

Behaviour Policy 2020

Ratified by the Governors Curriculum Committee: Personnel Committee 15 September 2020

This Policy is due for review September 2022 (Every 2 years)
--

'Making a positive difference' to students' achievements and experiences,
maintaining the **highest expectations** and inspiring **self-belief**

CONTENTS

Highgate Wood School's Core Values	3
Principles	3
The Highgate Wood Student.....	4
Attributes.....	4
Growth Mindset	4
Social Behaviour	4
Aims of the School Behaviour Policy	5
The Objectives of the Whole School Behaviour Policy	5
Home School Agreement.....	5
The Role of the Student Code of Conduct.....	8
Routines and Expectations	10
Mobile Phones and Technology in School.....	13
The Role of Rewards	14
Rewards System	14
Rewards trips and events	15
Departmental Recognition and Rewards	16
House Awards.....	16
Senior Leadership Monthly Awards	17
Commendations, Certificates and Badges.....	18
Departmental end of Term Recognition and Rewards Assemblies.....	19
House Achievement Assemblies.....	20
End of Year House Rewards Assembly	21
Behaviour support	22
Other strategies to improve behaviour:.....	22
Relocation procedures.....	24
System for detentions	25
Defining a Serious Incident at Highgate Wood School.....	27
Cumulative response to continued poor behaviour	28
Sanctions in response to serious incidents and to the accumulation of Negative Behaviour Points	28
Referral Room.....	28
Out of Circulation	29
Internal Isolation	29
Fixed Term Exclusion	29
Permanent Exclusion	29
Managed Move / Direction Off Site	30
Consequences for Continued Poor Behaviour	31
APPENDIX 1: Achievement Categories and Value.....	32

APPENDIX 2: Demerit Categories and Values	33
APPENDIX 3: Referral Sheet.....	34
APPENDIX 4: Departmental Relocation Sheet.....	35
APPENDIX 5: Student Statement Sheet	36
APPENDIX 6: Student Acceptable Use Agreement (ICT)	38
APPENDIX 7: Uniform Code	40
Boys:	40
Girls:.....	40
All:	41
Uniform Infringements.....	41
If you do not have the correct uniform:	41
APPENDIX 8 – Anti-Bullying Statement	42
Anti-Bullying Statement	42
General introduction	42
Cyber bullying	42
Anti-Bullying Code for Students	43
PASTORAL SUPPORT PLAN	44
PASTORAL SUPPORT PLAN OVERVIEW – Meeting Log.....	45
PASTORAL SUPPORT PLAN INITIAL MEETING.....	46
Appendix 9: Behaviour Policy for Sixth Form.....	70
Policy.....	70
Assumptions	70
Procedures and Processes	70
Attendance	73
Issues of serious breaches of school expectations and misconduct	73
Appendix 10 - Post 16 Home School Commitment.....	75

Introduction

The Highgate Wood School Behaviour Policy creates the conditions for outstanding learning and the encouragement and development of our students to become mature young adults ready to succeed in life beyond school. We believe that there is no separation between behaviour and learning. Excellent behaviour and successful learning are complimentary.

Highgate Wood School's Core Values

At Highgate Wood our expectations for the conduct of students are based upon a set of core values. These are:

The 4Cs	Courtesy, Consideration, Cooperation & Contribution
Growth Mindset	Perseverance & Hard Work
Shared Values	Respect & Honesty

Growth Mindset

With Growth Mindset being the cornerstone of our learning ethos, our students will be fully aware that success, however defined, is achieved through hard work, perseverance and focused practice based on seeking and responding to feedback. Highgate Wood School students learn to be resilient, welcome challenge and understand that failure is a necessary part of the journey to success. We believe that there are no upper limits to what our students can achieve if they have the right attitude to learning and display the behaviours necessary for success. Our behaviour policy outlines what those behaviours are and encourages these through clear expectations, rewards and sanctions. We also believe that like all things, behaviour and conduct can be developed and improved.

Principles

The spirit of our behaviour policy is summarised below:

- the consistent promotion of excellent behaviour – we hold genuinely high expectations and insist on the very best conduct from all of our students without exception
- a belief that all students can consistently display excellent behaviour and achieve the best possible outcomes
- all students can achieve outstanding outcomes and contribute positively to the life of the school
- poor behaviour is never accepted
- Highgate Wood School values apply to all students and all members of the school community.
- rewards feature more prominently than sanctions on a day to day basis for the overwhelming majority of students
- the values that our behaviour policy seeks to uphold are Highgate Wood School values and are applied consistently by all members of staff
- these aspirations are reflected through all of our expectations and recognised through rewards and celebrations.

The Highgate Wood Student

What type of students do we want to nurture at Highgate Wood School?

Attributes

Highgate Wood School will nurture and educate our students to be learners who are:

- happy and full of enjoyment
- independent and autonomous
- well-rounded and open minded
- resourceful
- reflective
- engaged and passionate about learning
- ambitious and competitive
- solution focused
- bold risk takers.

Growth Mindset

Our students will exhibit the behaviours and attitudes reflective of a Growth Mindset where they are:

- prepared to embrace challenge - pushing themselves beyond their comfort zone
- strong believers in their ability to develop and improve their talent and abilities through application and hard work
- appreciative of the benefits of hard work and effort
- intrinsically motivated
- are able to treat setbacks and disappointments as learning opportunities
- inspired by the success of others rather than threatened by it
- responsive to all useful feedback (positive or negative) rather than limited or discouraged by it
- believers in the power of 'yet'.

Social Behaviour

Our students will relate well to one another and play an active role in developing a supportive and inclusive community in which all of our students:

- behave towards each other and all members of the community with good manners, courtesy and consideration
- are proactively choosing to and making a positive contribution to the school community
- understand the high expectations that we place on them and co-operate fully without needing to be asked
- are kind and empathetic to others
- show respect and display honesty
- model excellent social skills.

Aims of the School Behaviour Policy

The aim of the school behaviour policy is:

- to reflect the school values of Cooperation, Contribution, Consideration and Courtesy (the 4Cs), Hard Work, Perseverance, Respect and Honesty
- to make clear the positive and constructive rules of conduct as agreed by governors, staff, parents and students
- to set the framework for rewarding positive and responsible behaviour
- to make explicit the procedures to be followed and sanctions applied should behaviour fall below these standards of conduct.

The Objectives of the Whole School Behaviour Policy

The objectives of the school behaviour policy are to ensure:

- the school is a safe and supportive environment for all
- that all members of the school community are shown respect and show respect for others
- to encourage a positive approach to behaviour by good example and by praise and reward for good behaviour
- that the environment, curriculum, and other factors within Highgate Wood School's control are monitored to ensure the promotion of good behaviour
- that where behaviour falls short of accepted standards, procedures are followed and sanctions are applied fairly and consistently.

As a community it is essential that we recognise that this policy must apply to the behaviour of all its members and to all adults (teachers, other staff, parents/carers and visitors) as well as to our students. Only by example can we teach and demand good standards of behaviour from those whose education is entrusted to us.

We also recognise that the success of the policy depends on the full support of parents. To this end **The Home/ School Agreement** has been drawn up which reflects the expectations of Highgate Wood School.

Home School Agreement

Highgate Wood School recognises that the successful development of its students depends on an effective partnership of school, student and parent/carer. All three parties share responsibility for the development and achievement of each student. Together we commit ourselves to the following:

The school will:

- provide a safe and stimulating learning environment for your child
- ensure that your child has the opportunities, support and guidance to fulfil his/her potential as a learner and member of the school community
- offer a broad and balanced curriculum for all students
- expect high standards, set clear rules, promote mutual respect and nurture high aspirations

for every student

- encourage all students to take responsibility for their own actions, feel proud of their achievements and enjoy being a student at the school
- keep you informed about your child's progress and attainment at school as well as more general school matters
- insist that all students observe the school's behaviour and anti-bullying policies
- set regular homework and provide suitable facilities for homework to be done at school
- record and reward hard work, good progress, perseverance and effort
- offer a wide range of extra-curricular opportunities that will develop broader skills to prepare your child for life beyond school.

As a parent/carer I will:

- take an active interest in all aspects of my child's school life
- make sure that my child attends school regularly, on time, properly equipped and properly dressed in full school uniform
- keep the school informed with any information that may be relevant to my child's health, happiness, work or behaviour
- ensure that the school is provided with details of any changes to my address, telephone numbers or emergency contact detail
- notify the school if, for any reason, my child cannot attend
- support the school's policies and guidelines as outlined on the school website, and encourage my child to do the same
- support the school's policy on homework, check Show My Homework and encourage my child to make the required effort and provide an atmosphere at home which is conducive to learning
- attend parents' consultation evenings and other meetings at which my presence is requested
- support the school's detention policy and the behaviour policy
- encourage my child to participate in the extra-curricular opportunities offered by the school and for them to attend off-site visits
- keep informed of my child's achievements (and demerits) that are available on e-praise.

As a student I will:

- do my best to be a credit to myself, my family, my House and my school
- work hard in class and at home so that I can achieve my full potential
- attend school regularly and arrive at lessons, registration and assembly on time
- wear the correct full school uniform and follow the school uniform code
- support the school's values and ethos by demonstrating the 4Cs
- follow the school's rules and accept the consequences of my actions - the rewards and the sanctions
- help other students by allowing every teacher to teach and every learner to learn
- behave safely, sensibly and with courtesy and consideration on my journeys to and from school
- behave with courtesy and consideration in and out of class, cooperate with school staff and contribute to my own learning
- respect and care for others and their property (including school property)
- use my Student Planner to help me be organised and successful in my learning
- Check Show My Homework, and complete and hand it in on time
- find out what opportunities are available to me to contribute to the life of the school and

- develop myself as a person, and participate where possible
- care for the environment—in and out of school
 - pass all letters, notes and reports to my parents on the day they are issued
 - talk with my parents and teachers about any concerns that I have about my progress, safety and happiness at school
 - observe the school's policies and advice on the safety of myself and others, including advice given about on-line safety
 - be a proud member of Highgate Wood School.

The Role of the Student Code of Conduct

Our rules are there to make Highgate Wood School an excellent place to be for everyone

Our Student Code of Conduct outlines the expectations for our students:

- in the community of Highgate Wood School
- in lessons
- in the local and wider community.

All of our students will be taught to:

- wear their uniform with pride
- be prepared for learning
- communicate politely and effectively to each other, staff, members of our local community and all visitors to the school
- make sensible choices and avoid risky behaviour
- display the Highgate Wood School values of Courtesy, Contribution, Consideration and Courtesy (4Cs), Hard Work, Perseverance, Respect and Honesty.

Student Code of Conduct

In the **community of Highgate Wood School**, I must:

- listen to members of staff and follow their instructions politely and calmly
- be honest and not be afraid to tell the truth
- be polite to all I encounter: staff, visitors and fellow students and treat all people as I would wish to be treated myself
- go straight to lessons, holding doors open for others when corridors are busy
- walk calmly and quietly on corridors and staircases following traffic flow expectations, keeping to the left, without rushing or causing a disturbance and keeping my hands to myself
- respect other people's privacy and family life so they are not offended by what I say or do
- never insult, undermine or swear at any member of staff, visitor or student, whether in person, through others, or via social media
- never rush, fight, play-fight or engage in other forms of physical abuse or intimidation to anyone at any time
- never touch or vandalise other people's or the school's property, and treat other's belongings with respect
- always wear my uniform completely and correctly
- eat only in the designated areas, at the appropriate times, and never in the corridors or in classrooms
- put litter in the bin and/or recycling bins, as appropriate.

