerous behaviour inc. playfighting / fighting

If a learner is removed from a lesson by Learning Walk the department/faculty will contact home. Learners will automatically be placed on the Single Detention at the end of that school day.

The senior member of staff on Learning Walk will lead the investigation into incidents, requiring such actions, during their duty period. They will direct staff as necessary and conclude the investigation by the end of the day. Further clarification of this process is found in Appendix J.

Dealing with negative group behaviours

This is defined by the school as poor behaviour conducted by more than one learner in co-operation with each other. These behaviours will not be tolerated and learners will be split up from their peers. This may involve learners not being able to socialise with the rest of their group of friends. Although not gang behaviour it could be an early sign of gang behaviour and may be referred to Social Services if the school considers it serious enough or is concerned that extra help is required to protect the learner from developing gang type behaviour.

Gangs

If the school suspects that a learner is involved in gangs or is likely to be involved in gangs a referral to Social Services will be made by the school after a meeting with the parent / carer. The behaviours being exhibited on their own may not be gang related but when viewed as a collection the school has a duty to intervene early. The sorts of behaviours that the school considers early indications of a learner having gang tendencies are;

- High Behaviour Points in excess of 100, persistent poor behaviour
- Negative group behaviours in class and around school
- Seen in Harrow hanging about after 4:30pm
- Seen associated with known or suspected gang members (identified by the police)
- Seen loitering in areas known to be associated with gang activity (identified by the police)
- Selling items in school
- Gambling (before, during or after school)
- Playfighting
- Multiple exclusions
- Wearing symbols of membership eg bandanas, trousers tucked into socks etc
- Calling their group of friends a name eg 'Squad'
- Hand signals and gestures eg when taking photographs
- Under achievement and disengaged in school work
- Encouraging others to fight
- Spending excessive time with younger learners and getting them to do tasks (recruitment)
- Seen with arm around younger learners in a show of superiority or control
- Drug paraphernalia found on person or in their bag
- Being the subject of a police investigation for anti-social behaviour outside school

Internal Seclusion/Student Study Centre

Learners who violate the Ladder and Table of consequence in a serious manner will be placed on internal seclusion within the Seclusion Room. This is where a learner completes their Classwork in isolation under supervision away from all other learners for a period of half a day or a whole day. Internal seclusion is an alternative to external exclusion but is no less serious and can be used in certain circumstances in place of an external exclusion.

Learners may be placed into internal seclusion whilst there is an ongoing investigation into an incident involving them.

Learners will also be placed into Internal Seclusion if parents/carers do not attend re-integration meetings after a fixed term exclusion.

Exclusion Process

The school follows the guidance set out in the DFE 'Exclusions from maintained schools, Academies and pupil referral units in England'.

The decision to exclude a learner will be lawful, rational, reasonable, fair and proportionate. Only the head teacher can exclude a learner and this will always be on disciplinary grounds.

All exclusions are for serious breaches or persistent breaches of the school's behaviour policy where allowing the pupil to remain in school would seriously harm the education or welfare of others in the school. This can include incidents of poor behaviour outside school.

A learner may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light in an extended investigation, a fixed period exclusion may be extended or result in a permanent exclusion.

Permanent exclusion will only be considered in these circumstances;

- a. in response to a serious breach of the school's behaviour policy or
- b. for persistent breaches of the school's behaviour policy

In instances where a learner has illegal substances, especially with intent to supply, or they have a weapon the school considers these to be very serious and cannot be tolerated at all. Incidents of this nature pose a very serious and real threat to the welfare of other learners and staff and therefore will result in a permanent exclusion.

A permanent exclusion for persistent breaches of this policy will be used as a last resort, especially after a Governor's final warning has been issued or parents have been involved in concerns meetings which have detailed warnings about permanent exclusion. If a learner's behaviour does not change and continues to seriously harm the education and welfare of others in school, they will be permanently excluded.

The process for permanent exclusions including informing parents/carers, informing the local authority, informing the governing body, the sending of all documentation, arrangements for the learner's education, the governing body review panel and any independent review panel will be followed according to guidelines set out in the DfE 'Exclusion from maintained schools, Academies and pupil referral units in England'.

Following a fixed term exclusion there will be a re-integration meeting between the school, parents/carer and the learner. Please note that if the parent/carer does not attend the reintegration meeting the learner will be placed into internal seclusion until the parent/carer attends the meeting.

The school's decision flow chart in Appendix M shows the process when learners breach this policy in a serious manner on more than one occasion. As a learner repeatedly breaches this policy the duration of the FTE increases from 2 to 5 days. Learners will always be supported but the possibilities of further support also start to reduce if the learner does not modify their behaviour along with that support.

Searching & Confiscation

The school will follow DfE guidance within 'Searching, screening and confiscation Feb 2014'. Any item on the prohibited Items list can be searched for. The procedure for searching is set out in Appendix H.

