



# **HENLEY-in-ARDEN SCHOOL**

## **Behaviour for Learning Policy**



arts colleges

**Revised : July 2016**

**Approved by Governors: July 2016**

**Review: July 2018**

Henley-in-Arden School Behaviour for Learning Policy is based on our “Achieving Excellence Together” motto. This means:

As per our school vision, this means that we aim for:

- \* Excellence in every lesson
- \* Excellence for, and from, every pupil
- \* Excellence in the details
- \* Excellence in customer service
- \* Excellent levels of excitement

## **PRINCIPLES**

- Good order through positive behaviour management is central to achieving high levels of learning and improved attainment
- Behaviour for learning is complex and ambiguous and its management starts with the interaction between pupil and teacher in the classroom.
- The support and maintenance of a positive and rewarding culture within Henley in Arden School will enable every student to achieve their full educational potential
- The reinforcement of positive attitudes to learning in a supportive environment helps develop academic, social and learning skills.
- Positive learning attitudes are supported by the application of consistent, meaningful positive rewards
- Encourage a positive relationship with parents and carers to develop a shared approach and involve them in the implementation of the schools policy
- Reasonable adjustments will be made to this policy in the light of the needs of disabled students.

## **AIMS**

At Henley-in-Arden School we endeavour to:

- Provide high quality teaching and learning throughout the school
- Teach and model appropriate behaviour and establish positive relationships within our community
- Create a positive and safe learning environment for all staff and students
- Motivate students through the regular use of praise and rewards to ensure that all students can receive recognition of their successes
- Enable students to develop self discipline by establishing clear behaviour guidelines backed up by appropriate consequences for unacceptable behaviour consistently applied
- Work closely with parents, governors and the local community to promote positive relationships and working partnerships
- Make suitable adjustments for pupils with Special Needs and Disabilities

## **TEACHING AND LEARNING**

- Programmes of study in a wide range of curriculum areas have the potential to promote and support positive behaviour in school and will seek to do so. Promotion of positive behaviour is implicit within aspects of the school's PSHCE curriculum. Assemblies, extra curricular activities and social events also seek to reinforce the core principles with regard to behaviour.
- As a school which places great emphasis on the promotion of the performing arts, we believe that the arts offer the possibility of helping students understand and challenge their perceptions of the world they live in and question the choices they and others make.
- We encourage all students to value and support the learning and development of their fellow students.
- Through our PSHCE curriculum we explicitly teach pupils about good behaviour for learning and develop their skills as learners.
- All members of the school community teach and learn from each other by example, by explanation and by the ways in which unacceptable behaviour is viewed and responded to.
- Full involvement of the wider community and available support agencies will complement existing provision for students
- The use of mentoring by peers, staff and outside agencies will be used.
- As students grow through the school there will be explicit opportunities for learning about how to act in keeping with the school's values and beliefs
- Reference should always be made to the schools teaching and learning policy in supporting the promotion of positive behaviour

## ROLES AND RESPONSIBILITIES

### **Students:**

- Take responsibility for their own actions.
- Allow themselves and others achieve the highest possible levels of learning.
- Report any incidents of misbehavior including bullying, aggression and any form of harassment.



### **Staff:**

- All school staff ensure that the policy and procedures are followed and consistently and fairly applied.
- Teach students how to behave well.
- Create a high quality learning environment promoting good behaviour Implementing the agreed policy and procedures
- Report any incidents of misbehaviour including bullying, aggression and any form of harassment.



### **Parents:**

- Support school policies.
- Encourage good behaviour
- Respond positively to opportunities offered by the school to work together for the pupil



### **Headteacher:**

- Lead the school and be responsible for the implementation and day-to-day management of the policy and procedures.
- Promote, recognise and encourage positive behaviour for learning.
- Promote a zero tolerance for bullying, aggression and prejudice.



