



Haberdashers' West Midlands Academies Trust

BEHAVIOUR POLICY – FEDERATED

2024-2025

Haberdashers' Abraham Darby

Haberdashers' Adams

BEHAVIOUR POLICY	
Named Responsibility of Policy	Mrs C Price – Vice Principal – Haberdashers' Abraham Darby Mr D Biggins – Deputy Headteacher – Haberdashers' Adams
Date of Original Policy	August 2020
Date Policy Updated	September 2024
Date of Next Review	September 2025
Governor Accountability	Pupil and Staff Welfare Committee
This policy will be readily accessible to Parents/Carers/Staff/Visitors/Members of the Public through the school websites	

COMMITMENT TO REVIEW

This Policy will be monitored and reviewed annually by the relevant policy owner named and evaluated and approved by the Governing Body on an annual cycle, and/or in the light of changes to National Curriculum requirements and DfE guidance/regulations.

This policy expresses the shared beliefs that the school communities within the Federation strongly hold and is the foundation policy for all the other policies across the Federation and the procedures within each school.

We believe that:

- The way children and adults behave depends on the way they feel about themselves
- The way children and adults feel about themselves depends on the way in which those around them respond to their behaviour

Each school understands that this policy operates in their own particular contexts. Where applicable, information specific to each school is made clear within the policy. It is also understood that this is the case for all of the policies and procedures referred to in this document, regardless of whether or not boarding or the day schools are expressly mentioned.

This policy applies to all Federation employees and should be read alongside our Anti-Bullying policy and separate guidance booklets and codes of conduct for staff, pupils and parents. The Home-Academy/School Agreements for HAD and HA are included at the end of this policy.

1. Introduction

The Trust, together with the Headmaster and Principal of the schools in the Federation, affirm five clear goals define the basis for the behaviour of the school community. We believe in:

- Educating the whole person; equipping our young people to play an active and leading role in society in the Twenty-First Century
- Developing pupils who are ambitious, hard-working and successful
- Encouraging pupils to have an intellectual interest and curiosity in their studies. We want them to be excited by their studies and to become lifelong learners
- Pupils being fully involved in extra-curricular activities and aspiring to do these to the best standard possible
- Encouraging all pupils to aspire to the highest standards of behaviour and to have strong principles and values.

2. Aims of the Policy

This policy sets out to:

- Ensure all members of each school feel valued and secure, in order to be successful in teaching and learning
- Encourage mutual respect, self-discipline and appropriate behaviour between all members of the school communities
- Provide a focus for the other HWMAT Policies and the specific procedures of each school.

3. Our vision

At Haberdashers' Abraham Darby (HAD) the aim is to provide a welcoming environment where everyone feels safe and valued. Our Community, Our School, this is who we ARE, where ARE represents our values of aspiration, respect and excellence. Our values underpin every aspect of school life, both within and beyond the classroom.

At Haberdashers' Adams (HA) this is adapted to 'Happy, Healthy, Safe and Respected.' We believe that if we provide these qualities, everyone has the opportunity to thrive and be 'the best they can be.' This will enable them to lead successful lives both in school and when they leave.

The Federation expect all our pupils and staff to care for each other, have high standards and expectations for both uniform and equipment, complete classwork, coursework and homework to the best of their ability and to turn up to school and lessons on time.

All of these standards would be essential in the 'world of work' and are very reasonable expectations to insist upon.

4. Behaviour for Learning

The Federation aims to provide a safe, secure and supportive environment where pupils can learn, and teachers can teach. There is a direct link between the way young people learn and their behaviour. It is the responsibility of staff at all levels to help and encourage pupils' understanding of socially acceptable and appropriate behaviour.