In lessons to help me achieve, I will:

- make learning my priority and understand there are no shortcuts
- be on time for school and all lessons
- bring my Student Planner, water bottle, PE Kit (as required) and all other equipment necessary for school every day

- enter the classroom quietly, greet the teacher, go straight to my seat and get my Student Planner and any other relevant equipment out as necessary
- settle down to the starter activity (if set) straight away
- show respect for my own learning and that of others by being silent when requested
- be an active learner engaging with all activities
- respect other peoples' responses and questions and learn from them by active listening
- use my student planner to help organise my learning (even though it is set on Show My Homework), and complete homework on time and to the best of my ability
- drink water when necessary (and permissible depending on the subject and venue) from the appropriate water bottle, but never eat or chew in class
- make sure I catch up with my learning when I am absent from school or behind in my work
- remember it is always the teacher who determines what happens in lessons.

To take pride in Highgate Wood School's surroundings and support the planet I must:

- help keep teaching rooms pleasant, clean and tidy areas for myself and others to work in
- always be **'Eco' aware**
 - follow the school's guidance on the safe and efficient use of electrical items
 - never, ever drop litter and indeed help pick it up/remind others of their duty to keep the environment clean and tidy using the recycling bins provided, where appropriate
 - Never, ever indulge in **graffiti or vandalism**.

To show I am an ambassador of whom Highgate Wood School can be proud I will:

- **dress smartly**, in correct uniform at all times, including to and from school
- Have respect for the school's **neighbours** and be helpful and considerate in the local community
- **be aware** of other people around me – on the streets, in shops, on buses and trains – **never shout** or behave in a way that will affect others (we **share** pavements, buses/trains)
- **speak quietly** and politely to my friends
- **offer my seat** where possible to an older person/carer with young children
- make my way to and from school quickly and not congregate in large groups on the streets.

I understand that there will be consequences if I do not adhere to the Code of Conduct.

Routines and Expectations

The following routines and expectations apply to all students and will be rigorously and consistently upheld.

Before arriving at school all students will:

- a) eat breakfast or leave home with enough time to eat at school before the start of the school day.
- b) not congregate in large groups in public areas, including our neighbouring public shopping areas
- c) make sure that all homework is complete.
- d) pack their school bag with the following items:
 - current reading book
 - student planner
 - water bottle
 - 1 x see through pencil case with the following contents:
 - 2 x black or blue writing pens (black for exam purposes)
 - 1x green writing pen (for self and peer marking purposes)
 - 2 x highlighter pens (any bright colours)
 - 2 x sharpened pencils
 - 1x rubber
 - 1 x 30 cm ruler
 - 1 scientific calculator
 - 1 x protractor
 - Books/folders for that day
 - PE Kit, if required.

On arrival at Highgate Wood School all students will:

- a) be in full uniform and the uniform is worn correctly
- b) remove any chewing gum from their person and dispose of it in the bin
- c) go straight to their form room for Registration and line up outside the classroom in silence waiting to be greeted by their form tutor
- d) expect to be sent to the Out of Circulation Room if not wearing the correct uniform. Students are able to go to their Head of House Support Officer before 8.30am with a note from their parents explaining the issue and resolution date, in order to get a replacement uniform item, or to be given a note for the day.
- e) put headphones, mobile phones or any other electronic devices away and turned off before entering the school gates. (For further explanation of expectation and consequences, please refer to Page 13).

Walking around school and moving to/from lessons all students will:

- a) follow instructions from any member of staff or adult first time
- b) move directly to lessons once their teacher has dismissed them, and not wait for friends in corridors or school spaces
- c) have a maximum of five minutes to get to their next lesson, and will be deemed late if they arrive after this time. This is to ensure all journeys from building to building have enough time; the vast majority of students will not need the full five minutes, but will be at their next lesson in a couple of minutes

- d) allow any member of staff or adult to pass through a doorway before them
- e) hold doors open for others
- f) never run
- g) walk on the left-hand side of the corridors and stairways
- h) stay quiet and calm on corridors and stairways and never shout
- i) only enter corridors or other spaces that are permitted
- j) keep hands and feet to themselves, ensuring no unnecessary physical contact.

All students will follow the same **routines for entering the classroom:**

- a) students will line up in silence outside their classroom ready to enter the class
- b) the teacher will greet the students at the door
- c) all students will remove their coats before entering the classroom
- d) all students will enter in silence and move immediately to their allocated seat and place their equipment on their desk ready for learning
- e) all students will start any starter activity (as appropriate) in line with the teacher's expectations on noise level.

During a lesson all students will:

- a) put their hand up and wait patiently for their teacher to respond, if they need the teacher's attention
- b) always speak in full sentences
- c) be active listeners
- d) celebrate the successes of others
- e) see mistakes as steps on the road to understanding
- f) show perseverance when attempting new tasks and embarking on new learning
- g) help maintain a supportive culture based on respect and teamwork
- h) always remain in the classroom unless given specific permission from the teacher to leave
- i) on the very rare occasion that they need to leave a lesson, always get a note from the teacher.

Moving to and from assemblies **all students will:**

- a) go to their normal form rooms where they will be met by their form tutors and brought down to assembly in register order, or order agreed by the form tutor to ensure impeccable behaviour
- b) ensure that their school uniform is worn correctly
- c) ensure that all outdoor coats are removed before entering the Main Hall
- d) enter the Main Hall in silence
- e) sit in their assigned seats in silence whilst awaiting the start of the assembly
- f) listen attentively to the assembly and participate fully as necessary – all rounds of applause will be genuine and respectful to the celebratory ethos of Highgate Wood School
- g) form tutors or other attached staff will stand next to their form group and actively help to maintain perfect order
- h) at the end of the assembly, when the member of staff or other adult holding the assembly leaves the room, all students will remain in silence whilst they are dismissed by their Head of House/Deputy Head of House or senior member of staff, one row at a time.

- i) the students will then walk directly and quietly to their next lesson
- j) staff will go on to the corridor to ensure students walk quietly to their next lesson.

During break and lunchtime all students will:

- a) use their break and lunch time effectively:
 - drink some water/refill water bottles
 - go to the toilet
 - meet with any member of staff to address any concerns
 - complete any work or revision that is required
 - attend late detention at break time, if they arrived late before Period 1.
- b) line up quietly and calmly using the queuing system, ensuring that they remain in the designated queue line
- c) treat our catering personnel with courtesy by saying please and thank you
- d) clear away their own trays, plates and cutlery and maintain an orderly environment at all times
- e) place all litter in the recycling or other bins provided in the designated eating areas
- f) at lunchtime, only eat in the designated areas
- g) at lunchtime, once they have eaten, stay in their year's designated areas
- h) Only play ball games in the allocated areas
- i) Adhere to zone requirements in the outdoor areas
- j) follow all school rules to maintain a calm and pleasant environment for all
- k) not gather in large groups
- l) abide by the expectation that if an incident occurs, students should **never** rush towards it and crowd an incident, thus making it impossible for staff members to deal with it quickly and safely
- m) not sit on the picnic tables or table tennis tables
- n) keep hands and feet to themselves at all times
- o) not wear any non-uniform items as a replacement for the school blazer at any time
- p) ensure that any footwear used to play sports has been removed and expected school footwear is worn when the first buzzer is rung, and before the student enters the school building
- q) move directly to the next lesson when the first buzzer is rung. Students, who are either not lined up outside the classroom or have not entered the classroom before the second buzzer is rung will be deemed late and will face a sanction .

At the end of the school day all students will:

- a) make sure they have everything they need to complete their homework
- b) walk quietly and sensibly through the school exits and in the surrounding streets, using appropriate pedestrian crossings, where possible
- c) not congregate in large groups in public areas, including our neighbouring public shopping areas
- d) if getting public transport, wait quietly by the bus stop
- e) get onto the bus one student at a time, after allowing other members of the public onto the bus first
- f) give up their seat to a member of the public
- g) talk quietly and never shout
- h) remember at all times they are representing Highgate Wood School and are therefore expected to model Highgate Wood School ethos and values

- i) attend any Same Day Detentions, or after school detentions, departmental or pastoral, as instructed
- j) attend any other extra-curricular sessions or sessions to support learning.

Mobile Phones and Technology in School

We advise students not to bring mobile phones or any other expensive items into school. Student mobile phones should not be seen or used on the school site. If a mobile phone, headphones or air pods, or any other electronic devices are seen or heard, then they will be confiscated.

We expect all devices and headphones etc., to be turned off and out of sight from before students enter either of our two school entrances, Montenotte Road or Park Road, and they are kept out of sight and turned off until the students have exited either of the two exits at the end of the day. This is regardless of what the time is, whether it is before or after school. If a student is on site, at any time, in any place, then the devices must be away and turned off.

There is an exception for Post 16 students, who are permitted to use their devices within their designated study areas, but not in any other places across the school site.

Ordinarily confiscated items will be returned after a full week. If a student refuses to hand over their mobile phone they are not allowed to attend normal lesson, but will remain in the Isolation Room until they hand over the electronic device, mobile phone etc. They are at risk of additional sanctions (including exclusion) as well as having the device confiscated for a prolonged period of time.

The Role of Rewards

The role of rewards in recognising and promoting Highgate Wood School values is a key part of developing the potential of young people by giving encouragement and praise.

Praise is a key component of good teaching and good staff/student relationships. **Good behaviour is also best promoted and developed by drawing attention to and rewarding well-behaved and hardworking students. Praise needs to be used appropriately, sincerely and linked to tangible examples of a student's strengths.**

In line with our Growth Mindset principles, **praise should never be given based purely on attributes and perceived 'talents'.** Praise should reward positive attitudes, hard work, effort and perseverance. At Highgate Wood School it is fine to reward high attainment, but in doing so, attention should be focused on the process that students have gone through to achieve high levels of attainment and be specific about what is being rewarded.

e.g. not:

'That's an excellent piece of work – You're brilliant at writing. Well done!'



But:

'That's an excellent piece of work - I can see how hard you have worked on this and the way that you explained your arguments clearly with examples was a particularly strong feature.'



Similarly, rewards given for consistent good behaviour, e.g. 100% attendance over a full fortnight without accruing any behaviour points, should highlight the significant effort, high self-expectations and self-discipline that students are maintaining in order to meet expectations all the time.

The Highgate Wood School Rewards System operates within this guiding principle. The system also links individual recognition and achievement to the house system and develops a healthy competitiveness at house level, fostering a tangible sense of belonging.

Rewards System

The hard work, good behaviour and demonstration of the school's ethos and values by Highgate Wood School students is recognised and celebrated in many different ways, including verbal praise, positive feedback, letters and phone calls home, classroom displays, in-class rewards and privilege and by being given positions of responsibility. But the heart of our rewards system centres on the awarding of Achievement Points (or Merits) in SIMS, and the commendations, badges, certificates and other rewards that arise as a consequence of the accumulation of these points.

Achievements points are based and awarded on the core values of Highgate Wood School expressed in:

- our School Mission Statement
- the Student Code of Conduct for expectations in lessons, around the school and in the community

- our core values of:
 - contribution, courtesy, consideration and cooperation (The 4cs)
 - persistence and hard work (in line with our Growth Mindset principles)
 - respect and honesty (our shared values).