### **Governors:**

- Review the policy at regular intervals
- Ensure the particular needs of pupils and parents are listened to and addressed appropriately

## **SCOPE**

- The principles and aims of the behaviour policy apply not only throughout the day but also before and after school on the journey to and from Henley; it should be carefully noted that the law allows that behaviour
- Expectations and codes of conduct established will be adhered to whenever and wherever students are involved in school related activities

## **REWARDS**

The use of rewards and development of positive relationships will support good behaviour for learning. Our aim is to motivate young people by rewarding good behaviour and achievement. The school focuses on rewards which are earned, and yet are equally accessible to all pupils. All staff need to be fully involved in the consequences and rewards scheme so that no pupils are denied access. The consequences and rewards scheme is detailed in a separate document and included as an appendix to this policy (Appendix A). All year groups will use the system and Progress Leaders or their assistants will use their designated budget to reward pupils in their care as appropriate and agreed at the start of each year. This will be communicated to pupils at the beginning of each academic year and reinforced throughout the year. Guidance for the issuing of rewards is contained within the consequences and rewards scheme (Appendix A)

## **PRAISE**

1. Staff should seek every opportunity to praise behaviour, achievement and improvement both in and out of school. Positive feedback is a great motivator, and may be a written comment in an exercise book, Student Planner, or a quiet or public word.
2. Departments should use the rewards system fully and contribute to regular reviews. Although the primary form of rewards is the awarding of points via the consequences and rewards scheme, departments may send Praise Postcards for exceptional work and effort. Work put on display, laminated photographs, newspaper reports, and articles in the Parents' Newsletter can also be used to celebrate achievement.
3. Heads of Department, Progress Leaders and the Leadership team should seek every opportunity to praise and present awards in assembly. These will include:-
  - Sporting honours, trophies
  - Musical certificates
  - Prizes for competitions
  - Lifestyle
  - Consequences and rewards scheme points.
  - Arts awards and badges
  - Attendance and punctuality certificates and prizes
4. Staff will make use of the Awards Evening to award a variety of prizes for achievement.
5. Sports Day and the subsequent sports assembly provides a formal setting to celebrate athletics achievement with a variety of awards for individual sports.
6. The Performing Arts assembly is an opportunity to recognize achievement in the Arts.

## **SUPPORT SYSTEMS FOR PUPILS**

- Every pupil should have at least one adult in school to whom they feel they can turn when in need.
- Each pupil has a tutor, Progress Leader and Pastoral Manager or Progress Leader who will get to know them and support their well being
- There will be regular contacts with home once a term for all pupils and more regular contacts in case of need. Parents/carers have a right to be informed about school life.
- The homework diary is used as a means of individual communication between school and home; points gained or lost as part of the consequences and rewards scheme will be communicated via the SchoolComms website or app
- Mentoring of year 7 pupils, and some from other years, will be carried out by trained volunteer peer mentors from year 10.
- Mentoring of individuals or small groups will take place led by teachers or outside agencies as agreed by the Pastoral and Leadership Teams. **Appendix B** shows mentoring used in school
- A small number of pupils with particular needs will have access to the Student Support Centre (SSC) by agreement with members of the SSC.
- Where there is a risk of permanent exclusion, some or all of the following may be instigated: personalised timetable; alternative (i.e. off-site) provision; pastoral support plan. There is likely to have also been contact with the Area Behaviour Partnership Co-ordinator to find an inclusive curriculum for the student.
- Where there is a recognized high level of need a Common Assessment Framework (CAF) may be instigated

## **SUPPORT SYSTEMS FOR STAFF**

- Behaviour management will be a regular agenda item at pastoral team and pastoral board meetings.
- Training opportunities for staff to reflect on and share their skills to include
  1. Whole staff INSET,
  2. Opportunities for lesson observations and feedback.
  3. Opportunities to feedback ideas and concerns via meetings
- Regular updates/revisits of issues (include policy review)
- Peer support staff (Team teaching, coaching, access to teaching assistants )

## **SUPPORT FOR PARENTS**

- Access to a named person for initial discussion of concerns. This will normally be the form tutor in the first instance.
- Information regarding their child's behaviour through the attitude to learning grade as displayed in the interim reports issued 3 times a year

## **ILL HEALTH**

Where possible pupils should be encouraged to stay in lessons. When a pupil is obviously ill during the day they should be sent to the office with a note in their diary for countersigning

with a decision re further action. The office staff, Pastoral Manager or designated First Aider will speak directly to parents if a decision is made to send a pupil home.