The School will seize any prohibited item from the dangerous and inappropriate lists in Appendix E found as a result of a search. We will also seize any item from the dangerous and inappropriate lists in Appendix E, however found. This is because we consider them harmful or detrimental to school discipline and learning. Seizing means that the item will not be returned to the learner.

Items of non-uniform will be confiscated on the spot and the learner will usually collect them at the end of the day. Parents/carers may have to collect items that have been confiscated on a regular basis.

Mobile phones and head/earphones will be confiscated on the spot and handed in to the finance office for safe keeping. They will be handed out at the end of the day.

Food or drink seized at any point during the day will be disposed of.

Equalities and SEND

All children have a right to an education.

All learners in the school are subject to this policy. However, each breach of the behaviour policy will be dealt with by a case by case nature and there is no tariff system in place.

Disruptive behaviour can be an indication of unmet needs. Where we have concerns about a learner's behaviour we will try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation we give consideration to a multi-agency assessment that goes beyond the learner's educational needs. The school recognises that it has a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. The school will give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion including SEND learners. This however does not exempt any group from sanctions being applied to disciplinary matters.

Reference to The Equality Act 2010 will be made to ensure the school is compliant with the law.

In accordance with DfE 'Exclusion from maintained schools, Academies and pupil referral units in England' (paragraph 22) the Head Teacher will, as far as possible, avoid excluding permanently any learner with a statement of SEN or a looked after child. Learners with a statement or EHC plan will have a support package in place and so any permanent exclusion will also demonstrate that all possible steps had been taken by the school to comply with the plan and the permanent exclusion is a last resort.

Exams

Learners must follow all instructions without question so exams meet regulations and other learner's exams are not compromised.

Internal exams

Internal exams are conducted in line with JCQ expectations of public exams. Any poor behaviour during internal exams will be investigated as normal and sanctions applied as per the Table of Consequence for classroom incidents.

Public exams

Poor behaviour in breach of exam regulations will be investigated and reported to JCQ.

Possible sanctions from JCQ are;

- Warning issued
- Disqualification from the exam – marks will be reduced to zero
- Disqualification from the whole subject
- Disqualification from the whole series of exams

Parents/carers will always be informed of an investigation and the subsequent decision from JCQ.

Controlled assessments, coursework and ISAs

Breaches of the guidance issued by each exam board will be investigated and, where necessary, reported to JCQ. Any sanctions will be decided upon by the exam boards and/or JCQ.

Failure to attend exams

Where the school has paid to enter learners into public exams in good faith it is expected that learners attend those exams. Failure to attend these exams may result in parents being invoiced for the cost of the exam.

DfE Guidance

Any incident that requires the school to check any DfE guidance will always result in the school using the most up to date version of that guidance. This is in case any guidance is updated after the publication of this document.

Appendix A (Part 1)

Rewards

Achievement Points can be awarded to learners in all Key Stages under the following categories;
Excellent Learning and Progress

e.g. Producing academic work of a standard above what is expected, excellent engagement in the lesson, exceeding targets

Excellent Behaviour, Safety and Care for each other

e.g. Looking after someone, being kind to others, behaving better than expected, consistently good behaviour

Excellent Aspirations

e.g. Helping out to make the school a better place, being passionate about their learning, being an ambassador for the school at events or sporting fixtures, excellent effort, consistently good uniform and equipment

Excellent Communication

e.g. Explaining themselves verbally or in their written work with complete clarity, community spirit

Any member of staff can award Achievement points at any time. They must be ideally logged daily but definitely by the end of the day on Fridays. Achievement point values are capped at 5 points maximum in one recording but they must be for multiple reasons eg a form tutor may record 3 APs for a learner in their form group who has had perfect uniform, attendance and equipment all week.

Other ways to reward learners

- Positive verbal comments.
- Written comments in planners and books
- Displays of learners' work throughout the building in classrooms and corridors
- Recognition in Friday letter
- Positive phone calls home
- Letters sent home
- Certificates
- Head Teacher Certificates or Letters where appropriate
- School visits and trips to celebrate and reward learners' achievement
- Half termly achievement assemblies with certificates and achievement badges
- Annual Head Teacher's Honours Event at the end of the year including special certificates, trophies, medals and prizes.

Learners are awarded lapel badges and certificates to celebrate them going through certain thresholds of Achievement Points. These are issued as soon as the learner is identified as having passed the threshold within the two weekly cycle of data analysis.