To encourage this, staff will:

- Model exemplary behaviour
- Treat all children and adults with respect
- Speak politely to each other and to pupils
- Challenge unacceptable behaviour, keeping calm at all times, using the language of 'choice and consequences' and focusing on the behaviour' and not the individual pupil as defined by responsibilities in the Staff Codes of Conduct for each school.
- Build pupil confidence and self-esteem through positive reinforcement
- Avoid using unnecessarily critical or sarcastic language
- Recognise pupil effort and achievements on a regular basis and celebrate success
- Keep parents informed about success, progress and achievements

We will not accept the following behaviour:

- Disrupting the learning of others
- Refusal to comply with instructions from staff
- The use of rude, offensive or inappropriate language to other pupils or staff
- Acts of aggression or any kind of physical violence towards pupils
- Acts of aggression or any kind of physical violence towards staff, parents or visitors
- Bullying or intimidation
- Inappropriate use of mobile phones or other mobile equipment
- Racist, sexist, homophobic or any other discriminatory comments
- Vandalism
- Possession and/or use of prohibited items
- Displays of public affection by pupils towards their peers or with a person that they choose to have a relationship with. We therefore discourage pupils from kissing, holding hands or other types of physical contact whilst in the School or Academy.

If unacceptable behaviour occurs, members of staff will:

- Challenge the behaviour

- Tell the pupil what they find unacceptable and why
- Explain how they could have behaved differently, modelling what they could have done or said
- Try to find out why the pupil is behaving this way
- If the unacceptable behaviour is repeated, or if it is judged to be serious, the pupil will face a sanction appropriate to the behaviour in accordance with each school's Rewards and Sanctions (explained below).

5. Rewards and sanctions

5.1 Rewards

The successful management of behaviour and rewards is central to the Federation's ethos of providing an environment within which pupils and adults can develop good relationships, showing care, respect and consideration for each other within each school and the community. Our systems of praise and rewards, encourages pupils who apply themselves and behave in a commendable way to support the ethos of the Federation and to develop their own potential. Each school across the Federation provides the opportunity for all pupils to take on some form of responsibility.

At Haberdashers' Abraham Darby, positive points are awarded to pupils who are displaying behaviours that reflect our school values. Points are listed against Aspiration, Respect and Excellence to support pupils in connecting their behaviour to our values. Pupils are celebrated for consistently doing the right things, including daily points awarded for wearing correct uniform and being equipped to learn, and points awarded each lesson to those pupil's arriving on time and ready to learn.

At Haberdashers' Adams, commendations are awarded for pupils for excellent work, excellent effort or otherwise positive behaviour. A series of special commendations are awarded either for an accumulation of commendations and at the end of each term. Pupils are also rewarded with colours for various activities, within their Houses or for the school. Pupils can also be awarded various Positions of Responsibility at certain times throughout their time at the school.

5.2 Sanctions

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who fail to meet the Federation's expectations or who fail to follow a reasonable instruction. The power also applies to all paid staff with responsibility for pupils.

Pupils can be disciplined at any time in either school or elsewhere under the charge of the school e.g., on school visits, as well as for misbehaviour outside of school, for example, when traveling to and from school, in the vicinity of the school and when wearing school uniform.

At all times pupils are representatives of their school, so their behaviour away from school may also be sanctioned within the school if their behaviour for instance, calls the good name of the school into disrepute.

All punishments must be fair, reasonable, proportionate and not in breach of any legislation.

Poor behaviour must be addressed, and all staff have a professional obligation to highlight and help pupils improve their behaviour

Discipline is administered calmly and works best when it is applied thoughtfully, consistently and a distinction is drawn between the poor behaviour and the individual. A pupil who perceives animosity or lack of respect from a teacher is more likely to react adversely

In the first instance a member of staff should attempt to deal with poor behaviour. This is likely to begin with reminding a pupil that their behaviour has fallen below acceptable levels. The way the behaviour will be dealt with will be increased progressively if the pupil fails to respond appropriately

5.2.1 Detentions

Teachers have the legal power to impose detentions in and outside of school hours; this is defined as after any school day when the pupil is present, weekends (HA) and inset days (HA). Parental consent is not required for detention.

At Haberdashers' Abraham Darby, pupils will be detained for no more than 30 minutes at the end of the school day without prior parental notice. Pupils may be detained for up to 2 hours at the end of the school day for a severe incident, with parental notice. Where possible HAD aim to give 24 hours' notice of detentions.

Detention length at HAD is determined using the following criteria: 1 or 2 detention logs in 1 day = 30 minute detention the following day, 3 detention logs in 1 day = 60 minute detention the following day, 4 detention logs in 1 day = 1 day in Reflection the following day.