## **SANCTIONS**

Behaviour management is the responsibility of the individual teacher in the classroom and they should always play a central role in the application of sanctions. All teachers have the right to expect support if and when it becomes necessary. Where sanctions are found to be necessary in order to establish boundaries and ensure that all students are able to learn and progress it is assumed that the focus will always be on supporting the student in working to improve unacceptable standards of behaviour and attitude. Where it is deemed necessary sanctions applied should be used sparingly and fairly and could include those detailed below. The student's special needs and any disability will be taken into account.

### **SANCTIONS: PROCEDURES**

The procedures for operating the consequences and achievements scheme are contained within the document of that name (which can also be found in Appendix A).

### **SANCTIONS: OTHER CONSIDERATIONS**

- Pupils may occasionally be removed from lessons for a short period as a means of defusing situations. They should not normally be removed for more than 10 minutes and should remain under the teacher's supervision; the amount of time out of the lesson is at the teacher's discretion. They should not be sent to work elsewhere without prior agreement with the person whose responsibility they become.
- A small number of Special Needs pupils will carry a card to allow them to leave a classroom if deemed necessary by the pupil or teacher. These pupils will be highlighted on the SN register and have a designated place to go and tasks to complete. This may be within the SSC. A list of these pupils is displayed on the Staff Notice Board.
- If a pupil is persistently misbehaving they will be placed on report. This will be managed departmentally in the first instance but could lead to a form tutor's report and then a Progress Leader report. In more serious cases Leadership team can become involved. Departments use Green report slips; Tutors blue booklets, Progress Leaders pink booklets and Leadership team Gold booklets. All completed reports will be added to the pupil's file.
- Red triangles are issued to all staff to be used in emergency situations for the removal from lessons by SLT or Progress Leaders or Pastoral Managers. The consequences and achievements scheme details which offences should be referred urgently using the red triangle system. Removal from a lesson should be followed up and dealt with by the teacher involved whenever possible and may involve putting the pupil on departmental report.
- Isolation is a higher level sanction which is only given by SLT. Details of how isolation works is shown in **appendix D**
- Fixed term exclusions or permanent exclusions are a final sanction to be authorised by the Headteacher and are for the most serious and persistent offences. **Appendix E**
- Permanent exclusion may be appropriate for the most serious offences as designated by the Headteacher and governors.

## **DETENTIONS**

- Teachers and departments may issue lunch or break time detentions where appropriate in accordance with the consequences and achievements scheme but pupils must be given sufficient time to eat, drink and visit the toilet. 3 minutes at break and up to 10 minutes at lunch time should be sufficient.
- For more persistent problems (as identified in the consequences and achievements scheme) after school detentions can be issued. Legally it is not necessary to give 24 hours' notice but this will be done whenever practically possible. A phone call on the day would suffice with verbal consent from the parent and arrangements confirmed for the pupil to get home safely. The office need to be made aware who is on site for detention after school and who is in charge.

## **Uniform**

The school has an agreed uniform for pupils that is detailed in the school prospectus and annually in the student planner. Uniform is seen by the school as a means of helping to maintain a smart and professional appearance that is practical, safe and avoids discrimination. Students are expected to adhere to the uniform list and it is the responsibility of all staff led by HsOY and SLT to enforce the correct wearing of uniform. Where non uniform items such as Hoodies and cardigans are worn these will be confiscated and returned at the end of the school day. The sanctions detailed in the consequences and achievements scheme will apply. The school also has the right to provide temporary spare items of uniform such as ties, shirts, blazers, shoes etc. so that in the short term the student is complying with uniform rules. Refusal to comply with this from students will result in a higher level of sanction. In serious cases of non-compliance with uniform rules, isolation may be used to keep the student away from their peers. Parents will be kept informed of these incidents to support the child in maintaining high standards of uniform.