The list of achievement categories available to reward students, and the point value of these awards, are listed in Appendix 1 of this policy.

These achievement categories are regularly reviewed by pastoral teams, departments and the school council.

Achievement points are visible to students and their parents/carers on line through e-praise, which also provides details of when the points were awarded, what they were for and who awarded them. Details of how to access e-praise are available on the school website.

As students accumulate achievement points they pass various thresholds, allowing them to achieve a variety of commendations, certificates, badges and rewards (listed below). Achievement points can also be “cashed in” to buy items from the e-praise shop, ranging from school stationery and sports equipment to class and tutor group privileges. All students are able to make suggestions for what is available in the e-praise shop and the current list of items is available on the e-praise website.

Achievement points can also be awarded to groups of students, or be earned by the house teams for collective efforts and through inter-house competitions.

Achievement points are awarded fortnightly to students whose attendance and punctuality was 100% across the two weeks.

Rewards trips and events

At the end of each term years 7 to 10 students have the opportunity to attend a rewards trip or event. To qualify for a rewards trip or event students must achieve a certain number of behaviour conduct points. The total behaviour conduct points are as follows, but may change at the Headteacher’s discretion:

- Autumn term: 80+ conduct points
- Spring term: 100+ conduct points
- Summer term: 120+ conduct points

Behaviour conduct points are the total number of achievement points a student achieves minus the number of behaviour demerits a student has received.

In line with our Growth Mindset philosophy, every student has the opportunity to gain a place on the rewards trip or event.

Special reward trips and events are also awarded at the end of each term to students who, by the end of each term, have a 100% attendance and punctuality record and have not received a single demerit.

Departmental Recognition and Rewards

All departments will create opportunities for teachers of teaching groups to recognise and reward students within their classes who demonstrate the learning behaviours, learning improvements and learning outcomes we expect at HWS.

On a regular basis, subject teachers will recognise and reward students for positive learning attitudes towards their subject that we expect to see at HWS.

Fortnightly for Teacher's Student of the Fortnight, and half termly for Teacher's Teaching Group Awards.

The rewards can be a departmental post-card home or departmental certificate (or something similar), and communication with parents will happen in some form directly from the teacher to share the student's success.

An example of what departments/teachers could focus on recognising and rewarding each fortnight:

Student of the fortnight:

- Effort
- Impeccable learning behaviour
- Participation in learning
- Completion of all homework
- Excellent responses to peer or teacher feedback
- Always asking for extra tasks in Classwork and Homework.

(The list is by no means exhaustive)

House Awards

The House system fosters a sense of belonging and healthy competition. All achievement points (merits)/commendations generate house points for the relevant house. Student attendance generates house points for the relevant house. Inter house competitions also generate house points and contribute to the overall house awards at the end of the year.

On a regular basis, form tutors will recognise and reward their tutees for demonstrating positive learning attitudes in line with what we expect to see at HWS, in the form of the Tutor's Student of the Week.

The reward for winning this can be a House post-card home or House certificate (or something similar), and communication with parents will happen in some form directly from

the tutor to share the tutee's success.

Senior Leadership Monthly Awards





On a monthly basis, members of the Senior Leadership Team will recognise and reward one boy and girl from each year group for demonstrating positive learning attitudes in line with what we expect to see at HWS, in the form of the SLT's Student of the Month.

The reward for winning this is a SLT Student of the Month certificate, a voucher, and communication with parents will happen in some form directly from the Senior Leadership Team to share the student's success.

Commendations, Certificates and Badges

The following commendations, certificates and badges will be awarded to students once they meet the achievement criteria.

The achievements will be noted on their e-praise page and parents will receive an automatic e-mail update (if they have signed up to their e-praise account)

Achievement	Criteria
<p>COMMENDATION</p> 	<p>Each 15 Achievement Points earned by a student will result in a Milestone Award in Epraise.</p> <p>Head of House Commendations will be awarded by each Head of House for students who have achieved 100 Achievement Points. A Head of House Commendation can also be awarded to students who have demonstrated any of the School's core values in an outstanding way</p>
	<p>Bronze Certificates and Bronze Badges will be awarded by House teams to any student who has achieved 150 Achievement Points</p>
	<p>Silver Certificates and a Silver Badges will be awarded by Deputy Headteachers and Assistant Headteachers to any student who has achieved 250 Achievement Points</p>
	<p>Gold Certificates and Gold Badges will be awarded by the Headteacher to any student who has achieved 500 Achievement Points</p>
	<p>Pink Diamond Certificates and Pink Diamond Badges will be awarded by Headteacher to any student who has achieved 750 Achievement Points</p>
	<p>Red Diamond Certificates and Red Diamond Badges will be awarded by The Governors to any student who has achieved 1000 Achievement Points</p>

Departmental end of Term Recognition and Rewards Assemblies

At the end of each term there will be a Departmental Rewards and Recognition Assembly for each Year group to acknowledge the successes of our students across the curriculum. Years 7-11 up until Easter; Years 7-10 in the summer term. A school governor will attend along with members of the Senior Leadership Team to hand out rewards.

In line with our view that students are recognised and rewarded for demonstrating our HWS values, the termly foci for recognition and rewards:

- Outstanding Effort
- Growth Mindset (Showing resilience, commitment and a clear response to feedback)
- Most Improved Quality of Work

There will also be an award per term chosen by the Head of Department for one student displaying one of the **4Cs**, and an award per term chosen by the Head of Department for one student **Going Above and Beyond Expectation in their subject**

	Autumn	Spring	Summer
Years 7 - 11	One per Subject Teaching Group <ul style="list-style-type: none"> • Outstanding Effort One Per Department <ul style="list-style-type: none"> • Contribution • Going Above and Beyond Expectation 	One per Subject Teaching Group <ul style="list-style-type: none"> • Growth Mindset One Per Department <ul style="list-style-type: none"> • Cooperation • Going Above and Beyond Expectation 	One per Subject Teaching Group <ul style="list-style-type: none"> • Most Improved Quality of Work One Per Department <ul style="list-style-type: none"> • Courtesy • Going Above and Beyond Expectation

Each department will decide on the specific criteria that will be used by teachers to decide which **one** student from their teaching group will receive an award.

Students receiving the termly Teachers Teaching Group awards receive a certificate, and their names will be displayed in school.

Each student receiving the termly Head of Department awards for one of the 4Cs and Going Above and Beyond Expectation will receive a voucher, a certificate, and their names will be displayed in school.

House Achievement Assemblies

At the end of each term there will be a House Achievement Assembly for each House Team (one for each Key Stage) to acknowledge the successes of our students and the Commendations they have received during that term

The House Achievement Assembly not only recognises the special achievements of students throughout the term but also celebrates the winners of the House Competitions and overall House Winner.

Autumn	Spring	Summer
Commendations Bronze, Silver, Gold, Pink and Red Diamond Certificates	Commendations Bronze, Silver, Gold, Pink and Red Diamond Certificates	Commendations Bronze, Silver, Gold, Pink and Red Diamond Certificates
Individual achievement Students who received zero demerits Students who are on target to meet or exceed their target levels in all their subjects Students who have represented the school in any school or borough events	Individual achievement Students who received zero demerits Students who are on target to meet or exceed their target levels in all their subjects Students who have represented the school in any school or borough events	Individual achievement Students who received zero demerits Students who are on target to meet or exceed their target levels in all their subjects Students who have represented the school in any school or borough events
Attendance 100% attendance (½ termly) Best tutor group at KS3 Best tutor group at KS4 Improved attendance Bronze, Silver & Gold Award	Attendance 100% attendance (½ termly) Best tutor group at KS3 Best tutor group at KS4 Improved attendance Bronze, Silver & Gold Award	Attendance 100% attendance (½ termly) Best tutor group at KS3 Best tutor group at KS4 Improved attendance Bronze, Silver & Gold Award
Inter-house Competitions Students who have represented their form group or House in any inter-house events	Inter-house Competitions Students who have represented their form group or House in any inter-house events	Inter-house Competitions Students who have represented their form group or House in any inter-house events Sports day winners House Fundraising Competition Best tutor group attendance <i>See also end of year rewards</i>

End of Year House Rewards Assembly

Award	House points
House Attendance	1000
House Academic Achievement for whole year	1000
House Sports	1000
Students on or above target in all subjects	250
4Cs Awards (Courtesy, Contribution, Consideration, Cooperation)	250
Growth Mindset Award (Hard Work and Perseverance)	250
Shared Values Award (Respect and Honesty)	250
Students with 100% attendance for the year	150
Outstanding Progress	150
Reader of the Year	150
Sports boy/girl of the Year	200
Student with most Merits	150
Overall House Cup	0

Behaviour support

At Highgate Wood School we will support our students who are experiencing behavioural, emotional or other difficulties that might impede self-discipline and effective learning. As stated previously, we believe the most effective way of managing behaviour is to praise and reward good behaviour, but there are occasions and circumstances when other support is required.

There are a variety of mechanisms available with early intervention always our aim. Where students are having difficulty conforming to the expected standards of behaviour various strategies and systems may be employed to help them improve.

Examples of strategies (not exhaustive) that staff might use to correct poor behaviour are:

- challenging the student by reminding them of expectations
- moving a student to another seat
- writing the students name on the board
- putting a note in his / her Student Planner (FAO parents/carers and tutor)
- phone call, email or letter home
- recording the incident on the student's file through SIMS
- referring the incident to the Head of Department (for subject issues) or the Head of House (for pastoral issues)

Sanctions are sometimes necessary in order to act as a deterrent to a student and to other students and to maintain an appropriate ethos for learning and progress.

Sanctions could include:

- setting a detention at break time, lunch time or after school during which time the reason for the detention will be discussed and a way forward agreed. Student may be set a task such as community service in an area (e.g. litter picking, tidying) or doing extra work at the discretion of the teacher
- relocating the student to another class in the department, or to the Referral Room in the case when a student's conduct can no longer be contained within a classroom without harming others' learning (see Relocation Procedures for further information)

In most circumstances, when minor poor behaviour is not corrected with a quiet word, the incident is logged in SIMS. For a list of the different categories available in SIMS, and the Demerit value attached, please see Appendix 2. The accumulation of demerits does lead to further consequence, both over time and if a number of incidents occur in a single day. These are outlined under information of our System for Detentions and Cumulative response to continued poor behaviour.

Demerits (the event but not the point value) are available to view on e-praise.

Other strategies to improve behaviour:

The use of the **fortnightly report form**: Although partially a sanction, this serves a dual purpose of enabling form tutors and other relevant staff to check on behaviour and give instant feedback and encouragement where improvements are evident. This report is taken

home for parental signature and involves home and school in daily monitoring and support. Parents will be informed if their child is placed on report.

Target setting is relevant to behavioural as well as academic issue. Students are set realistic achievable targets in their Pastoral Support Plan (PSP) or in separate 'contracts' drawn up by key staff in the light of a specific incident or persistent disruption.

Many students feel initially more comfortable talking issues through with their peers. We provide **peer mentoring schemes** where students can be appropriately trained. The use of older mentors within the house system is particularly effective.

Mentoring: Some students who have been identified as struggling to make progress may be referred to one of the Engagement Mentors (EM). The EMs will work with them for a set amount of time per week over an agreed period of time, focusing on the particular difficulties they are having and developing strategies to avoid further problems arising. An action plan will be drawn up and parents will be contacted to discuss the relevant issues and the progress they make.