At Haberdashers' Adams, staff have the power to set lunchtime detentions or after-school detentions (30 or 60 minutes in length). The school will not substitute an after school detention for one or more lunchtime detentions. The school also operates a Friday SLT detention from 4-6pm that is overseen by a member of the senior leadership team.

5.2.2 Searching, Screening and Confiscation

Teachers can search, screen and confiscate pupil property if there is good reason to do so, following DfE guidelines. A record will be kept in such instances.

5.2.3 Internal Suspension

Internal suspension (isolation/reflection) can be authorised by a member of SLT (HAD and HA), and by Heads of House (HA) and Heads of Year (HAD). This is likely to be a measure taken if the behaviour of the pupil rises above that which a detention would be appropriate for and/or if the pupil is deemed to need some time away from others.

5.2.4 Suspensions (Fixed term exclusions)

For serious breaches of this policy, a pupil may be suspended. A suspension can only be authorised by the Principal/Headmaster or Senior Vice Principal/Deputy Headmaster (Behaviour & Attitudes or Pupil Welfare) in their absence. See section 12 for further information.

5.2.4 Permanent Exclusion

The Principal/Headteacher also have the power to permanently exclude from the school. This would only be used in the case of a significant breach of the behaviour policy. Further detail is in section 12.

6. Behaviour support, intervention, and referral

This section applies only to Haberdashers' Abraham Darby

All teaching staff implement a 5-stage behaviour management system to effectively manage behaviour in their classrooms. Stages 1 and 2 are verbal reminders, stages 3 and 4 are sanctioned reminders (where the sanction is recorded on Satchel One and communicated with parents) and stage 5 is a lesson removal.

Referral of pupils should in the first instance be to the Head of Department/Curriculum Leader. However, in situations where this is not possible, or if an urgent response is required, referral should be made to the Year/Pastoral team, who may seek guidance from the Assistant Vice Principal &/or Vice Principal Behaviour & Attitudes.

Those to whom behavioural issues have been passed will put appropriate measures in place to manage the pupil's behaviour, usually in consultation with the Curriculum Leaders or Heads of Year. This can involve a range of sanctions and measures designed to address and improve the pupil's behaviour, including after school detention. The pupil may be referred to their year team hub, the Student Success Centre &/or 'Reflection' for the rest of the lesson, day or for a specified period as a consequence of the pupil's behaviour. The aim will always be to get the pupil back into normal education as quickly as possible.

Negative points are sanctioned to pupils who are displaying behaviours that do not reflect our school values. Points are listed against Aspiration, Respect and Excellence to support pupil's in connecting their behaviour to our values.

Support and early intervention are provided to pupils through a tiered Behaviour Support Plan that is instigated when a pupil triggers -10 behaviour points (see Appendix 1). The Behaviour Support Plan is overseen by the pupils' Head of Year.

Report cards are used at Mentor, Head of Year, Assistant Vice Principal and Vice Principal level to closely monitor all pupils on a Behaviour Support Plan.

An Alternative Provision centre (PATHWAYS) exists for Key Stage 3 (THRIVE) and Key Stage 4 (ADAPT) pupils who have had prolonged difficulty in managing their behaviour. This provision is led by a senior member of staff and supported by a number of experienced staff. There is a high ratio of staff to pupils in the centre. Pupils in this centre will be provided with a full-time education programme and there will be high expectations of them, with an emphasis on success and achievement.

This section applies only to Haberdashers' Adams

Students who require additional support for their behaviour may be referred by their house to the Inclusion Officer. The Inclusion Officer may offer withdrawal activities, mentoring and/or other support for those who are unable to follow a normal timetable for behavioural reasons.

The school also uses external support for managing pupil behaviour through the Behaviour School Advisory Team (BSAT) at the Local Authority.

7. Uniform

7.1 Aims

The Federation believes that the uniform plays a valuable role in contributing to the ethos of each school, setting an appropriate tone and instilling pride. The uniform also plays an important role in:

- Supporting positive behaviour and discipline, encouraging identity with, and support for the Federation ethos
- Promoting a strong and cohesive school identity that supports high standards and a sense of identity among pupils. If some children look very different to their peers, this can inhibit integration, equality and cohesion
- Ensuring pupils of all races and backgrounds feel welcome and protecting children from social pressures to dress in a particular way
- Nurturing cohesion and promoting good relationships between different groups of pupils
- Uniform includes clothing required for Physical Education (PE) and Games; this is practical, comfortable, and appropriate to the activity involved

Further details can be found in each school's *Uniform Policy*.