## **Appearance**

All pupils wear school uniform and the highest standards of dress and appearance are expected at all times. Uniform should be worn with pride whilst at school and on the journey to and from school. Fashion trends must be reserved for out of school wear. Top buttons are to be done up and shirts tucked in.

There are a number of regulations aimed at preserving high standards. Pupils or parents are advised to ask before rather than after about specifics if there is likely to be any doubt. School is not the place for fashion clothing.

- Jewellery is not permitted, except a watch and one plain ear stud per ear.
- Make up is not acceptable.
- Boots, trainers, open backed or heels more than 2 inches are not permitted. If pupils attend in inappropriate footwear, the school has a selection of black pumps that can be worn for the day.
- Hairstyles should be neat and tidy. Fashion variations NOT acceptable include ridged haircuts and excessive use of styling products or colour, dyes and dip dyes.
- Long hair should be tied back with a dark, plain accessory.



- All items should be named.
- “Hoodies” should NOT be worn or brought in to school.

# **Appendix A Consequences and Rewards Scheme**

## **Consequences and Achievements Scheme**

A new “Consequences and Achievements Scheme” has been in force since September 2016

This system allows:

- very much quicker responses,
- a significantly reduced admin burden on tutors,
- a much easier way for tutors and Progress Leaders to monitor behaviour
- recording and tracking of behaviour incidents and patterns
- clear communication with parents
- the monitoring of low level disruption

Pupils will still be given a planner and this will still need to be monitored by tutors and parents but only to check homework and monitor home/school communications.

SIMS will be used to record conduct (behaviours and achievements).

### **Recording behaviours and rewards.**

SIMS is set up to automatically associate points (either negative or positive) with certain “behaviours” (the word SIMS uses for negative conduct) or “achievements.”

A guide on how to record behaviours is included in the Staff Handbook; achievements are recorded in the same way as behaviours.

Most behaviours and achievements are seen in lessons and these are easily recorded by right clicking the name in lesson monitor and choosing the behaviour from the dropdown menu. Note that by holding down CTRL and left-clicking, multiple names can be selected and the same behaviour recorded for each selected pupil.

There is a video on how to use this facility [here](#).

Some behaviours and achievements occur outside of lessons. In many cases, simply keep a note of this and add it at the end of the day. If there are multiple pupils (for examples, all of those attending football club) who need achievements recorded, these can be given to the Pastoral team who will record them for you.

Parents will receive daily updates of the achievements or behaviours of their children via email and/or the SchoolComms app or website.

### **Operating the scheme**

At the end of this document there is a list of behaviours (which result in “consequences”) and achievements (which result in “rewards”). If a pupil misbehaves or does something worthy of reward, you will need to record this in SIMS. SIMS knows how many points we have associated with each behaviour or achievement. Once you have recorded the conduct in SIMS there is nothing else, in the administrative sense, that you need to do. Of course, you may decide to take your own action: for example, if a pupil hasn’t worked hard enough in the lesson, there is nothing to stop you keeping them back for five minutes to catch up the work.

Tutors can monitor their tutor groups by setting up their homepage correctly. Please speak to a member of the Pastoral team if you need help in setting this up.

### **A Note on Departmental Detentions**

Please look at the C2 category and note that a C2 is given for "persistently or repeatedly doing any C1 misdemeanour". Note also "*subject specific offences should result in a departmental detention*". Therefore, the system of subject of faculty detentions should continue. This allows departments to deal directly with repeated issues such as failure to hand in homework. Even if a misdemeanour is dealt with within a department, it should still be recorded on SIMS. This allows pastoral staff to track behaviour consistently. Note that missing a detention is a C3 offence and that this automatically leads to a detention (of the next step up from the missed detention).