The thresholds are as followed;




Bronze Award	100 Points	Lapel badge, certificate
Silver Award	150 Points	Lapel badge, certificate
Gold Award	200 Points	Lapel badge, certificate
Platinum Award	400 Points	Lapel badge, certificate
Diamond Award	600 Points	Lapel badge, certificate

Appendix A (Part 2)


SAL Rewards structure			
When	Achievement	Reward	
Daily	Learner success in lesson	One Achievement point	
Weekly	Five Achievement Points in a two week period in the same subject	Post Card Home	
Weekly	Eight Achievement Points in a week in different subjects	Post Card Home	
Weekly	Form with best weekly attendance in year group	Attendance cup in rewards cabinet in foyer	
Awarded in assembly when achieved	100 Achievement Points (KS3)	Bronze star lapel badge	
	150 Achievement Points (KS3)	Silver star lapel badge	
	200 Achievement Points (KS3)	Gold star lapel badge	
Termly Rewards			
	Achievement	Reward	
Autumn Term	1st Half Term	100 % Attendance in first half term and no lates	Tea with the Head Teacher
		No behaviour points and 100% for the half term	Entry into raffle for tablet. Draw in assembly
	2nd Half Term	Top 20 Net points in year group	Certificate in Rewards Assembly
		100 % Attendance in second half term and no lates	Tea with the Head Teacher
		No behaviour points and 100% attendance for the half term	Entry into raffle for tablet. Draw in assembly
Spring Term	1st Half Term	100 % Attendance in first half term and no lates	Tea with the Head Teacher
		No behaviour points and 100% for the half term	Entry into raffle for tablet. Draw in assembly
	2nd Half Term	Top 20 Net points	Certificate in Rewards Assembly
		100 % Attendance in second half term and no lates	Tea with the Head Teacher
		No behaviour points and 100% attendance for the half term	Entry into raffle for tablet. Draw in assembly
Summer Term	1st Half Term	100 % Attendance in first half term and no lates	Tea with the Head Teacher
		No behaviour points and 100% for the half term	Entry into raffle for tablet. Draw in assembly
	2nd Half Term	Top 20 Net points in year group	Certificate in Rewards Assembly
		No behaviour points and 100% attendance for this half term	Entry into raffle for tablet. Draw in assembly
		100% Attendance for the year	£20 Book Voucher in Rewards Assembly
		100 % Attendance in second half term and no lates	Tea with the Head Teacher
		More than 98% Attendance or more than 100 achievement points and less than 20 behaviour points AND NO LATES	Summer Rewards Trip

Table of Consequences


Incidents of poor behaviour within lessons

Initial incident of poor behaviour in a lesson	Dealt with by class Teacher
Any incident of poor behaviour in a class room that gets a C2 in the Ladder of Consequence 	<ul style="list-style-type: none"> Log behaviour and record actions on SIMS with a 20 minute detention after school
Recurrent incidents of poor behaviour in a lesson	Dealt with by the class Teacher
Any incident of poor behaviour in the classroom occurring for a second time in a half term (C2 plus) 	<ul style="list-style-type: none"> Log behaviour and record actions on SIMS with a 20 minute after school detention Phone call home
Persistent incidents of poor behaviour in lessons	Dealt with by CTL and / or HoD
Weekly, or more frequent incidents, of poor behaviour in a classroom Or If a learner has had to be removed from a lesson by Learning Walk (C3) 	<ul style="list-style-type: none"> Log behaviour and record actions on SIMS Restorative held with class teacher Phone call home to give 24 hour notice for detention Meeting with parents/carers

Incidents of poor behaviour outside lessons

Any non-serious incident of poor behaviour outside the classroom 	<ul style="list-style-type: none"> Log behaviour and record actions on SIMS with a 20 minute after school detention
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Serious incidents of poor behaviour at any time

Persistent and Deliberate incidents of poor behaviour	Dealt with by SALs and / or SLT
Weekly or more frequently incidents of poor behaviour across different faculties or around the school Or A serious incident of poor behaviour 	<ul style="list-style-type: none"> Log behaviour and record actions on SIMS Letter and/or Phone call home to arrange meeting with parents/carers Instant removal from lesson Follow up lunch detention for 45mins Internal Seclusion (SLT on Learning Walk's decision) Fixed Term Exclusion (Head Teachers decision if the incident is deemed serious enough to warrant a FTE)
Permanent Exclusion	Dealt with by Head Teacher
A single very serious incident or persistent serious incidents where allowing the learner to remain in school would seriously harm the education and welfare of the learner or others in the school	Criteria set out in the DfE 'Exclusion from maintained schools, Academies and pupil referral units in England' to be met and followed.

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NB The school reserves the right to press charges where potentially criminal behaviour has occurred. We also advise parents/carers to refer potentially criminal incidents to the police as well.

Appendix C

Learner Code of Conduct, Classroom and around the school expectations

a) Learner Code of Conduct

1. Learners should be punctual to all lessons and settle quickly
2. Learners should wear the Harrow High School uniform correctly at all times with pride from the moment they leave home until the moment they return home.
3. Learners should ensure mobile phones and electronic devices are not used during the school day
4. Learners should follow the corridor rules
5. Learners should develop the highest aspirations
6. Learners should treat each other and all members of staff with respect.
7. Learners should not chew, eat or drink anything other than water anywhere inside the building with the exception of the canteen.
8. Learners should not fight or use physical violence.
9. Learners should not mis-use the school computer network system and respect school property.
10. Learners should behave correctly outside school when in school uniform. They should never bring the school into disrepute.
11. Learners should work to the best of their ability at all times.

b) Expectations for all learners in the classroom.