7.2 Non-compliance with uniform policy

Teachers can discipline pupils for breaching the Federation's expectations on appearance or uniform. This will be carried out in accordance with the sanctions identified within the behaviour policy.

Presenting incorrect uniform during the school day: Pupils will be challenged by all staff for incorrect uniform. This may include (but is not restricted to) being asked to fix their uniform such as tucking their shirt in, straightening their tie or doing up their top button. There are no further sanctions for pupils who correct their uniform.

The Principal/Headmaster, or a person authorised by the Principal/Headmaster, may instruct a pupil to go home briefly or for a parent to bring in uniform items to rectify a breach of the Federation's expectations on appearance or uniform. It may be the case that pupils will not be permitted to be in the general circulation of the school while the breach persists.

When making this decision consideration will be taken of the pupil's circumstances such as age, safety, journey time and cost. For pupils in years 7-11, parents/carers will be contacted, and the pupil only sent home during school hours if accompanied by parent/carer or if the parent/carer gives explicit permission for the pupil to go home unaccompanied and it is deemed safe for the pupil to do so.

The uniform policy is fair and reasonable and fulfils the Federation's obligations under the Human Rights Act 1998 and the Equality Act 2010.

Should pupils not follow the uniform policy then the following will apply at *Haberdashers' Abraham Darby*:

Arrival at school in incorrect uniform: Pupils will be stopped on entry to the playground and asked to report to the Welcome Window. The pastoral team will encourage pupils to fix their uniform by borrowing uniform from the school. Pupils will receive a 'borrowed uniform' log (no sanction). If

pupils are willing to borrow uniform but there is no available spare uniform in their size, pupils will be issued a pink slip (no sanction). This must be presented to all staff on request to excuse their incorrect uniform for 1 day. If pupils refuse to correct their uniform, they will receive an 'incorrect uniform' log (-1 sanction) and issued a pink slip for 1 day. Pupils in incorrect uniform must present their pink slip to staff when challenged. Failure to do so will result in a further 'incorrect uniform' log (-1 sanction).

Should pupils not follow the uniform policy then the following will apply at Haberdashers' Adams:

1st offence – a "For Information" is sent home

2nd offence – a "Concern" is logged

At a third offence the school will deem the student (unless there is a good reason otherwise) to be choosing not to comply with the uniform expectations. As such pupils will start to receive sanctions on an escalating scale, beginning with lunchtime detention.

8. Mobile phones and other technological devices

The schools accept no responsibility or liability for any mobile phones (and peripheral devices e.g. headphones, ear buds/airpods and speakers) brought into school by pupils.

8.1 Haberdashers' Abraham Darby

Haberdashers' Abraham Darby is a 'No Mobile Phone school'. We operate an 'if we see it or hear it, we will confiscate it' policy.

The Aims of the mobile phone policy are:

- To ensure that all classrooms are learning spaces, free from distractions from mobile phones
- To reduce confrontations between staff and pupils when challenged about mobile phone use
- To make sure that pupils are not walking around whilst using mobile devices and therefore reducing safety hazards
- To improve social interaction between pupils and reduce mental, health and wellbeing issues related to use of phones

Mobile phones can be used by sixth form pupils at HAD in the following areas only:

1. On the sixth form balcony work areas and in/around the sixth form area
2. In classrooms if directed by a teacher for work-related activities

Y7-Y11 pupils:

In an emergency, HAD staff will allow access to a school phone for pupils to contact home.

Pupils wishing to check Parent Pay lunch account balance updates should report to a member of the teaching/support staff before taking their phone out of their bag or pocket.