### **The Consequences and Rewards scheme – information for students**

The choices you make have a consequence. Certain things you do, like arriving late to a lesson, will have a negative consequence: you'll miss important learning; other things you do, such as trying hard in lessons, will have positive consequence: you'll find learning stimulating and rewarding.

To help encourage you to achieve highly – and to avoid negative consequences - we will give or take away points. These will be recorded in the school's computer system and you and your parents will be able to track how you are doing using our "Schoolcomms" system which you can access from our website or via the Schoolcomms app"

The tables on the next page show how you can gain or lose points.

Each pupil will start the year with 950 points (one for each lesson in school during a normal year)

### **Rewards and Consequences**

If you lose 2 or more points in a week you will get a lunch time detention with your Progress Leader. If you lose 4 or more points in a week you get an after school detention (normally held on a Thursday). 8 points lost in a week will lead to a Headteacher's detention in addition to a Thursday after school detention. You may be put in detention for other things regardless of the number of points you lose.

Pupils with an unacceptably low number of points at the end of the year will lose the right to be involved in end of year activities such as enrichment week or the Prom. The exact number of points regarded as unacceptably low will be determined in the course of the year. Parents and pupils will be notified of this number.

If you gain more than 100 points you will be presented with a certificate by your Progress Leader and will be mentioned in the "Celebrating Achievement" section of the school newsletter. If you gain 150 points you will receive a prize from your Progress Leader such as an early entry pass to the canteen, a trip to the ice cream shop or will be placed in a draw for an even bigger prize. These figures may be reviewed in the first year of the system. Parents and pupils will be notified of any changes.

## Information for pupils

C1 – Low level disruption in lessons which is beginning to impact upon learning and well being  
*1 point subtracted from your total*

Examples include: lack of equipment; no homework; distracting others or dropping litter. However, there are other reasons why a teacher may issue a C1.

C2 – Repeated or persistent disruption  
*2 points subtracted from student total*

If you persistently or repeatedly do things which are in the C1 category your teacher may give you a C2 which will result in you losing 2 points. Use of a mobile phone for any reason will also lead to a C2 (note that the normal sanctions for having your phone on during the day will also apply).

C3 – Significant disruption that directly impacts on learning and well-being  
*A C3 behaviour will lead automatically to a detention; 5 points subtracted from student total*

Examples include: seriously disrupting a lesson; being late to school or being rude to others. However, there are other reasons why a teacher may issue a C3.

C4 – High level disruption and offences  
*The consequence arising from a C4 behaviour will be determined by a member of SLT or Progress Leader; 10 points will be subtracted from the student total.*

Examples include: serious disruption to the lesson; bullying; illicit substances (such as cigarettes or e-cigarettes); defiance to a member of staff. However, there are other reasons why a teacher may issue a C4 or C5.

R1 – Helpfulness and following routines in lesson  
*These will gain 1 point*

Examples include: having your diary signed; contributing well to lessons or showing a positive attitude; consistently wearing your uniform smartly. However, there are other reasons why a teacher may reward you with an R1.

R2 – Sustained good attitude or involvement in extra-curricular activities  
*These will gain 3 points*

If you persistently or repeatedly do something in the R1 category your teacher may give you an R2. Other examples include: attendance to an after school or lunchtime club or other extra-curricular activity.

R3 - Significant achievement over time  
*These will gain 5 points*

Examples include representing the school repeatedly in a sports or arts club; gaining a component of your D of E award; being on target in all subjects.

R4 – Very significant achievements in or outside of school  
*These will gain 10 points (or possibly more at the discretion of SLT)*

Examples including representing the school or club in district, regional or national sporting, artistic or cultural activities; being commended by an organisation outside of school for bravery, helpfulness etc; being selected as part of the Pupil Leadership Team.