1. Arrive on time and line up outside the classroom
2. Enter the room quietly when invited in full and correct uniform
3. Stand behind your chair and get your planners and your full equipment out (listed in planner)
4. Sit down when told to do so
5. Listen to and follow your teacher's instructions at all times without question
6. Focus on your excellent learning and progress
7. Have a positive attitude towards learning therefore showing Excellent Aspirations for yourself
8. Raise your hand if you want to speak
9. Complete all classwork and homework to the best of your ability
10. Take pride in your work and its presentation
11. Behave respectfully towards the teacher so they can teach effectively and fulfil their role
12. Not distracting or disrupting the learning of others
13. Behave respectfully towards other learners so they may learn and make excellent progress in every lesson

c) Expectations for all learners around the school.

1. Being kind at all times
2. Walking on the left in a quiet and orderly manner - 'Quiet Corridor' behaviour
3. Walking to your next lesson in the most direct route taking into account the one way system

4. Not using foul and abusive language
5. Not chewing gum
6. No littering
7. Polite and courteous to all others (learners and adults)
8. Getting to lesson on time
9. No play fighting or inappropriate behaviours
10. Helping others

Appendix D

Types of Poor Behaviour not acceptable in Harrow High School

1. Assaulting another learner or a member of staff
2. Bullying including demanding money and extortion
3. Cyber-bullying including misuse of social media to cause harm or distress to other learners or staff
4. Damage to property, facilities or equipment
5. Dangerous behaviour putting the safety of themselves and others at risk
6. Defiance including ignoring the reasonable instructions of staff
7. Disruptive behaviour (In lessons)
8. Incorrect Equipment
9. Fighting (including play fighting and pushing & shoving)
10. Starting any kind of fire including attempting to set light to any material on school site
11. Homework not completed
12. Possession of illegal drugs and/or drugs paraphernalia
13. Use of illegal drugs on school site as well as to or from school
14. Inadequate work
15. Inappropriate behaviour in class
16. Inappropriate behaviour around the school including running, pushing and being loud
17. Inappropriate behaviour on the way to school or on the way home after school
18. Intimidating behaviour (direct or indirect) towards learners or staff
19. Being under the influence of drugs or alcohol on school site as well as to and from school
20. Misuse of the internet and social media websites on school site
21. Lateness (either to lesson or to school)
22. Leaving lessons without permission
23. Lying, being untruthful or withholding information or help during an investigation
24. Missing any detention
25. Malicious allegations against staff
26. Offensive language including swearing (either directly or indirectly towards another person)
27. Having a mobile phone seen or heard including having headphones/earphones seen
28. Persistent failure to produce homework
29. Persistent lateness to school / Persistent lateness to lessons
30. Plagiarism
31. Possession of a prohibited item (see list of prohibited items in Appendix E)
32. Using Racist, Sexist or discriminatory language
33. Rudeness to staff
34. Rudeness about staff or learners
35. Inappropriate sexual language or sexual touching
36. Selling any items in school including sweets, crisps and drinks
37. Smoking – any form of tobacco product or electronic cigarette
38. Looking after / in possession of stolen property
39. Theft
40. Truancy
41. Threatening behaviour (direct or indirect) towards learners or staff
42. Incorrect Uniform (see Appendix E for unacceptable items) including inappropriate jewellery / make-up
43. Using a phone or other electronic device to take photos or record moving images. This includes posting anything online or sharing with other learners.
44. Verbal abuse of, or to, another learner
45. Verbal abuse around a member of staff or directed at a member of staff
46. Watching a fight without making reasonable attempts to stop it or get help from staff. This includes posting anything online or sharing with other learners any kind of recorded material from the incident.
47. Possession of or using any kind of weapon, including homemade weapons, to or from school or on school site
48. Any behaviour that puts the welfare and education of anyone at risk

Any of these poor behaviours may be considered serious when judged in context by the Head Teacher

Appendix E

Prohibited items

Unacceptable items of clothing

1. Any uniform with the old school logo on it
2. Hoodies or non-uniform jumpers (this includes sportswear (branded or not) jumpers or tracksuit tops)
3. Tight fitting black trousers/jeans, short skirts (worn above the knee) or trousers with studs
4. Black trainers or Black canvas plimsolls in place of black shoes
5. Wearing trainers or boots with school uniform at break and lunchtime when not engaging in sporting activity
6. Large decorative belt buckles or coloured belts
7. White shirts that do not button up to the neck
8. Steel toe capped boots or shoes
9. Visible brightly coloured or patterned socks / tights / hair bands / hair clips
10. Any piercings except for single studs in earlobes
11. Baseball caps or any type of peaked cap including bucket hats
12. Bandanas of any colour
13. Headscarves in any colour other than navy blue, black or white
14. Loom bands bracelets or individual Loom bands
15. Brightly coloured coats or scarfs with large logos, slogans or patterns
16. A hair colour of an unnatural shade (eg green, blue, pink etc.)
17. Haircuts with patterns or lines shaved in the hair or eyebrow
18. Coats or any form of jumper worn in place of blazers n.b. coats must not be worn instead of blazers
19. Frilly or decorative ankle socks are not acceptable. Also over the knee socks are not acceptable