Mobile phones cannot be used in the following areas:

1. Walking around the buildings/outside spaces of the school site
2. Corridors

3. In break out spaces
4. In classrooms / learning environments
5. In the Restaurant
6. On the playground
7. In toilets

Should pupils not follow the above policy then the following will apply at Haberdashers' Abraham Darby:

- If a phone/device is seen or heard and it is immediately handed over then the pupil receives a 'misuse of mobile phone' log (no sanction). The device will be stored securely in the year hub and returned to the pupil at the end of the school day (3:00pm)
- If a phone/device is seen or heard and a pupil refuses to hand it over then the pupil receives a -1 'misuse of mobile phone' log and a 30 minute detention. The pupil will be reminded about our no mobile phone policy. They will be given a short period of time to reflect before being asked again to hand over their mobile phone. Persistent refusal will result in a written warning sent to parents, a parent meeting in school and further consequences for the pupil, including a day in 'Reflection' and an agreement reached that the mobile phone is handed into the hub upon arrival or that the mobile phone is left at home.

If it is proved that a pupil has used his/her phone to bully or intimidate another person, the phone will be confiscated and returned only to a parent/carer. The school will then decide on the appropriateness of that pupil having a mobile phone in school following such an incident. Any future misuse of the phone may result in a total ban for that pupil on having a mobile phone in school. The ban will continue until it is certain that the pupil will in future use the phone in an appropriate manner at all times.

8.2 Haberdashers' Adams

Haberdashers' Adams operates a strict phone policy that is designed to support pupils with their learning, social interactions and independence.

The school operates a policy with regards to mobile phones, headphones and other mobile technologies as follows:

No devices should be seen or heard on any of the school sites before 4.30pm each day, with the following exceptions:

- Sixth Form pupils in the Sixth Form Centre
- In the school library for work purposes
- In the classroom, with the express permission of a teacher.

Should pupils not follow the above policy then the following will apply at Haberdashers' Adams:

Staff will confiscate the device and hand it into the school office. Parents will be informed. Pupils can collect at 3.45pm.

- First offence – confiscation
- Second offence – lunchtime detention

- Third offence – 30 minute after school detention
- Fourth offence – 60 minute after school detention

If pupils continue to flout this policy after a fourth offence then parents/carers will be contacted to discuss the way forward, which may be a temporary or permanent ban from having such a device in school. Those who are persistently non-compliant are at risk of being suspended.

NB: Earphones, earpieces and any speaker devices are not to be used on site. These will be confiscated if seen. Pupils are also not permitted to bring chargers and cables on to the site unless this is in the Sixth Form Centre.

9. Searching and Confiscation

The Federation has a statutory obligation to manage the health and safety of staff, pupils and visitors and ensure that discipline is maintained.

Under this authority we reserve the right to search and screen pupils under the following circumstances and to confiscate items as described in section 9.2 below.

Pupils will be treated courteously and afforded respect and a reasonable level of personal privacy during any search or screening; personal items will only be searched in the presence of the pupil.

Searching should normally be carried out by a member of staff who is the same gender as the pupil. There must be a member of staff present during the search to act as a witness, who should also be the same gender.

There is an exception to the same sex and witness rule; if there are reasonable grounds to believe that there is risk of serious harm to a person or persons if the search is not carried out immediately and it is not reasonably practicable to summon another member of staff.

Parents will not be informed prior to a search or to seek parental consent. A record of any searches will be kept.

Parents will be informed if search or screening uncovers items that will result in disciplinary action or police involvement.

9.1. Searching with consent

Schools have the authority to search pupils for any item with consent from the pupil. Parental permission or pre-notification is not required. We do not require written, formal consent in advance of a pupil search; it is enough for a member of staff to ask the pupil to turn out their pockets or empty their bag.

9.2 Searching without consent

If a member of staff has reasonable grounds to suspect that a pupil is in possession of a prohibited item, a pupil can be instructed to undergo a search without consent; parental permission or pre-notification is not required.

The Principal/Headmaster and any staff authorised by the Principal/Headmaster have a statutory power to search pupils and their possessions with or without consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

A pupil refusing to co-operate with a search will be assumed to be guilty of the reason for the search, and the police may be contacted to conduct the search instead.