List of possible offences and their category

<p>C1 – Low level disruption in lessons which is beginning to impact upon learning <i>1 point subtracted from student total</i></p>
Lack of equipment
Diary not signed
No homework
Poor uniform (e.g. shirt untucked, no tie, incorrect footwear)
Shouting out
Distracting others
Lack of effort
Poor attitude to learning
Inadequate work
Eating, drinking (except water), chewing
Off-task
Minor damage to property
Minor lateness to lessons/reg
<p>C1 – Low level disruption outside of lessons <i>1 point subtracted from student total</i></p>
Out of bounds
Eating outside of designated areas
Jumping the queue
Dropping litter
<p>C2 – Repeated or persistent misbehaviour <i>2 points subtracted from student total; subject specific offences should result in a departmental detention</i></p>
Persistently or repeatedly doing any C1 misdemeanour
Mobile phone used for any reason (phone should be confiscated)
Poor behaviour at break or lunch time, taking another students ball
<p>C3 – Significant disruption that directly impacts on learning and well-being <i>A C3 offence will lead automatically to a detention; 5 points subtracted from student total</i></p>
Failure to attend PL, SLT or HT detention
Major damage to property
Disruption to the lesson
Missed detention (subject/PL/SLT)
Serious lateness to school (same day detention with SLT – not after school)
Serious lateness to lessons (departmental detention for first offence; repeated lateness to be monitored by PL & PM)
Rudeness to others
<p>C4 – High level disruption and offences <i>The consequence arising from a C4 offence will be determined by a member SLT; 10 points will be subtracted from the student total. (If the consequence is an isolation this will replace a detention as the sanction issued)</i> <i>A Red Triangle call out can be used to call for assistance; do not use the Red Triangle for a C1-3 offence. SLT, PL, PM will decide on the outcome of the C4.</i></p>
Smoking / possession of smoking materials
Serious disruption to the lesson

Truancy
Assault on a pupil
Bullying
Fighting
Illicit substances
Theft
Verbal abuse to teacher
Verbal abuse to pupil
Defiance

List of possible behaviours

R1 – Helpfulness and following routines in lesson <i>These can be recorded directly in lesson monitor and will gain 1 point</i>
Diary signed
Positive attitude in lessons
Effort in lessons
Contributions in lessons
Good answers in lessons
Good homework
Smart sustained appearance in uniform
R2 – Sustained good attitude or involvement in extra-curricular activities <i>These will need to be sent to the PL admin for recording on SIMS and will gain 3 points</i>
Persistently or repeatedly doing an R1 activity (to be entered by class teacher or form tutor)
Music Club attendance
Dance Club attendance
Performing Arts Club attendance
Sports Club attendance
STEM Club attendance
Library helper
D of E attendance
R3 - Significant achievement over time <i>These will need to be sent to the PL / PM admin for recording on SIMS and will gain 5 points</i>
Termly subject awards for attainment, outstanding attitude to learning
Sports club achievement
Performing Arts Club achievement
Dance Club achievement
Music Club achievement
D of E achievement
On target in all subjects at interim or main report
R4 – Very significant achievements in or outside of school <i>These will be recorded in SIMS by PM/PL and will typically result in a mention in the school newsletter; will gain 10 points (or possibly more at the discretion of SLT)</i>
Representing school or club in district, regional or national sporting, artistic or cultural activity
Selected as part of Pupil Leadership Team
Commended by out of school agency for charity, courage, helpfulness etc.

# Appendix B

## Mentoring

### Summary

Mentoring has been well established at Henley and is being evaluated on an ongoing basis.