Dangerous Items

1. Lighters and matches
2. Fireworks or explosives of any kind
3. Firearms of any kind (real or imitation)
4. Any sort of knife
5. Pointed items that are not designed for use at school i.e Pin Hair Combs
6. Using anything as a weapon with the intention to cause harm or intimidation (the school reserves the right to judge the person's intention based on the context of the incident)
7. Blunt instruments capable of being used to cause serious injury when used to hit
8. Flammable liquids eg lighter fluid
9. Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, to cause personal injury to, or damage to the property of, any person on the school site including coming to or from the school site.
10. Any item that may give an electrical shock
11. Disabling and incapacitating chemicals, gases and sprays, such as mace
12. Workmen's tools capable of being used either to cause serious injury or to threaten

Inappropriate items

1. Alcohol or any other substance used to intoxicate including legal highs
2. Illegal drugs and drugs paraphernalia
3. Pornographic, including indecent, images or movies (in printed, CD/DVD or electronic form)
4. Offensive or inappropriate messages, images or movies on mobile phones and other electronic devices
5. Cigarettes includes electronic cigarettes, tobacco and cigarette papers
6. Items intended for sale to other learners including drinks, sweets and crisps. This is determined by having more than reasonably expected for personal consumption eg multipacks of crisps, sweets or drinks
7. Stolen goods
8. Laser pointers
9. Mobile phones and headphones/earphones either seen or heard
10. Food and drinks in lessons (except water)
11. High calorie products like sweets, biscuits, large single 'family' size packets of crisps, energy drinks (eg Red Bull, Monster or any other similar drink high in caffeine or taurine) or fizzy drinks (eg Lucozade, Fanta, Cola)
12. Any gadgets or toys, electronic or not, that the school deems inappropriate for use at school
13. Fidget toys that are not sanctioned by the Inclusion Department
14. Water bottles that have been used to throw or squirt water (including bottles with lids punctured to create a hole)

Any items in the dangerous and inappropriate items list can be searched for if any member of staff suspects that they are in a learner's possession or in a locker. Lockers are allowed to be searched at any time for these items. Prohibited items, or any other items considered inappropriate for school, will be confiscated or seized (in which case they will not be returned to the learner).