The list of prohibited items (not exhaustive) is:

- Knives, bladed items, weapons of any sort that can cause danger to themselves and others. It is an offence under section 139A of the Criminal Justice Act 1998 to carry an offensive weapon or knife on school premises. If a pupil is found to possess a knife or indeed any weapon of sort, the Academy will notify the police immediately. This may lead to a permanent exclusion from the Academy and a charge for possessing a weapon
- Alcohol or any alcoholic drinks
- Illegal drugs or highs
- Stolen items
- Tobacco, cigarettes, lighters, matches, cigarette papers, vapes, e-cigarettes and legal highs
- Any paraphernalia used in the consumption or preparation of any of the above
- Fireworks
- Pornographic images
- Any item that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury, or damage property.
- It is the responsibility of the pupil to ensure that they are not in possession of any illegal items on either school site regardless of who owns it.

9.3 Electronic devices

Staff may examine data files held on personal devices during a search if they believe they have good reason to do so, especially in this era of social media and cyberbullying. In determining a good reason to examine or erase data or files, staff must have reasonable suspicion that the data or file has been or could be used to harm or to disrupt teaching.

If the device is to be returned, relevant files may be deleted or retained by the school to support disciplinary action, or where appropriate, passed to the police.

9.4 Confiscation

Federation staff can seize any prohibited item found as a result of a search. We can also seize any item found which is considered to be harmful or detrimental to Federation discipline; this includes deleting electronic images or passing illegal material on to the police

Depending upon the nature of the confiscated item, it may be retained by the school or disposed of as a disciplinary measure where reasonable.

Confiscated weapons, knives or bladed items, items believed to be stolen, vapes and illegal drugs will be passed onto the police or disposed of by the respective school. They will NOT be handed back to parents or carers.

10. Use of reasonable force

Federation staff have a legal right to use reasonable force to “control” or “restrain.” “Control” means passive contact, such as standing between pupils or blocking a pupil’s path, or actively leading a pupil by the arm away from a classroom or difficult situation. “Restraint” means to hold back physically or to bring pupils under control; for example, where two pupils are fighting or refusing to separate without physical intervention.

Reasonable force can be used to prevent pupils from hurting themselves, others, damaging property or causing disorder.

Force used will be proportionate and reasonable. Staff will always try to act in ways that will minimize chance of injury to the pupil, but it may not always be possible.

Reasonable force may be used to enforce a search for prohibited items and/or items that have been or could be used to commit an offence or cause harm.

Force will never be used as a punishment and reasonable adjustments will be made for children with disabilities and special educational needs.

We do not require parental consent to use reasonable force.

Any incident involving physical restraint of a pupil will be recorded.

11. Malicious allegations

Complaints against staff are always investigated thoroughly.

If after full and thorough investigation it is concluded that the allegation against the member of staff was unfounded and/or malicious, any record of the incident will be removed from the member of staff’s file.

The pupil or pupils involved in making false allegations will be disciplined according to the severity of the case, where appropriate, using sanctions up to and including permanent exclusion.

12. Suspensions and exclusions

Suspensions and exclusions may be used as a sanction where a breach of the behaviour policy takes place and when it is necessary to preserve the communal ethos and atmosphere of the respective school.

Decisions to suspend will not be taken lightly and can only be made by the Principal/Headmaster or Senior Vice Principal/Deputy Headmaster (Pastoral Care (HAD) or Pupil Welfare (HA)) in their absence or under their authority.

12.1 Permanent exclusion

Permanent exclusion will be considered for the following:

- o Use or threat of use of or possession of knives, dangerous weapons

- o Possession of or dealing in illegal drugs, alcoholic products, tobacco, vapes or any paraphernalia
- o Violence or serious threats of violence towards other members of the community
- o Persistent bullying or threats of bullying
- o Persistent and serious disruptive behaviour
- o Persistent breaches to the Federation's expectations and standards
- o Where the respective school believes that a pupil's presence represents a serious threat to others

Please note that this is not an exhaustive list.

13. Behaviour of parents/carers

Given that we expect high standards of behaviour from our pupils, it is appropriate for at least the same expectation to be modelled by our parents/carers. In fact, we would expect parents/carers to demonstrate even better behaviour than their children, because their adult nature implies greater maturity.

If a parent(s)/carer(s) is/are aggressive, unpleasant, or rude to a member of staff, then they may be asked to account for their actions to the Principal/Headmaster. In extreme circumstances, the Principal/Headmaster reserves the right to restrict all conversations (about the parent/carer)'s son/daughter to the Principal/Headmaster, and in extreme circumstances will not be allowed to enter school premises. Further information can be found in the complaints policy regarding Vexatious Parents.