<b>Yr Group</b>	<b>Mentor group</b>	<b>Purpose</b>	<b>Evaluation</b>
All	Tutors, SLT and other staff	Improving academic standards i.e. attainment	HsOY analysis of effort and achievement grades
Individuals all years.	Lifespace	Various but includes working with disaffected to improve motivation and teach skills such as anger management	Monitoring by pastoral team by discussion with parents, pupils and Lifespace
Yr 11 selected pupils needing more input	SLT, Progress Leader 10-11	Raising attainment and reducing disaffection	Analysis of GCSE grades compared to predicted grades
Yr 7-11	Academic mentoring for 7, 8, 9, 10 & 11	Raising attainment and reducing disaffection	Analysis of grades, levels of progress being made compared to target grades
All	SLT	Disciplinary panels	Number of detentions, isolations and exclusions
Individuals – from all year groups	Learning Support team	Small group and individual support according to identified IEP targets	Through IEP review process
Pupils on report	Progress Leaders, pastoral manages and tutors	Changing behaviour patterns	Monitoring of reports



# Appendix C

## Detention Procedure

1. Detention rota will be issued at the start of the year and be notified weekly on the newsletter.
2. Names for pupils on detention will be added to the Detentions section of SIMS and thus a list will be available for the member of staff allocated to that detention.
3. Collect reply slips – if not available add a note to the pupil's diary – 'attended detention, no reply slip'.
4. Pupils should gather in room H for upper school and room G for Lower school but please check dining annex.
5. The nature of the work set for all Thursday and Friday detentions is the responsibility of the appropriate Assistant Headteacher, who will provide the necessary resources.
6. If there is outstanding work to complete the pupil should bring it with them. Alternatively appropriate community service can be given.
7. If a pupil is absent please mark as such – Pastoral ManagerPastoral Manager will follow up.
8. Keep an eye on pupils to maintain an appropriate (usually silent) environment.

## Appendix D: Isolation Procedures

Isolation is a serious sanction given to pupils for whom the only alternative would be to issue a fixed term exclusion. A pupil can only be put into isolation in conjunction with a member of the leadership team. Isolation is a pre-planned sanction. Work is sent for by the relevant member of SLT and set by teachers normally teaching the pupil.

### Rules

#### Pupils

1. Check your desk for graffiti and inform the teacher if there is any. Your desk will be checked at the end of the day and you will be responsible for anything on it!
2. Stay in your allocated seat
3. Do not speak to others
4. If you need help - try to resolve the problem yourself, if not possible ask (quietly) for help
5. Complete all work to the best of your ability.
6. Put your name and the teachers name on any sheets that need to be handed in.
7. If all work is all finished, you may read a book silently.

#### Staff supervising (normally this will be SLT Pastoral Managers

1. Pupils should sit separately and complete work sent by colleagues. If work does not arrive they may read a suitable book in silence.
2. Insist on silent work
3. Allow 2 minute toilet break in the middle of lessons i.e. when others are not around.
4. If there are behaviour problems use the normal procedures
5. Keep an eye on the desks – no graffiti!

## Appendix E: Exclusions

This appendix sets out the policy and practice to be followed for pupils who are excluded from Henley-in-Arden School either for a fixed term or permanently

Exclusion is for serious breaches of the school code of conduct.

1. The decision to exclude will be taken using written information including pupil and teacher statements. These need to be detailed, dated and signed.
2. Fixed term exclusion will be endorsed by the Headteacher or when not available the Deputy Headteacher.
3. Permanent exclusion is the decision of the Headteacher

When a decision to exclude is taken:

1. School secretary provides paperwork for pupil to take home
2. Copy of paperwork should be posted home
3. Secretary should inform the attendance officer and put a note on the SNB and through to the Progress Leader
4. Progress Leader or member of SLT to phone parents and letter to be written if appropriate. Note of contact to be placed on pupil file.
5. Office to ascertain pupil timetable and request work for pupil to complete during the exclusion. This should be delivered to the office or might be collected by reception pupils. Ideally it should be ready to go home with the pupil after the exclusion. Alternatively parents may collect the work.
6. Pupil should be interviewed by a member of SLT to finalise the facts/judgments of the case and to give the pupil an opportunity to put their side of the events. The significance of exclusion should be explained.
7. On return to school the pupil should be placed on report – probably to the Progress Leader or a member of SLT to support their return. This will usually be for 1 week.
8. SLT to review numbers of exclusions and their reasons.
9. Persistent offenders will need regular review