Appendix F

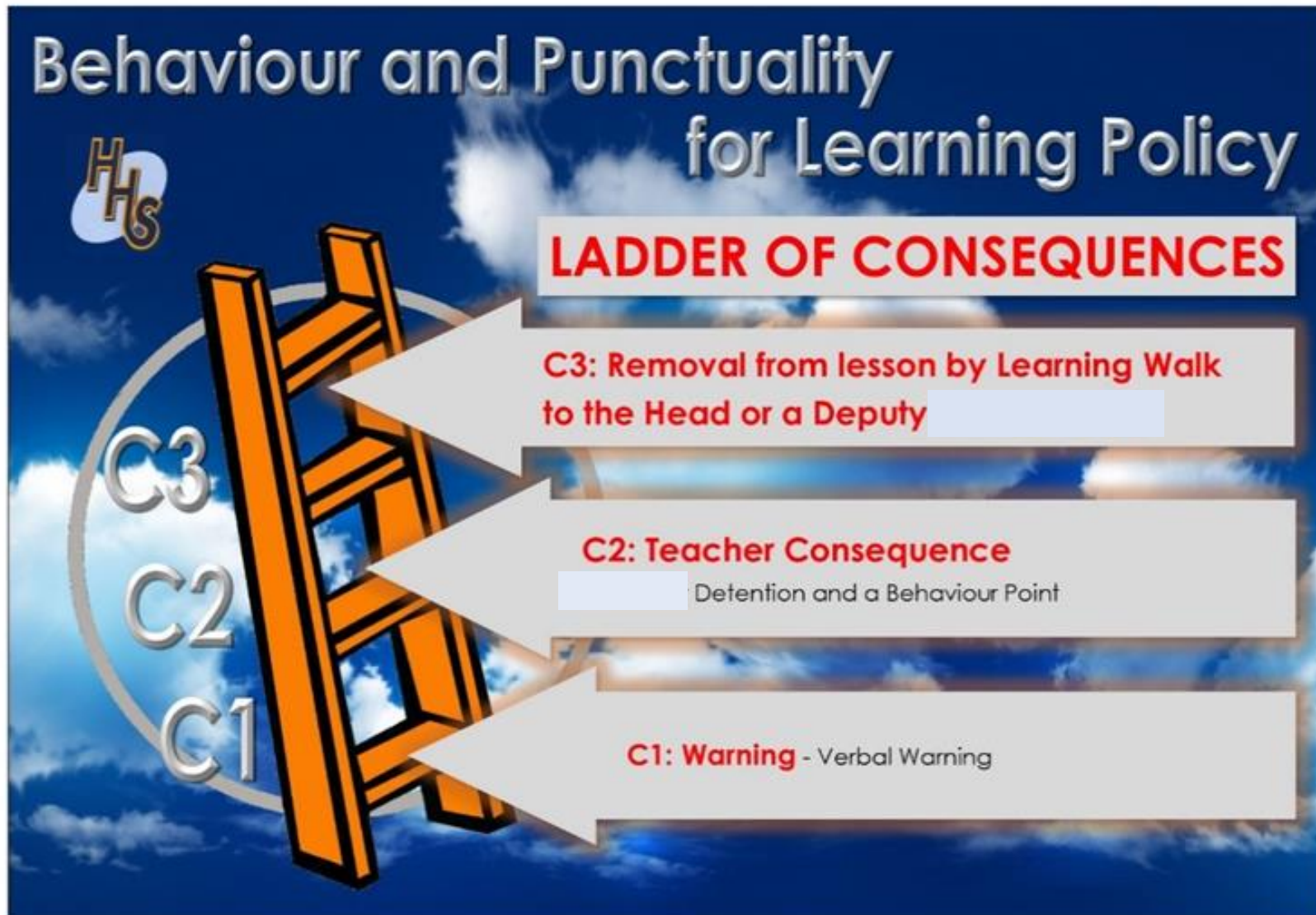
Corridor Rules

The following Corridor rules will be displayed in the main routes of the school;

POSITIVE CORRIDOR BEHAVIOUR FOR LEARNING

1. Move sensibly to lesson on the first bell or when dismissed
2. Only use lockers during break times or before and after school
3. Walk on the left and avoid 'hanging around' – keep moving!
4. Follow the one way system
5. Move around the building calmly and quietly - avoid shouting as this disrupts learning
6. Take care of our learning environment
7. Place all litter in the bins provided
8. Follow all staff requests promptly

**THIS IS YOUR SCHOOL
TAKE CARE OF IT**



Appendix H

Guidance on searching learners

The school follows the guidance set out by the DfE 'Searching, Screening and Confiscation Advice Feb 14'.

Permission must be sought from the Head Teacher or Deputy Head Teacher prior to any search of a learner. The search must take place in the presence of a senior member of staff and involve two members of staff, one acting as a witness.

Searches are normally made with the learner's consent. However, there are times where consent is not needed for the following items;

Knives/weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic material, any item the school suspects have been or is likely to be used to commit an offence, cause personal injury or to damage property.

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

The school may use a wand metal detector to assist in searches. Knife arches are not normally in school but may be used as part of larger scale screening exercise in an educational context as part of the delivery of a safeguarding assembly or lesson.

Any items banned by the school may also be searched for.

The school is able to search lockers for [prohibited items without the learner's permission at any time as part of the conditions for having a locker.

HHS search procedure

- 1 If a member of staff has reason to believe that a learner is in possession of a prohibited item that is concealed they must inform Learning Walk.
- 2 The senior member of staff on Learning Walk duty will seek the permission of the Head Teacher or Deputy Head Teacher to conduct the search. Or the Head or Deputy will conduct the search themselves.
- 3 Another member of staff must be present as a witness. One must be the same sex as the learner.
- 4 Searches will be made of learners bags, electronic devices, lockers and outer garments
- 5 Searches will never be of an intimate nature and learners will be asked to remove out garments (e.g. coats, hats, scarves, gloves, blazers, shoes) so that the staff member can search them.
- 6 A metal detector wand can be used to check for metallic objects that may be suspected to be hidden within clothing that the learner is wearing.
- 7 Explain to the learner that there are reasonable grounds to suspect they are in possession of a prohibited item.
- 8 Ask if learner has any comment to make or if there is anything they wish to hand over
- 9 Permission to search the learner will be asked so that they can help in the investigation.
- 10 If this is refused it can be referred to the police for possible criminal items or the parents/carers for all other items.
- 11 Staff will accompany the learner to an appropriate venue and stay with learner
- 12 Police searches on school site will only take place in the presence of a parent.
- 13 Parents do not need to be informed of searches but searches involving; weapons, drugs, alcohol, stolen items, fireworks, pornographic images, parents must be told.

Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables staff to confiscate, retain or dispose of a learner's property as a disciplinary penalty, where reasonable to do so.

Also where any article is reasonably suspected to be an offensive weapon, it will be passed to the police.