Our mentoring programmes are available for small groups as well as for single students.

Behaviour contracts: Parents of students who persistently break school rules will be required to sign a behaviour contract. This will identify agreed targets which are relevant to the particular student. These are frequently very effective in bringing an end to a cycle of misbehaviour and consequent poor progress.

Student Profiles: Any student who is on an Education and Healthcare Plan will have a student profile. Targets will be set and reviewed by all staff who teach that student, twice a year. These plans will also suggest teaching strategies which will help them make progress and demonstrate the necessary behaviours for learning.

Our **Independent Learning Centre Coordinator** offers very carefully structured support programmes to students who are experiencing difficulties of various kinds but particularly those with emotional difficulties or who may have suffered trauma. On occasion, work with the ILC Coordinator may result in a reduced timetable. However, in most cases working with the ILC Coordinator will enable students to continue the experience of being in the classroom and make full reintegration easier. The activities and support provided by the ILC Coordinator will be tailored to the needs of each individual.

Other specialist support: Where appropriate, specialist support will be provided on a one to one basis or in small groups this could take the form of mentoring, therapy, anger management or social skills work.

A Pastoral Support Plan is a support programme offered to students who are a risk of exclusion. Its key role is to take a strategic view in supporting students who are experiencing serious and continued difficulty in meeting our expectations of conduct. That being the case, other forms of support may be incorporated into the plan (e.g. mentoring, etc.) as appropriate.

It will be agreed with parents as a result of a meeting with them to which a Deputy Headteacher, or AHT Line Manager to the House may be invited. This meeting will consider the causes for concern and the steps suggested to improve the situation. Other agencies such as social services, housing, voluntary organisations, the careers service, could also be involved as appropriate.

In drawing up the plan the school will, in discussion with others:

- review any learning difficulties and put in place a programme of support where necessary.
- consider changes to the teaching programme.
- consider changes of sets or class.
- consider referral to a PRU for joint registration or another appropriate institution.
- consider with agreement of the student's parents a managed move to another school.
- consider offering specialist support and therapy.

The programme will be time limited, monitored and regularly reviewed throughout its duration. Rewards for meeting targets and sanctions for non-compliance will be made clear at the outset.

At the end of the agreed period the intervention package may, according to level of its impact on improving the situation:

- be reduced or removed;
- be continued for a further period of with or without amendments; or,
- where there has been no improvement at all, there may be a move to permanent exclusion.

Relocation procedures

Relocation from the classroom is designed to ensure that learning is never disrupted and that the classroom remains a calm and orderly space.

It is an appropriate course of action in circumstances where more routine approaches have been unsuccessful or in situations where there has been serious disruption or challenging behaviour.

Departmental relocation occurs when

- **A student persists in disrupting learning, after the teacher has:**
 - given them a rule reminder
 - given them a verbal warning and written their name on the board
 - moved their seat
 - recorded their poor behaviour on SIMS

However, where a student is rude or challenging when their disruption is being tackled, staff can move straight to a departmental relocation.

- **Rudeness to an adult or another member of the school community (student).**

Examples might be:

- muttering something under their breath when challenged by the teacher;
- challenging the issuing of a verbal warning or talking back;
- refusing to move when relocated to another teacher within the Department or;
- cussing another member of the class.

In extreme cases Departmental Relocation may be inadequate or ineffective in dealing with poor behaviour. In these circumstances the teacher may summon the On Call staff to relocate the student to the Referral Room

Reasons for doing this might include:

- refusal to leave the classroom, following departmental relocation
- cursing or inappropriate gestures – particularly towards an adult
- verbal aggressiveness towards a peer or adult;
- bullying or other harmful behaviour;
- threatening others – physical or verbal
- destruction of another person's or school property;
- refusing to wear the appropriate uniform;
- vandalism;
- deliberate involvement in or instigation of conflict;
- sexually inappropriate behaviour;
- wilful disobedience or serious disrespect to an adult.

System for detentions

The system for issuing detentions at Highgate Wood School is simple and transparent. There are several types of detention:

- 15 minute late detentions at break time;
- 60 minute late detention after school;
- teacher/departmental/House detentions which vary in length and will be located as directed by the teacher, department or House;
- Whole School Same Day detentions: a 10 minute detention conducted after Period 5 by the Period 5 class teacher; or conducted after period 5 by the Behaviour Management Support Workers and can be 30, 40 or 60 minutes in duration;
- Whole School Threshold detentions after school with the House Teams, for when students accrue a specific number of demerits (50, 100 and 150 demerits) across the year.

Late detentions

- If a student arrives after 8:30 in the morning, they will have to attend the Late Room for the duration of either their registration time and reading time, or assembly time.
- In addition, students will do a detention at the beginning of breaktime. It will last 15 minutes.
- Students who fail to attend this detention will have a one hour Same Day detention.
- Students who arrived after their registration and reading time or assembly, and who bypass the Late Room will receive a 1 hour Same Day Detention.

- If a student refuses the instructions of a member of staff to attend the Late Room, then this will lead to a one day Internal Isolation the following day, or when this can be arranged.

Teacher and Departmental Detentions

- Teachers and department teams are encouraged to run detentions at break and lunchtime for issues arising from incidents during lessons, or for failing to complete homework.

Whole School Same Day Detention

- There is a daily detention (up to one hour) from 2:55pm until 3:55pm on our normal school days, and 2:25pm until 3:25pm on a Condensed Tuesday.
- Students who have either accrued five or more demerits in SIMS or been awarded an automatic detention will receive an automatic 10 minute detention.
- The account period for Same Day Detention is from Period 5 the previous day to lunchtime on the same day.
- Students with a single automatic detention or with five demerits will be required to sit a 10 minute detention with their Period 5 teacher.
- Students with two or more automatic detentions or with 6 or 7 demerits a 40 minute detention, reduced to a 30 minute detention if they arrive within five minutes of the end of Period 5.
- For Students with 8 or more demerits they will need to serve a one hour detention.
- Students who have been sent to the Referral Room during the day due to persistently failing to follow instructions or causing a major disturbance to learning or incident in the playground will also receive a one hour Same Day Detention.
- A text message will be sent home for all students who have a 40 minute or 60 minute Same Day Detention.
- Information about the incidents that led to a Same Day Detention will be available for parents/carers to view under the Demerits tab on e-praise the following day.
- Students are expected to either sit and complete school work which could include revision, or sit and read their reading book quietly.
- Students who fail to remain behind to complete their 10 minute detention will have a 60 minute SDD the following day.
- Students who fail to attend the 40 minute detention will have a 60 minute SDD the following day.
- Students who fail to attend the 60 minute detention will receive a one day Isolation.

Specific automatic detentions

Students will be awarded an automatic 10 minute Same Day Detention for any one of the following behaviours*:

- late to lesson (arriving after the five minute allocated time)
- not moving swiftly/directly to lesson
- slow to engage in learning at the beginning of the lesson
- PE lack of equipment
- persistent refusal to follow instructions
- continual rudeness, defiance, answering back.

*This list will be reviewed and the categories may be altered at the Headteacher's discretion

Whole School Threshold Detentions

Whole School Threshold detentions take place weekly and are held immediately after school. These detentions are overseen by the House teams and are for when students have accrued a specific number of demerits (50, 100 and 150 demerits) across the year.

If a student hits the 50 demerit threshold, then their form tutor contacts the parents, the tutee is placed onto a two week monitoring report. The one-hour Whole School Threshold detention is suspended based on the outcomes of the report. The House Team will decide if the detention will be sat or not.

If students are required to complete the detention, or reach the 100 or 150 demerits, then they must sit a one-hour detention at each of the thresholds met. Parents will be informed of this sanction.

If students fail to attend the Whole School Threshold Detention, then they will have one final chance to sit the detention. If they fail to do this, then they will receive a one day Internal Isolation.

Defining a Serious Incident at Highgate Wood School

The following list provides examples of what constitutes a serious incident. The list is neither exhaustive nor definitive and members of staff may use their discretion so long as they are following the code of conduct.

- Bringing onto school premises or being found in possession of anything that could constitute an offensive weapon or illegal substances or so called 'legal highs'
- Bullying or other harmful behaviour
- Bringing 'outsiders' onto school property in order to threaten or create conflict
- Sexually inappropriate behaviour
- Threatening others – **physical or verbal**
- **Cursing or inappropriate gestures** – particularly towards an adult
- Deliberate involvement in or instigation of conflict
- Verbal aggressiveness towards a peer or adult
- Wilful disobedience or serious disrespect to an adult
- Stealing
- Possessing stolen property
- Vandalism, including if wearing school uniform whilst outside school grounds
- Destruction of another person's property
- Consistently disrupting learning within a single lesson
- Playing with fire alarms or extinguishers
- Smoking on site or drinking alcohol
- Skipping class or truanting from school
- Cheating in a test or exam

Serious incidents are dealt with on a case by case basis, considering not only the incident itself but the previous history of the student or students involved. Possible sanctions are outlined below.

Cumulative response to continued poor behaviour

Where a student persistently disrupts learning or repeats behaviours which make others feel unhappy or unsafe, a cumulative response will result. In order to encourage any students to not repeat these unwanted behaviours, the school has a stepped response to poor behaviour. In other words, as students accrue more demerits, they will also incur increasingly serious sanctions. These are staggered to enable there to be a clear understanding that there is an end-point to intervention if behaviours do not improve. Ultimately, if a student persistently fails to follow the expectations of the Behaviour Policy, even through minor breaches, then they are likely to result in being permanently excluded. Concurrently, with these cumulative responses, therapies, interventions and support will be continuously reviewed and agreed with parents, Heads of House, The Learning Support Department, The ILC, and the Engagement Mentors.

Sanctions in response to serious incidents and to the accumulation of Negative Behaviour Points

Referral Room

When the behaviour of a student prevents them remaining in the classroom without significantly harming others learning or undermining the authority of staff it may be necessary to call the On-call staff to have the student escorted to the referral room. A student in the referral room is expected to be cooperative and silent at all times unless spoken to by the member of staff on duty. The student is expected to do whatever work has been set by their teacher or by the member of staff on duty.

All students referred will be required to attend a 60 minute Same Day Detention and, prior to their next lesson taking place, a resolution meeting with the staff who have referred them will take place. The aim of this meeting is to get a satisfactory resolution to the problem and to set targets for the future.

The minimum expectations of this meeting are:

1. the student will accept the teacher's authority and agree to abide by the school's expectations
2. targets will be set and agreed for future lessons.

A time will be arranged by the class teacher. This will preferably occur the following day and definitely before the next lesson that the student has with the class teacher. In some cases, the student and class teacher will be supported to ensure that the meeting is conducted in line with and achieves the minimum expectations listed above.

Teachers are expected to communicate with the parents of the referred student to inform them of the referral and outcomes of the resolution meeting.

If a student refuses to attend the Referral Room, then this will lead to a one day Internal Isolation the following day, or when this can be arranged. This does not change the need to have a resolution meeting with the class teacher, as mentioned above.

Out of Circulation

At Highgate Wood School all students are expected to demonstrate that they understand and respect our school rules, and this is most visibly demonstrated by wearing our uniform correctly and with pride. Out of Circulation is a sanction whereby the student is separated from the rest of the school community due to them not wearing the expected school uniform.