14. Equality Act 2010

The policy acknowledges the Federation's legal duties under the Equality Act 2010, in respect of safeguarding of pupils with special educational needs and disabilities (SEND) and those who fall within the protected characteristics.

Behaviour Support Plan (BSP)

To monitor negative points (not combined points)

The Behaviour Support Plan is initiated when a pupil accrues -10 points.



Pupil name:

Year group:

Points	Triggered Action	Actual Points	Date	Comments	Agreed by Signatures
-10	Letter home (see template) Mentor report card				
-20	Letter home (see template) Parent meeting with OHOY/HOY HOY report card				
-40	Letter home (see template) Parent meeting with HOY and AVP AVP report card Success Centre referral (including SEND screening) EHA offered				
-60	Letter home (see template) Parent meeting HOY and VP VP report card Referral to external support (FAP, BSAT, AP) Consider whether behaviour risk assessment is required				
-80	Governor meeting with Principal/SVP				

HOME ACADEMY AGREEMENT 2024-25

This agreement is established to ensure that all parties recognise and accept the Academy's commitment to educate the child. The Academy will:

- Provide a safe and caring environment for pupils to enjoy learning and achieve their full potential.
- Ensure pupils have the best possible education by providing a suitable curriculum, individual support and high-quality teaching.
- Treat pupils with respect and dignity.
- Provide a wide range of extra-curricular and enrichment activities for pupils.
- Set challenging targets for pupils to aspire to.
- Provide regular reports of pupil progress for parents and carers.
- Contact home to praise and reward pupil success.
- Contact home if there are concerns about pupil behaviour, effort or attendance.
- Contact home if pupils are to be detained for more than 30 minutes after the end of the Academy Day.
- Provide opportunities for parents and carers to discuss pupil progress and achievements.
- Create positive learning environment (productive use of praise and rewards).
- Build accessible routines within the classroom and corridors to enable all pupils to thrive.

Parents/carers will:

- Ensure their child attends every day, on time, unless there are very exceptional circumstances. The Academy must be notified.
- Ensure their child wears the correct uniform to, at and on the way home from the Academy.
- Ensure their child has the correct learning equipment needed for the day, including their planner and PE kit when necessary.
- Support the Academy's policies and rules on behaviour, standards and expectations including decisions about detentions and internal or external suspensions.
- Provide a suitable environment for their child to work in at home.
- Show an active interest in their child's work and monitor the completion of homework.
- Attend parent/carer consultation events and any other arranged meetings to discuss their child.
- Work collaboratively with all Academy staff to ensure the best outcomes for their child/children.
- Ensure they treat all members of the Academy community with respect and dignity. Aggressive behaviour will NOT be tolerated.
- Encourage their child to attend additional extra-curricular enrichment activities, including revision classes.
- Check and sign their child's Planner at the end of each school week.
- Ensure their contact details are up-to-date and inform reception staff of any changes, including updated health information.
- Support the Academy's mobile phone policy, including collecting phones (and other devices) from the Academy following confiscation for misuse.
- Ensure their child uses social media in an appropriate way.
- Refrain from criticising the school on social media. If there are any issues of concern, arrange to discuss with relevant staff.
- Ensure your child/children do not criticise the school or its staff on social media.
- Use appropriate channels to raise any concerns you may have about the Academy.

Pupils will:

- Ensure they work hard, to the best of their ability, on their own or with other pupils.
- Attend every day, arrive on time, wearing the correct uniform and with the correct equipment, planner and PE kit.
- Ensure they always meet the Academy's standards and expectations.
- Complete all homework to the highest standard possible and hand it in on time.
- Ensure they treat all members of the Academy community (staff and pupils) with respect and dignity.
- Attend additional lessons that may be provided if their attendance is below 90%, to ensure progress is maintained.
- Respect the property of others and the Academy building and equipment.
- Always keep mobile phones and accessories away and out of sight.
- Ensure they use the school network and online applications (on and off site) including social media, in an appropriate way.
- Ensure that any communication such as letters and messages intended for parents/carers, are delivered.
- Keep their planner up to date and hand it to Academy staff whenever it is requested. Non-compliance may lead to a sanction.
- Avoid saying or doing anything that might lead to bullying. You must report any concerns to a member of staff.
- Refrain from criticising the school or staff on social media. Any defamation will have serious consequences.
- Use appropriate channels to raise concerns. If you are worried about anything, speak to your Mentor or any member of staff.