Items that will be disposed of are;

- Alcohol
- Substances believed by the school to be harmful or detrimental to good order and discipline
- Tobacco and cigarette papers
- Fireworks
- Pornographic material (this includes deleting material off learners phones)
- An item that has been (or is likely to be) used to commit an offence or to cause personal injury or damage to property
- High calorie products like sweets, biscuits, large single 'family' size packets of crisps, energy drinks (eg Red Bull, Monster or any other similar drink high in caffeine or taurine) or fizzy drinks (eg Lucozade, Fanta, Cola)
- Laser pointers
- Any items on the dangerous and inappropriate prohibited items lists

Items that will be passed onto the police are;

- Controlled or illegal drugs
- Stolen items (these may also be returned to the owner)
- Pornographic material / images that are a criminal offence
- Weapons of any kind
- Any items on the dangerous and inappropriate prohibited items lists if they are part of a police investigation

Appendix I

Single Detention System

Detentions are issued for breaches of the behaviour policy such as; late to school/lesson, incorrect uniform/equipment, disrupting learning, C2 in lesson, inappropriate behaviour in the corridor or playground, defiance, poor class/homework. (not exhaustive list)

All detentions are issued and set on the same day.
There are no 'roll-overs' to the next day.

Staff MUST hand a yellow detention card to learners getting a detention. Only learners late to school will not get a card. Learners who sign into medical will however, get a yellow card.

Staff will log these detentions on SIMS. This will automatically update a learners behaviour log and add a behaviour point.

Texts will be sent to parents of all those in detention (the list as it stands period 6)

Detention takes place in the school hall at 3:20 with duty staff.

Period 6 staff must refresh their registers towards the end of the lesson to catch late entries. The period 6 staff will then bring learners in red on the register to the school Hall and tell duty staff of any learners getting a detention during their period 6 lesson and those who refused to follow instructions and not attend.

Learners sit in Year group areas as directed by duty staff.

Learner sit in silence with coats off.

Registers are taken by duty staff and the duty lead.

A daily email will inform staff about the detentions the previous day as part of Excellent Communication.

Year teams will conduct follow up for those who did not attend detention or had multiple detentions that day.

The follow up will be at lunch in the school hall for 45 minutes. With learners sitting behind each other in columns.
A basic sandwich and drink will only be possible for those requesting a meal. The school will not fund the meal.

Learners will be collected during the lesson before lunch by LW/High Viz or an available ASAL.

Lunch follow up will be run by a combination of year team staff on a rota basis.

The school expects parents/carers to support by discussing the poor behaviour and dissuade them from repeating the behaviour.

Appendix J

Guidance on investigations Including Learning Walk

The Learning Walk duty staff will decide what action to take for every incident. Members of staff should not attempt to tell the duty staff what sanction they would like the student to be given. The duty staff will do one of the following things in relation to each incident to which they are asked to deal with.

- Speak to the student and put them back in lesson.
- Ask the teacher to give the student a subject or faculty detention.
- Remove the student for further investigation / safety.

If a learner is removed from a lesson by Learning Walk, it is the responsibility of the department/faculty to contact home and set a one hour detention. It is NOT the responsibility of Learning Walk.

If further investigation is needed this process should be followed:

1. Gather witness statements/ other evidence (e.g. CCTV footage) to establish the facts and get to the truth. Third party evidence can be used (eg from police or Harrow CCTV)
2. Ensure the learner has an opportunity to give their statement. Sometimes statements will be written or typed by a member of staff however, they must be in the words of the learner. The learner must then read the statement again, or have it read to them, and sign to agree that it is a true account of what they said. Any alterations upon reading the statement must be countersigned by the learner.
3. Staff are acting 'in loco parentis' and there is no requirement for a parent/carer to be present
4. If learners refuse to give a statement the member of staff must record this
5. If a decision is not reached on the day due to lack of evidence, parents/carers must be informed that an investigation is being undertaken. If there is a risk of further disruption the following day, action must be taken to prevent this.
6. Consult DfE guidance on exclusions to ensure category of exclusion
7. Consult file for previous exclusions
8. Second statements may be needed for further clarification
9. The decision to exclude must be made in a consultation with HT/SAL & SLT line manager (including length of exclusion) taking the 5 day rule into account. The final decision is the responsibility of the Head Teacher (or Acting Head if the Head is not available).
10. When establishing the facts in relation to an exclusion decision the head teacher will apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.
11. When making a decision the Head Teacher will consider the Equality Act eg the learner may be retaliating following bullying due to a protected characteristic or have an unmet SEN need
12. The parent/carer may be asked to collect their son/daughter from school if an exclusion starts immediately. The learner will otherwise remain in internal seclusion. In cases where a learner is refusing to obey any instruction or is exhibiting dangerous behaviour the police will be called.
13. Complete exclusion letter within 24 hours of phone call to parent/carer using the correct model letter.
14. Exclusion letter checked by SLT member and signed by the Head Teacher.

**Reintegration Process is the responsibility of the SAL and their SLT Line Manager
(Followed up by Behaviour Passports and/or a Success Plan by SALS)**

1. Reintegration interview. This should be scheduled when the decision to exclude is made and must involve parent or carer. It is put into the exclusion letter.
2. Reintegration Meeting (Parent, Learner, SAL and their SLT Line Manager)
 - Success Plan arranged with the SAL (amended if need be.)
 - Report to SAL
3. Amendments to curriculum (to be agreed at reintegration meeting if needed)

Options may include (this list is non-exhaustive):

- Part-time timetable for reintegration period
- Reintegration through internal seclusion, the study centre, inclusion support
- In appropriate cases: Potential for outplacement/ work experience/ time at the Jubilee Academy or The Helix (always agreed by the Head Teacher prior to meeting in case of feasibility or funding implications)

Please note that if the parent/carer does not attend the reintegration meeting the learner will be placed into internal seclusion until the parent/carer attends the meeting.