The Out of Circulation Room follows a different school day, with different break and lunchtimes. Students, where possible, will complete the work from their lessons that day. Where this is not possible, students will complete work provided by the Referral Room staff.

If a student refuses to attend the Out of Circulation Room, then this will lead to a one day Internal Isolation the following day, or when this can be arranged.

Internal Isolation

Internal Isolation is a sanction whereby the student is separated from the rest of the school community. The Isolation Room follows a different school day, with different start, end and lunchtimes.

Students in isolation are required to wear full school uniform and work quietly and productively under the close supervision of a member of staff.

Internal Isolation is a sanction that can only be authorised by the Headteacher.

Fixed Term Exclusion

Fixed term exclusion is a sanction whereby the student is required to stay at home for a fixed period of time. They will need to complete school work and should not leave their home. Fixed term exclusion is a sanction that can only be authorised by the Headteacher. A fixed term exclusion is included on a student's permanent record.

Permanent Exclusion

Permanent exclusion means that the student cannot return to the school. The Headteacher makes this decision, but it is subject to a governors' disciplinary hearing (to which parents/carers are invited to attend) at which the governors can uphold or overturn the Headteacher's decision. The educational provision for students who are permanently excluded become the responsibility of their home local authority.

The Headteacher, as a last resort, will decide on a student being permanently excluded in response to a serious breach or persistent breaches of the Behaviour Policy, and where allowing a student to remain in school would seriously harm the education or welfare of the student or other students in school.

Managed Move / Direction Off Site

Statutory guidance gives schools the power to transfer a student to another school as part of a 'managed move.' Where this occurs it must be with the consent of the parties involved, including the parents.' As part of its overall approach to managing behaviour, Highgate Wood School will consider managed moves alongside the strategies summarised above.

Schools have the power to direct a pupil off-site for education to improve their behaviour (section 29A of the Education Act). This does not need both parties' consent.

Consequences for Continued Poor Behaviour

Level	Demerits	Consequence	Other Action Taken
L1	50	*Suspended Whole School Threshold Detention (1 hour)	Phone call home by Form Tutor Student is placed on a two week monitoring report. *If the student's behavior improves, then no further action, including the detention, is needed.
L2	100	Whole School Threshold Detention (1 hour)	Parental meeting and agreed targets for Fortnightly Report with Form Tutor
L3	150	Whole School Threshold Detention (1 hour)	Parental meeting and agree targets for Fortnightly report Form Tutor/DHoH
L4	200	1 day in Internal Isolation	Parental meeting to sign a behaviour contract and put in place introductory stage of a PSP HoH/Deputy HoH
L5	250	2 days in Internal Isolation	Parental meeting to complete 1 st stage of PSP HoH/Deputy HoH AHT Line Manager
L6	300	3 days in Internal Isolation	Parental meeting to complete 2 nd stage of PSP HoH/Deputy HoH AHT Line Manager
L7	350	5 days in Internal Isolation	Parental meeting to complete 3 rd stage of PSP AHT Line Manager Deputy Headteacher
L8	400	2 days exclusion	Parental meeting to discuss significant concerns and student's future in the school. Deputy Headteacher. Discussion of managed move and alternative placement
L9	450	3 days exclusion	Parental meeting to discuss the imminent risk of Permanent Exclusion to issue a final warning. 4 th /Final stage of PSP is completed Headteacher and Governors. Discussion of managed move, if not previously failed, and alternative placement.
L10	500	5 day exclusion pending decision about Permanent Exclusion, managed move, if not previously failed, or alternative placement.	Governors Disciplinary Hearing with Headteacher and School Governors.

APPENDIX 1: Achievement Categories and Value

POINT VALUE	CODE	DESCRIPTION
1	SINGLE	Single achievement point
2	BF1	Fully equipped and ready to learn
2	CLASSWORK	Excellent effort with classwork
2	HOMEWORK	Excellent effort with homework
2	IMPROVEMENT	Good improvement in approach or work
2	READING	AR Book Quiz Success
4	CONSIDERATION	Outstanding consideration
4	CONTRIBUTION	Outstanding contribution
4	COURTESY	Outstanding courtesy
4	COOPERATION	Outstanding cooperation
4	RESPECT	Demonstrating respect
4	PERSERVERANCE	Showing resilience or perseverance
5	FT: Teacher	Student of the Fortnight Award (Teacher)
5	WK: Tutor	Student of the Week Award (Tutor)
5	MNTH:SLT	Student of the Month Award (SLT)
5	AMBASSADOR	Being an ambassador for the school
5	FORTNIGHT	(ADMIN ONLY) Fortnightly award *
<p>* The fortnightly award is automatically credited to students who have 100% attendance and zero demerits over a fortnight.</p>		

APENDIX 2: Demerit Categories and Values

POINT VALUE	CODE	DESCRIPTION
1	UNIFORM	C1: Uniform not worn correctly or fully
1	ECO	C1: Dropping litter, chewing gum, eating away from designated areas
1	EQUIPMENT	C1: Lack of equipment
1	PE EQUIP	C1: Lack of PE Kit
1	START	C1: Slow to engage in learning at start of lesson
1	PLANNER(s)	C1: Unsigned/incomplete student planner
2	PLANNER(m)	C2: Missing student planner
2	HWKSTRD	C2: Homework Not up to Standard
2	HWKFAIL	C2: Failure to Complete Homework
2	TARDY	C2: Late to lesson
2	SLOW	C2: Not moving swiftly to lessons or registration
2	CORRIDOR	C2: Poor corridor/line-up behaviour
2	PLAYGROUND	C2: Poor playground behaviour
2	LANGUAGE	C2: Inappropriate language, cussing, upsetting others
2	DISRUPTION	C2: Disruption, lack of courtesy, focus or cooperation
2	MOBILE(u)	C2: Use of mobile phone in school*
3	DETMISSING	C3: Missing a Teacher, House or Department detention
3	LEFT CLASS	C3: Leaving class without permission
3	VANDALISM	C3: Vandalism to school property
3	ASSEMBLY	C3: Poor Conduct in Assembly
3	CYBERBULLY	C3: Cyberbullying/E-safety incident
4	DISCRIMINA	C4: Discrimination: race/gender/religion/sexuality/disability
4	FIGHTING	C4: Fighting or play fighting
4	NFI (pers)	C4: Persistent refusal to follow instructions
4	DISRUPTING	C4: Repeated or serious disruption to learning
4	RUDENESS	C4: Continual rudeness, defiance, answering back
5	SERIOUS	C5: Serious incident
5	THREATENIN	C5: Threatening or violent behaviour to fellow students
4	AD (DET)	C4: (ADMIN) Missing a whole school detention
0	AD (ROLLO)	Rollover from previous detention
0	AD (LATE)	C0: (ADMIN) Late to school
4	AD(REFUSE)	C4: (ADMIN) Refusal to move classroom or accept departmental relocation
3	AD(TRUANT)	C3: (ADMIN) Truancy
4	AD(NFIs)	C4: (ADMIN) Continued refusal to follow clear and reasonable instructions
0	AD (DET M)	Record: (ADMIN) Misbehaviour in a whole school detention
0	E-Safe	Online behaviour concern
0	Com Misuse	Computer misuse concern
<i>If a student uses a mobile phone within the school premises, the phone will be confiscated and returned one week later</i>		

APPENDIX 3: Referral Sheet

REFERRAL SHEET

Student:			TG:		Teacher:				
Date:		Subject:		Period:	1	2	3	4	5
Reason for referral:									✓
		Repeated or serious disruption to learning							
		Persistent refusal to follow instructions							
		Continual rudeness and/or disrespect							
Other: (details)									
BEHAVIOUR LOGGED IN SIMS									YES/NO
STUDENT SECTION:									
What I did was:...									
My plan to resolve this:									
1									
2									
3									
Student's resolution plan agreed by teacher: YES/NO									Teacher's Signature:

APPENDIX 4: Departmental Relocation Sheet

DEPARTMENT RELOCATION HIGHGATE WOOD SCHOOL

Student:		TG:		Teacher:				
Date:	Relocated to:	Period:	1	2	3	4	5	
Reason for relocation:							✓	
		Disruption to learning						
		Refusal to follow instructions						
		Rudeness and/or disrespect						
Other: (details)								
BEHAVIOUR LOGGED IN SIMS							YES/NO	
STUDENT SECTION:								
What I did was: ...								
My plan to resolve this:								
1								
2								
3								
Student required to go on subject report? YES/NO					Teacher's Signature:			

APPENDIX 5: Student Statement Sheet

Please complete all the following sections:

Student name	Tutor Group:	House:
Date of incident:		Time:

In the space below please give your account of what happened:

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... continue on the back if necessary

Record the names of the students involved and their role:

Full name	Form	House	Involvement: Aggressor, Target, Participant or Witness							
			A		T		P		W	
			A		T		P		W	
			A		T		P		W	
			A		T		P		W	
			A		T		P		W	

Signed: _____ (Student) Date: _____

Additional comments (for staff use only, please initial any entries and forward as appropriate)

What action has been taken?

What action needs to be taken?

Has the matter been concluded?

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper. There are no margins, text, or other markings on the page.

APPENDIX 6: Student Acceptable Use Agreement (ICT)**STUDENT COMPUTER AND INTERNET ACCEPTABLE USE POLICY**

Student access to ICT at Highgate Wood School is dependent on you and your parents\carers accepting and signing the Acceptable Use agreement which you will be asked to review from time to time.

- I understand that access to the computer network at Highgate Wood School as well as my school e-mail and other on-line accounts must be in support of educational research or learning, and I agree to the following:
- I will not access or try to access any material on the Internet or elsewhere that would be considered offensive or inappropriate in the judgement of the school's Headteacher (or delegate) because of pornographic, racist, extreme, violent, illegal, illicit or other content.
- I understand that I am responsible for the files saved in my user area, my e-mail account and any online area I use. I understand my activity when using these systems can be monitored and that my files may be scanned from time to time to ensure that I am using the ICT facilities properly
- The school has effective web content filtering, but not all offensive or inappropriate material is automatically detected. I will not try to "cheat" the filtering system, or search for information of an offensive nature.
- I will be courteous and considerate in my use of ICT. I will refrain from using obscene, harassing or abusive language or images on the computer.
- Plagiarism is unacceptable. I will not copy other people's work and pretend it is my own, nor distribute copyright material without giving credit to the person who owns it.
- I am responsible for monitoring and appropriately rejecting materials, links, and information accessed/ received by me through the internet or email.
- I will not reveal personal information, including names, addresses, credit card details and telephone numbers of others or myself to anyone over the Internet.

(.../contd. on next page)

(.../contd. from last page)

- I understand the school has the right to take action against me in incidents of inappropriate behaviour that involve my membership of the school community even when I am out of school (examples would be cyber-bullying, or use of images or personal information about people in the school).
- I will not attempt to change any computer, monitor or software settings on any school computers, nor attempt to download or install any programs or applications onto the school system.
- I will abide by the current sign-on procedures for access to the computer network and on-line resources, respect other student's work and not attempt to access other people's accounts by using a username that is not mine.
- I will not take digital photographs\video, or edit digital images of staff or students without their consent.
- If I violate any of the terms of this agreement, I may be denied access to the schools ICT resources for a time and may face further disciplinary action as determined by the Headteacher. I am aware that each case will be considered on its merits.

Even though most social networking sites are blocked on our school network and mobile phone use is not allowed by students in the school, we believe that the Highgate Wood School community extends into all our on-line activity and thus expect all students to behave with the same care, consideration and courtesy in their on-line lives outside of school as they do in real-life within it.