At any point in time, should the conduct of the complainant be judged as unacceptable, through vexatious conduct, or harassment, or where the parent pursues a complaint to an excessive level because they have not had a satisfactory outcome, then the Academy and Trust reserve the right to take action to prevent any further incidence of such conduct. The trust reserves the right to close the complaint. (please refer to the complaints policy),

Signatures:

Parent/carer:

Date:/...../.....

Pupil Name:

Pupil signature:

Date:/...../.....

What is an education at Haberdashers Adams?

We see education at Haberdashers' Adams as a partnership and as a package

A partnership – involving parents, pupils and staff.

A package – involving all that Haberdashers' Adams is and does, not just its parts.

In keeping with the Aims of the School

The School will

- Appoint high quality staff;
- Provide the best possible environment to meet the aims of the School;
- Manage our finances in order to meet the aims of the School;
- Follow Health and Safety guidelines;
- Expect staff to work to the best of their ability in both the pastoral and academic areas of the wellbeing and success of the pupils.
- Support your child's wellbeing and safety by providing a safe, supportive and caring environment
- Help and encourage your child to reach their full potential
- Monitor and update on your child's progress at parent meetings, through half-term grades and in annual written reports
- Communicate any concerns about your child's attendance/behaviour/wellbeing with you as their parent or carer, and respond to any concerns from your child or parents/ carers
- Provide a broad and balanced curriculum that caters for all children, including when delivered remotely
- promote high standards of behavior, and outline clear expectations in our behaviour policy so we can maintain a safe environment for all children
- Set appropriate homework that supports the delivery of the curriculum and mark it where appropriate
- Offer opportunities for parents and carers to get involved in school life
- Communicate between home and school through notices via MCAS, newsletters, email and the school website
- Respond to communications from parents in a timely manner, following school policies
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The Pupils will

- Value all the School has to offer, trying to benefit from as much as is possible;
- Perform to the best of their ability in all areas of School life;
- Respect the right of everyone else within the School to study to the best of their ability;
- Make every effort to obey the rules of the School, including keeping to the School's rules on uniform and mobile technologies;
- Be respectful to other members of the school and wider community, avoiding any forms of discriminatory behaviour.
- Arrive at school and my lessons every day on time and ready to learn
- Do my homework on time and raise any issues with my teachers
- Speak to an adult about any issues I'm experiencing that may affect my work or behaviour
- Speak to an adult about any concerns I have about my or other pupils' safety
- Wear the correct school uniform
- Bring to school all the equipment I need each day
- Treat all members of the school community with care and respect
- Understand and follow the school rules
- Look after school equipment, and show respect for the school environment and local community

The Parents will

- Accept this concept of partnership;
- Encourage their child to work to the best of their ability. Support their child's extra-curricular activity, bearing in mind the emphasis Haberdashers' Adams puts on this.
- Support the school in its ethos of providing a holistic education;
- Encourage their child to work towards the school's expectations;
- Support the school in providing a serene, structured environment through its systems and procedures.
- Commit to 100% attendance, and not seek to remove their children from school during term time, except under exceptional circumstances. I will notify the school if my child will be absent
- Make sure my child is dressed in the correct uniform and brings the necessary equipment to school
- Support the school to make sure my child maintains a consistently high standard of behaviour
- Encourage my child to try their best so they can reach their full potential
- Communicate to the school any concerns that I have about my child that may affect their behaviour in school or ability to learn
- Make sure communication with the school is respectful, and that I make every reasonable effort to address my communications to the appropriate member of staff
- Understand that I should communicate with staff during core school hours, and although they may at times respond outside of those hours, I can't always expect that
- Make sure that my child completes their homework on time and raises any issues with their teachers
- Read and follow the school's policies
- Treat all members of the school community with care and respect
- Engage in parent meetings and work together with the school in order to achieve the best outcomes for my child
- Read any communications sent home by the school by checking MCAS on a daily basis and responding where necessary