Appendix K

HHS Pastoral System



Wave 1 (continual assessing of performance)

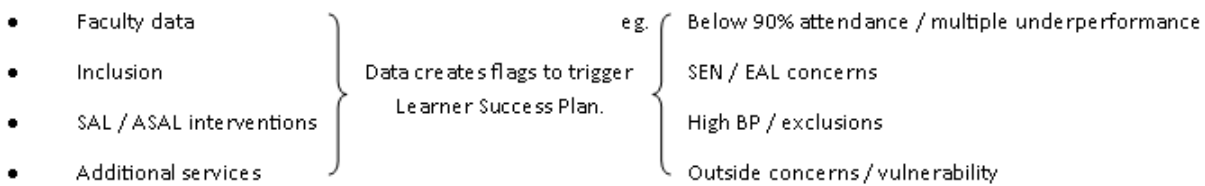
Every member of staff is responsible for their teaching class and form class.
 This system is to support staff in getting the best behaviour, attendance and academic progress in all aspects of the school.

Wave 2 Planning for good behaviour, attendance and academic progress

SALs responsible for their whole year group through rigorous monitoring;

SAL Weekly monitoring
 SAL ½ Termly monitoring

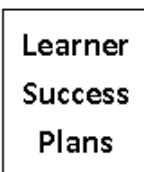
Information gathered through SIMs / direct contact from internal and external staff



Wave 3 Individualised planning for specific interventions

Principles;

- Clear measurable outcomes - academically and pastorally
- Supportive
- Zero tolerance
- Stakeholder engagement - face2face meetings between pastoral team, teachers, parents/carers
- Equivalent of Old SEN SA



Actions;

- Parental engagement
- Academy Support Plans inc. 3 week reviews
- Pastoral Support Plans inc. 3 week reviews
- Attendance interventions
- In class observations
- Alternate provisions
- Mentoring (Internal/external)

Review cycle (inc Panel)

Off

Learner has shown improvements
 Positive impact of interventions from all involved

Repeat Success Plan

No noticeable improvement
 Further time needed
 Continued concerns
 Agreement of parents/carers

Refer Up (to Inclusion)

Situation has deteriorated
 Further concerns esp outside factors
 Further vulnerability

Inclusion Support

- Learning Passports
- Advise how to get SEN/ EAL learners engaged
- K Code
- E Code

Key Pastoral Team responsibilities

SAL (in liaison with faculties & tutor team)

Co-ordination of 10 Success Plans (completion, monitoring, reviewing impact), SAL Reports, analyse data, Improve attendance & punctuality figures, stop/slow BP, increase AP, RAGs to green, uniform, pastoral curriculum implementation, in class observations, parental engagement, lunch duty, LM ASALs.

ASAL (in liaison with faculties & tutor team)

Co-ordination of 10 Success Plans (completion, monitoring, reviewing impact), Attendance calls, mentoring, in class observations of learner engagement, cover.

Appendix L

The Three Rs

Our vision of Excellent Behaviour is there to help prepare learners for life outside of school as a young adult and for the rest of their lives. Excellent Behaviour will enable learners to develop skills to be;

- of good character
- good citizens
- well educated (with the best possible grades)
- tolerant
- kind
- employable
- able to follow rules

We aim to achieve Excellent Behaviour through continually try to improve everyone's behaviour through;

- Everyone having regular routines
- Everyone having reasonable responses
- Everyone establishing professional relationships

1. Achieving Excellent Behaviour through: Routines

Routines create good habits that will stay with learners. They allow learners to follow rules instead of breaking them.

- Full uniform
- Full attendance
- Outstanding punctuality
- Full equipment
- Following all the classroom rules (e.g. Stand and deliver / dismiss, working hard)
- Following corridor rules (e.g. keep left / one way systems / quiet & orderly)

These rules are similar to rules learners will come across at work when they get a job and also outside school.

2. Achieving Excellent Behaviour through: Responses

Responses are how we react to situations. Certain responses will make situations worse or better. We recommend these responses to show excellent behaviour and care towards others;

- Be calm
- Listen carefully
- Follow instructions
- Always work hard when asked to
- Say sorry

These reactions will also help learners at work when they get a job and when dealing with people throughout their lives.

3. Achieving Excellent Behaviour through: Relationships

Relationships show how we interact with others. Different relationships are needed depending on the other person and the context but all must have the same basic elements.

- Treat others with kindness and dignity
- Be respectful
- Take responsibility for your actions
- Be supportive and positive

These relationships will create good character and make learners good citizens and therefore more employable.

Appendix M

Harrow High School Academy Exclusion Flowchart