Issues of cyber-bullying, inside or outside of school, are dealt with very seriously, as is the more general conduct of our students on-line. Students are taught to be extremely mindful of what they encounter online and how information, ideas and individuals can be misrepresented and misunderstood and put people under serious risk. Students are asked to report any on-line issue that makes them feel uncomfortable to esafe@hws.haringey.sch.uk

APPENDIX 7: Uniform Code

Boys:

Shirt:	Plain white, tucked into trousers at all times. The top button should be fastened.
Trousers:	Plain black tailored trousers, not to be worn below the waist, i.e. no visible underwear. NO JEANS, LEGGINGS, CHINOS, TRACKSUIT BOTTOMS or CORDS.
Ties:	All students must wear the school tie corresponding to their Year. Ties must be pulled smartly up to the top shirt button.
House Badges:	House badges should be affixed carefully to the breast pocket of the school blazer. Details are available from the House office.
Pullovers\Cardigans:	HWS Plain black, V-neck with HWS blue trim around the neck to be worn in cold weather as needed. No other form of jumper or cardigan is acceptable.
Jackets:	Plain black HWS blazer with school logo on breast pocket and HWS blue lining. Blazers are worn at all times except inside a classroom where they may be put on the back of a chair.
Shoes:	Plain black leather (or leather look), suede or patent shoes with flat heels. Plain black low-heeled ankle boots are also acceptable. No coloured trip trim or stitching. School shoes must be formal shoes and not have the look of a trainer or sports shoe. If it looks like a trainer it will be considered to be a trainer and not allowed.
Socks:	Plain black, white or grey ankle socks or below the knee socks.

Girls:

Shirt:	Plain white, tucked into trousers/skirt at all times. The top button should be fastened.
Trousers:	Plain black tailored trousers, not to be worn below the waist, i.e. no visible underwear. NO JEANS, LEGGINGS, CHINOS, TRACKSUIT BOTTOMS or CORDS, <i>or</i>
Skirt:	School skirt, with summer blue strip. It needs to be just above knee-length with waist buttons visible.
Ties:	All students must wear the school tie corresponding to their Year. Ties must be pulled smartly up to the top shirt button.
House Badges:	House badges should be affixed carefully to the breast pocket of the school blazer. Details are available from the House office.
Pullovers\Cardigans:	HWS Plain black, V-neck with HWS blue trim around the neck to be worn in cold weather as needed. No other form of jumper or cardigan is acceptable.
Jackets:	Plain black HWS blazer with school logo on breast pocket and HWS blue lining. Blazers are worn at all times except inside a classroom where they may be put on the back of a chair (or coat hook).
Shoes:	Plain black leather (or leather look), suede or patent low-heeled shoes or ankle boots. No coloured trip trim or stitching. School shoes must be formal shoes and not have the look of a trainer or sports shoe. If it looks like a trainer it will be considered to be a

	trainer and not allowed.
Tights:	Plain black, white, grey or flesh coloured (no patterns).
Socks:	Plain black, white or grey ankle socks or below the knee socks.

All:

Religious Wear:	Religious wear is acceptable, although the school does require that items be restricted to plain black, navy or white
Bag:	Students must have a bag large enough and strong enough to carry all the required school equipment plus other items they require.
Water bottle:	We ask all students to bring with them a reusable drinking water bottle so they are able to keep hydrated through the day.
Coat:	There is no uniform coat. If students wear a coat or raincoat, it must be worn over the blazer (and not instead of it). Rainproof or waterproof coats with a full zip are permitted, irrespective of their thickness, but must be large enough to fit comfortably over the blazer. Preferably, the coat or raincoat will be a plain, dark colour. NO HOODIES, DENIM OR LEATHER JACKETS, NO BOMBER JACKETS OR ANY COAT OR JACKET CARRYING LARGE LOGOS IS ALLOWED.
Headwear:	Hats/caps can be worn outside and in the playground, but must be removed inside the building.
Jewellery:	Large items of jewellery should not be worn, e.g. large hooped earrings (earrings bigger than that which comfortably can fit a finger between the ear lobe and the earring), large bracelets or rings. Necklaces/Chains must be worn under shirts so that they are not visible.
Makeup:	Teachers reserve the right to ask students to remove excessive makeup at their discretion. Light touch subtle make up is acceptable.
False Nails:	Are not acceptable at school. Students found wearing them will be asked to have them removed by the following school day.

Uniform Infringements

If a student infringes the uniform code by not having their shirt tucked in, their tie correctly fastened or their skirt or trousers arranged properly they will be reminded to correct this. This should be done immediately. SIMS demerits for these uniform infringements will be given at the teacher's discretion.

If you do not have the correct uniform:

If you do not have the correct school uniform it is important you alert the House Office before 8:30am that same day. You should have a note from home explaining why you do not have a particular item of school uniform or are unable to wear it. The House Office will then be able to issue you with a note. Any students who is not in correct uniform and does not have a note issued by the House Office before school starts will be taken out of circulation.

APPENDIX 8 – Anti-Bullying Statement

Anti-Bullying Statement

Everyone is entitled to be equally valued and respected and the responsibility of all to show understanding and respect for others. In the light of this, bullying in any form has no place at Highgate Wood School and will not be tolerated.

General introduction

It is very important to be clear about what is, and is not, bullying. There are many definitions and perceptions of bullying, but all recognise that bullying is sustained and takes place where there is an imbalance of power.

Two useful and comprehensive definitions are:

- A bully is an individual who tends to torment others either through verbal harassment or physical assaults, or through more subtle methods of coercion.
- Bullying is the repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted (cyber bullying), or emotional abuse, or through attacks on the property of another. It may include, but not be limited to, actions such as verbal taunts, name-calling and put-downs, including ethnically-based or gender-based verbal put-downs, and extortion of money or possessions.

Cyber bullying

Cyber bullying through the use of communication technology devices and services. This can take many forms, for example:

- sending threatening or abusive text messages or e-mails, personally or anonymously
- making insulting comments about someone on a website, social networking service (e.g. Facebook, Snapchat) or messaging service (eg Whatsapp)
- making or sharing derogatory or embarrassing videos of someone via mobile phone video streaming service or email (such as „Happy Slapping“ videos)

The aims and objectives of the school in relation to bullying are to:

- ensure all students, teachers and parents know that bullying will not be tolerated. Ensure clarity and agreement about what is and is not bullying. Ensure whole school awareness of the rights and responsibilities of all pupils with regard to bullying. Involve all members of the school, staff and pupils in helping to prevent bullying and to confront it when it occurs.
- encourage pupils to report instances of bullying. Ensure that all pupils, parents and staff know what preventative steps the school takes and how these are implemented. Ensure all pupils, staff and parents know the procedure to follow when bullying occurs.

In dealing with bullying we aim to:

- eliminate the bullying itself. Support the victim by resolving the problem and by building up his/her self-esteem and where appropriate developing strategies to avoid bullying.
- bring the perpetrator to realise the unacceptability of his/her behaviour and the consequences should it continue. Investigate the cause of the bullying behaviour and where appropriate work with him/her to modify his/her behaviour. Reconcile the perpetrator and the victim.

Anti-Bullying Code for Students

Everybody has the right to enjoy each day free from intimidation, unkind actions or remarks, both in school and on the way to school. Any ongoing, persistent or malicious unkind action or comment will be called **BULLYING**.

We must all help each other to be happy by reporting **ALL** bullying.

Do you know anyone who is being bullied?

What should you do?

- TELL someone —
 - ANY adult in school
 - A friend
 - A peer mentor
 - A parent or somebody you can trust
- Show bullies that you don't like what they are doing.
- Help and support children you see who are being bullied.
- Don't make teasing or hurtful remarks.
- Use the online bully box on the school website the Contact tab. Fill in the form on the Bullying and Concerns page and click the button. Someone will discuss the issues with you as soon as possible.
- On the E-Safety pages of the school website there are links and contact details for lots of organisations that might be able to help.

Are you being bullied?

What should you do?

- Try not to show that you are upset (this is difficult)
- Try to ignore the bully
- Walk away quickly and confidently (even if you are afraid inside)
- Shout loudly to show that you are not afraid.
- Stay with your friends and say NO to the bully.
- Do not try to buy the bully off with sweets or give them money.
- Try not to be alone where you could be bullied.
- If you are different in any way, be PROUD of it. It's good to be an individual. There's nothing wrong with you!
- TELL an adult you can trust. Give us time to find out what is happening.
- If you are still not happy, see a member of the Senior Leadership Team.

It is EVERYONE's responsibility to prevent bullying.



PASTORAL SUPPORT PLAN

This document is a school-based, time-limited intervention designed to address behaviours which are having an impact on learning. The document is intended to provide a clear guidance as to what support needs to be put in place in order to succeed at Highgate Wood School.

All students who reach threshold 4 in accordance with our behaviour policy are placed on a Pastoral Support Plan. The Pastoral Support Plan procedure is intended to assist those students where previous threshold actions have not been effective.

At Highgate Wood School we want to give every opportunity to help students turn around their behaviour and support them in doing so. The aim of the Pastoral Support Plan is to involve the pupil, parent and school working together to improve the attitudes towards learning. The review process should take place every six to eight weeks. This will allow for immediate changes and developments to Pastoral Support Plan targets in order to ensure focussed support for the young person.

A Pastoral Support Plan is also a structured intervention for pupils at risk of permanent exclusion as all students have the right to learn in and a safe and enjoyable environment. Persistent low level poor behaviour prevents the majority of students in lessons achieving their potential. At Highgate Wood School we are committed to inclusion for all students and we do not allow poor conduct to adversely affect students' learning.

NAME	
HOUSE/FORM	
LEAD MEMBER OF STAFF	
DATE	

*Making a **positive difference** to student's achievements and experiences, maintaining the **highest expectations** and **inspiring self belief**.*

PASTORAL SUPPORT PLAN OVERVIEW – Meeting Log

MEETING CONTEXT	DATE OF MEETING	PRESENT	REVIEW MEETING
Threshold 4 – Pastoral support plan creation meeting.			
Review meeting 1			Section 1 to be completed: YES <input type="checkbox"/> NO <input type="checkbox"/>
Section 1 of pastoral support plan			
Review meeting 2			Section 2 to be completed: YES <input type="checkbox"/> NO <input type="checkbox"/>
Section 2 of pastoral support plan			
Review meeting 3			Section 3 to be completed: YES <input type="checkbox"/> NO <input type="checkbox"/>
Section 3 of pastoral support plan			
Review meeting 4			Section 4 to be completed: YES <input type="checkbox"/> NO <input type="checkbox"/>
Section 4 of Behaviour contract/Final warning			

PASTORAL SUPPORT PLAN INITIAL MEETING

Student information			
Merits:		Demerits:	
Number of Isolations:		Number of Exclusions:	
SEN Status:		PP student:	YES <input type="checkbox"/> NO <input type="checkbox"/>

Documents for meeting:

- SIMS demerits/merits print off ☐
- Survey Monkey Teacher review ☐
- Parent review questionnaire ☐
- Student review questionnaire ☐

What is going well at school? <i>(Please refer to student/parent/teacher reviews)</i>	
SCHOOL OPINION <i>(Including any current support in place)</i>	
STUDENT'S OPINION <i>(Including if there is anyone in school student feels could help)</i>	
PARENT/CARER OPINION	

What is not going well at school? <i>(Please refer to student/parent/teacher reviews)</i>	
SCHOOL OPINION	
STUDENT'S OPINION	

PARENT/CARER OPINION	
---------------------------------	--

Things we can do to improve the situation								
SCHOOL ACTION	Report		Peer mentoring		ILC support		Adolescent Therapeutic Counselling	
	HOH support		Group mentoring		SEN assessment		Behaviour Counselling	
	DHOH support		Engagement Mentoring		Counselling		Drugs and alcohol counselling	
	EWO		EAL		SEN			
	Details of support:							
<i>Targets should be SMART; Specific, Manageable, Attainable, Realistic, Timed</i>								
STUDENT ACTION <i>(What aspect/s of your behaviour to be changed?)</i>	<u>Target 1:</u>				Who will support you? How will you be supported?			
	<u>Target 2:</u>				Who will support you? How will you be supported?			
PARENT/CARER								

How will we know that things are getting better:

SCHOOL

STUDENT

PARENT/CARER

How will we reward/recognise the improvements the student makes?:

SCHOOL

PARENT/CARER

School: _____

Parent/Carer: _____

Student: _____

Date of first review: _____

REVIEW MEETING 1

Student information			
Merits:		Demerits:	
Number of Isolations:		Number of Exclusions:	

Review of targets	
Target 1	Progress made
	<i>What really worked?</i>
Outcome of intervention	Moving forward
<i>Including how long any intervention has been in place?</i>	<i>What other things do we need to try instead?</i>
Target 2	Progress made
<i>Including how long any intervention has been in place?</i>	<i>What really worked?</i>
Outcome of intervention	Moving forward
<i>Including how long any intervention has been in place?</i>	<i>What other things do we need to try instead?</i>
Parent/Carer view of progress	

Does the student need additional support?	YES <input type="checkbox"/> NO <input type="checkbox"/>
Has the student gone up on the behaviour threshold?	YES <input type="checkbox"/> NO <input type="checkbox"/>
Is the student moving up to section 1	YES <input type="checkbox"/> NO <input type="checkbox"/>

PASTORAL SUPPORT PLAN MEETING 1

Student information			
Merits:		Demerits:	
Number of Isolations:		Number of Exclusions:	

Documents for meeting:

- SIMS demerits/merits print off ☐
- Survey Monkey Teacher review ☐
- Feedback from mentoring ☐ —
- Student report ☐
- SEN assessment feedback ☐.

What is going well at school? <i>(Please refer to student/parent/teacher reviews)</i>								
SCHOOL OPINION INCLUDING ANY CURRENT SUPPORT IN PLACE.								
STUDENT'S OPINION								
PARENT/CARER OPINION								
What is not going well at school? <i>(Please refer to student/parent/teacher reviews)</i>								
SCHOOL OPINION								
STUDENT'S OPINION								
PARENT/CARER OPINION								
Things we can do to improve the situation								
SCHOOL ACTION	Report		Peer mentoring		ILC support		Adolescent Therapeutic Counselling	
	HOH support		Group mentoring		SEN assessment		Behaviour Counselling	
	DHOH support		Engagement Mentoring		Counselling		Drugs and alcohol counselling	

	EWO		EAL Support		SEN		
	External agencies:						
	CAMHS Referral		Educational Psychologist		TBAP		Single Point Access Referral
	Details of support:						
<i>Targets should be SMART; Specific, Manageable, Attainable, Realistic, Timed</i>							
STUDENT ACTION	<u>Target 1:</u>				Who will support you? How will you be supported?		
	<u>Target 2:</u>				Who will support you? How will you be supported?		
PARENT/CARER	<u>Action 1:</u>						
	<u>Action 2:</u>						

How will we know that things are getting better:	
SCHOOL	
STUDENT	
PARENT/CARER	

How will we reward/recognise the improvements the student makes?:	
SCHOOL	
PARENT/CARER	

School: _____ Parent/Carer: _____ Student: _____
 Date of review: _____

REVIEW MEETING 2

Student information			
Merits:		Demerits:	
Number of Isolations:		Number of Exclusions:	

Review of targets	
Target 1	Progress made
	<i>What really worked?</i>
Strategies	Moving forward
<i>Including how long any intervention has been in place?</i>	<i>What other things do we need to try instead?</i>
Target 2	Progress made
	<i>What really worked?</i>
Strategies	Moving forward
<i>Including how long any intervention has been in place?</i>	<i>What other things do we need to try instead?</i>
Parent/Carer view of progress	

Does the student need additional support?	YES <input type="checkbox"/> NO <input type="checkbox"/>
Has the student gone up on the behaviour threshold?	YES <input type="checkbox"/> NO <input type="checkbox"/>
Is the student moving up to section 2	YES <input type="checkbox"/> NO <input type="checkbox"/>

PASTORAL SUPPORT PLAN MEETING 2

Student information			
Merits:		Demerits:	
Number of Isolations:		Number of Exclusions:	

Documents for meeting:

- SIMS demerits/merits print off ☐
 - Survey Monkey Teacher review ☐
 - Feedback from mentoring ☐
 - Student report ☐
 - SEN assessment feedback ☐
 - Parent review questionnaire ☐
 - Student review questionnaire
 - Feedback from any intervention ☐
- Please state:

What is going well at school? <i>(Please refer to student/parent/teacher reviews)</i>	
SCHOOL OPINION INCLUDING ANY CURRENT SUPPORT IN PLACE.	
STUDENT'S OPINION	
PARENT/CARER OPINION	

What is not going well at school? <i>(Please refer to student/parent/teacher reviews)</i>	
SCHOOL OPINION	
STUDENT'S OPINION	
PARENT/CARER OPINION	

Things we can do to improve the situation								
SCHOOL ACTION	Report		Peer mentoring		ILC support		Adolescent Therapeutic Counselling	
	HOH		Group		SEN		Behaviour	

	support		mentoring		assessment		Counselling	
	DHOH support		Mentoring		Counselling		Drugs and alcohol counselling	
	EWO		EAL Support		SEN			
	External agencies:							
	CAMHS Referral		Educational Psychologist		TBAP		Single Point Access Referral	
	Other:							
Targets should be SMART; <i>Specific, Manageable, Attainable, Realistic, Timed</i>								
STUDENT ACTION	<u>Target 1:</u>				Who will support you? How will you be supported?			
	<u>Target 2:</u>				Who will support you? How will you be supported?			
PARENT/CARER	<u>Action 1:</u> <u>Action 2:</u>							

How will we know that things are getting better:	
SCHOOL	
STUDENT	
PARENT/CARER	

How will we reward/recognise the improvements the student makes?	
SCHOOL	

PARENT/CARER	

School: _____ Parent/Carer: _____ Student: _____

Date of first review: _____

REVIEW MEETING 3

Student information			
Merits:		Demerits:	
Number of Isolations:		Number of Exclusions:	

Review of targets	
Target 1	Progress made
	<i>What really worked?</i>
Outcome of intervention	Moving forward
<i>Including how long any intervention has been in place?</i>	<i>What other things do we need to try instead?</i>
Target 2	Progress made
	<i>What really worked?</i>
Outcome of intervention	Moving forward
<i>Including how long any intervention has been in place?</i>	<i>What other things do we need to try instead?</i>
Parent/Carer view of progress	

Does the student need additional support?	YES <input type="checkbox"/> NO <input type="checkbox"/>
---	--

Has the student gone up on the behaviour threshold?	YES <input type="checkbox"/> NO <input type="checkbox"/>
Is the student moving up to section 3	YES <input type="checkbox"/> NO <input type="checkbox"/>

PASTORAL SUPPORT PLAN MEETING 3

Student information			
Merits:		Demerits:	
Number of Isolations:		Number of Exclusions:	

Documents for meeting:

- SIMS demerits/merits print off ☐
- Survey Monkey Teacher review ☐
- Feedback from mentoring ☐
- Student report ☐
- SEN assessment feedback ☐
- Parent review questionnaire ☐
- Student review questionnaire
- Feedback from any intervention ☐

What is going well at school? <i>(Please refer to student/parent/teacher reviews)</i>	
SCHOOL OPINION INCLUDING ANY CURRENT SUPPORT IN PLACE.	
STUDENT'S OPINION	
PARENT/CARER OPINION	

What is not going well at school? <i>(Please refer to student/parent/teacher reviews)</i>	
SCHOOL OPINION	
STUDENT'S OPINION	
PARENT/CARER OPINION	58

Things we can do to improve the situation								
SCHOOL ACTION	Report		Peer mentoring		ILC support		Adolescent Therapeutic Counselling	
	HOH support		Group mentoring		SEN assessment		Behaviour Counselling	
	DHOH support		Mentoring		Counselling		Drugs and alcohol counselling	
	EWO		EAL Support		SEN			
	External agencies:							
	CAMHS Referral		Educational Psychologist		TBAP		Single Point Access Referral	
	Details of support:							
Targets should be SMART; <i>Specific, Manageable, Attainable, Realistic, Timed</i>								
STUDENT ACTION	<u>Target 1:</u>				Who will support you? How will you be supported?			
	<u>Target 2:</u>				Who will support you? How will you be supported?			
PARENT/CARER	<u>Action 1:</u>							
	<u>Action 2:</u>							

How will we know that things are getting better:	
SCHOOL	
STUDENT	
PARENT/CARER	

How will we reward/recognise the improvements the student makes?:	
SCHOOL	
PARENT/CARER	

School: _____ Parent/Carer: _____ Student: _____
 Date of first review: _____

REVIEW MEETING 4

Student information			
Merits:		Demerits:	
Number of Isolations:		Number of Exclusions:	

Review of targets	
Target 1	Progress made
	<i>What really worked?</i>
Outcome of intervention	Moving forward
<i>Including how long any intervention has been in place?</i>	<i>What other things do we need to try instead?</i>
Target 2	Progress made
	<i>What really worked?</i>
Outcome of intervention	Moving forward
<i>Including how long any intervention has been in place?</i>	<i>What other things do we need to try instead?</i>
Parent/Carer view of progress	

Does the student need additional support?	YES <input type="checkbox"/> NO <input type="checkbox"/>
Has the student gone up on the behaviour threshold?	YES <input type="checkbox"/> NO <input type="checkbox"/>
Is the student moving up to final warning/behaviour contract	YES <input type="checkbox"/> NO <input type="checkbox"/>

BEHAVIOUR CONTRACT SECTION FOUR

Any student placed on this contract will be at significant risk of permanent exclusion.

This may be due to:

- *Ongoing persistent behaviour concerns that are not in line with School expectations*
- *A serious incident that has put the safety of students or staff at risk*

Whilst Highgate Wood School is committed to the inclusion of all students, we do not allow poor conduct to adversely affect student learning or welfare.

my future at Highgate Wood School.

STUDENT EXPECTATIONS:	
1.	I will follow all school rules and the behaviour expectations of HWS
2.	
3.	
I will change my behaviour by:	
1.	
2.	
3.	
Consequences if not meet:	

By signing this contract all parties agree that they understand both the expectations and consequences of meeting or not meeting the expectations set above.

Student Signature	Print name
Date:	

Parent Signature	Print name
Date:	

Head of House Signature	Print name
Date:	

Headteacher Signature	Print name
Date:	

Governor Signature	Print name
Date:	

APPENDIX

PSP Meeting Agenda

1.	Welcome (includes anticipated finish time)
2.	Purpose and aims of the meeting
3.	Introductions
4.	What does the student do well
5.	Analysis of staff questionnaire
6.	Summary of behaviour log
7.	Parent comments
8.	Student comments
9.	Contributions from any other professionals
10.	Summary and target setting
11.	Strategies to support targets including rewards
12.	Monitoring and review arrangements
12.	Dates of review meeting
13.	Thanks

PSP Review Meeting Agenda

2.	Welcome (includes anticipated finish time)
2.	Purpose and aims of the meeting

3.	Introductions
4.	Discussions of targets
5.	What has gone well
6.	Student comments
	Review of the strategies/intervention that has been put in place and their effectiveness/ how long they have been in place.
7.	What other things we need to put in place
8.	Contributions from any other professionals
9.	Discussion of what happens next with regards to additional support and complete the next section of the pastoral support plan.
10.	See above.

PUPIL VIEW QUESTIONNAIRE

What do think about your behaviour in:					
	Very good	Quite good	OK	Poor	Very poor
Classrooms	5	4	3	2	1
Corridors	5	4	3	2	1
Assembly	5	4	3	2	1
Toilet	5	4	3	2	1
Breaks	5	4	3	2	1
Outside School	5	4	3	2	1
Canteen	5	4	3	2	1
How do you feel you generally behave?					
5 – Very good	4	3 – Average	2	1 – Very poor	
Do you think your behaviour needs to change?					
YES			NO		

How do feel about changing your behaviour?				
5 – Able to change	4	3 – Maybe be able change	2	1 -Unable to change
What you like some help to change your behaviour?				
YES		NO		
What would that help look like?				
How would you describe yourself?				
What things do you like doing at school?				
What things do you find tricky in school?				
What would make school better for you?				

What do you enjoy doing when you are not at school?

PARENT VIEW QUESTIONNAIRE

Student Name:
What do you think your child's best qualities are?
What do you think we can do to help your child at school?
Have you noticed any differences with your child's progress/behaviour?

Do you use epraise often? If not, do you have your log on?

Is there anything else you think we should know about?

Name:					Subject:	
Please rate his/her behaviour this term						
5 – Very good	4	3	2	1- Very poor		
Please rate the behaviour of the class						
5 – Very good	4	3	2	1 -Very poor		
Please rate the student's behaviour in each of these aspects:						
Positive to teacher	5	4	3	2	1	Negative to teacher
On task	5	4	3	2	1	Off task
Self-contained	5	4	3	2	1	Attention seeking
Appropriate behaviour	5	4	3	2	1	Inappropriate behaviour
Positive to peers	5	4	3	2	1	Negative to peers
In their place	5	4	3	2	1	Out of their place
Appropriately equipped	5	4	3	2	1	Inappropriately equipped
Work up to date	5	4	3	2	1	Work behind deadlines
Able to follow instructions	5	4	3	2	1	Ignore instructions
Puts up their hand	5	4	3	2	1	Calling out
Answers appropriately	5	4	3	2	1	Answering back
Homework always done	5	4	3	2	1	No homework done
Calm when others behave inappropriately	5	4	3	2	1	Reacts badly when others behave inappropriately
Things this student does well						
What specific behaviours cause concern?						

Any other comments?

STAFF SURVEY MONKEY QUESTIONNAIRE

Appendix 9: Behaviour Policy for Sixth Form

Policy

Staff have statutory authority to discipline students whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction (section 91 of the Education and Inspections Act 2006). Staff also have such authority with incidents outside the school (Section 89(5) Education & Inspections Act 2006). These powers apply to all paid staff with the responsibility for students.

The Sixth Form Behaviour Policy aims to promote outstanding relationships which will enhance good behaviour, self-discipline and respect; as well as minimising bullying and developing the skills and abilities required to make the next steps in education, training or employment. We wish to enable every student to complete work to the very best of their ability such that they are able to achieve their 'Personal Best', in a positive environment that supports students through their journey into adulthood.

Assumptions

It is assumed that when a young person chooses to enrol at Highgate Wood School Sixth Form, they are doing so in order to pursue meaningful qualifications through exemplary levels of behaviour and attendance. Students in Highgate Wood School Sixth Form are expected to exhibit higher standards of behaviour than students in the main school, reflecting their greater maturity and status as role models to younger students.

We aim for all our students to achieve 100% attendance, and will challenge those who fall below our minimum target of 95%; attendance is of vital importance and it is clearly stated in various research that poor attendance has a detrimental impact on outcomes. Both behaviour and attendance are regularly reviewed by teaching staff, form tutors, heads of department in liaison with the Sixth Form Team. All incidents of absence, missed deadlines and failure to meet the expectations of Sixth Form study will be followed up and addressed, appropriately, by the Sixth Form Team, teaching staff and Senior Leadership, where necessary.

Procedures and Processes

When students achieve above our expectations they are visibly recognised and rewarded through various forms. These include; weekly celebrations with form tutors and the Sixth Form Team, termly reward assemblies, contact home and for Headteacher student of the month award.

Upon joining Highgate Wood School Sixth Form, students are expected to sign, along with their parents and form tutor, the 'Highgate Wood School Home School Commitment' which outlines the expectations of students at Highgate Wood Sixth Form relating to their conduct, study and attendance; enrolling at Highgate Wood Sixth Form is a sign that students accept the expectations laid out in the 'Highgate Wood School Home School Commitment' even if it is not signed.

The response to failure to meet the expectations of the 'Highgate Wood School Home School Commitment' is undertaken in a multi-stage process in order to enable students to get back on track and be successful if they have had minor issues, but also to ensure that for those who exhibit prolonged or repeated disregard to these expectations, that there is a clear process of sanctions.

Stage 1

Where concerns are raised by any staff member, initial discussions will be held with the student by any of the following staff;

- Behaviour/work related issues – subject teacher, form tutor or Sixth Form Team
- Attendance issues (below 95%)- subject teacher, form tutor or Sixth Form Team

It will be made clear to students that the expectations of Sixth Form study are not being met. These interactions will be recorded on SIMS and/or the student's paper file, or by email correspondence. If from this point there are no continued concerns for the following two academic weeks, this monitoring will end. If this is not the case, students will move on to Stage 2 monitoring.

Stage 2

Where a student has continually exhibited poor attendance, and/or failure to complete work and/or a poor approach to Sixth Form study having been under Stage 1 monitoring, the following process will take place.

- Behaviour/work related issues – a one to one meeting with the subject teacher, contact made home by the department where issues have continued (or by the Sixth Form Team if concerns are from multiple subjects)
- Attendance issues (below 90%) – conversation with the form tutor and a meeting with a member of the Sixth Form Team. Contact will be made with parents/carers by either the form tutor or Sixth Form Team.

It will be made clear to students that the expectations of Sixth Form study are not being met. These interactions will be recorded on SIMS and/or the student's paper file, or by email correspondence. If from this point there are no continued concerns for the following two academic weeks, this monitoring will return to Stage 1 monitoring. If this is not the case, students will move on to Stage 3 monitoring.

Stage 3

Where a student has continually exhibited poor attendance, and/or failure to complete work and/or a poor approach to Sixth Form study having been under Stage 2 monitoring, the following process will take place.

- Parents will be invited in to meet with either a member of a specific subject department, curriculum leader, or the Sixth Form Team.
- The student will be placed on a contract which will be signed by the student, parent/carer and representative from the Sixth Form Team.

- The student will be placed on report to a member of the Sixth Form Team or subject specific department and will have to report to that person at least twice per week to monitor progress – these dates will be agreed by both parties.

It will be made clear to students that the expectations of Sixth Form study are not being met. These interactions will be recorded on SIMS and/or the student's paper file, or by email correspondence. If from this point there are no continued concerns for the following four academic weeks, this monitoring will return to Stage 2 monitoring. If this is not the case, students will move on to Stage 4 monitoring.

Stage 4

Where a student has missed a key coursework deadline relating to completion of a course, and/or engaged in any activity deemed as serious misconduct, and/or not engaged with Stage 3 monitoring and made the expected progress toward adhering to the expectations of Sixth Form study in line with the 'Highgate Wood School Home School Commitment', the following process will take place:

- Parents/carers will be invited to attend a meeting with the Director of Sixth Form
- The student will be placed on a contract with the Director of Sixth Form
- Clear expectations will be put in place with clear sanctions for failing to meet these
- The student will be expected to sign in with the Director of Sixth Form at AM registration and at lunchtime or end of school every day

It will be made clear to students that the expectations of Sixth Form study are not being met. These interactions will be recorded on SIMS and/or the student's paper file. If from this point there are no continued concerns for the following four academic weeks, this monitoring will return to Stage 3 monitoring. If this is not the case, students will move on to Stage 5 monitoring.

Stage 5

Where a student is involved in any activity deemed as serious misconduct, or has not engaged with Stage 4 monitoring and made the expected progress toward adhering to the expectations of Sixth Form study in line with the 'Highgate Wood School Home School Commitment', the following process will take place:

- Parents/carers will be invited to a meeting with the student and The Director of Sixth form and the Headteacher
- The student will be placed on a contract with the Director of Sixth Form and Headteacher
- Clear expectations will be put in place with clear sanctions for failing to meet these
- The student will be expected to sign in with the Director of Sixth Form at AM registration and at lunchtime or after school every day

It will be made clear to students that the expectations of Sixth Form study are not being met. These interactions will be recorded on SIMS and/or the students paper file. If from this point there are no continued concerns for the following four academic weeks, this monitoring will return to Stage 4 monitoring. If this is not the case, the student's continued place at Highgate School Sixth Form will be reviewed; at this stage, the student may be excluded from the school.

Attendance

Strong attendance has direct correlation with students making expected levels of progress in their academic studies. As such, Highgate Wood School Sixth Form has high expectations regarding student attendance and punctuality.

Attendance and punctuality are monitored on a daily basis. The Sixth Form expects all students to aim for 100% attendance and punctuality, and has a benchmark of 95%. Where a student is absent due to illness or short-notice exceptional circumstances, they are expected to inform the Sixth Form Office by 8.30am that day (if the absence extends to more than one day, students should inform the Sixth Form Office each morning); if a student knows of a future need for authorised absence, such as a medical appointment, they are expected to see the Sixth Form Pastoral Support Administrator with proof of the appointment.

Attendance letters are sent to all parents/carers of students not achieving the 95% benchmark on a half-termly basis. If attendance drops further following receipt of a letter the previous half-term, students will be placed directly onto Stage 4 monitoring, outlined in the Process section above. If students have persistent instances of short-term absence due to illness, the Sixth Form Team may request medical notes in order to authorise absence.

Where continued issues with punctuality and/or attendance arise and there is no clear medical or other extenuating reason for this, students may be placed on Stage 5 monitoring which could lead to being permanently excluded from the school due to persistent breaches of the 'Highgate Wood School Home School Commitment.'

Issues of serious breaches of school expectations and misconduct

If deemed a serious incident of misconduct or continuous breaches of school expectations, students may be moved directly to Stage 4 or Stage 5 monitoring. In such circumstances students may be given a fixed-term exclusion in the first instance. Where this is the case, parents/carers will be contacted by the Sixth Form Team the same day. If parents/carers do not answer calls, an email or voicemail will be left instead. A letter will also be sent in addition to the above contact, outlining the reasons for these steps being taken and next steps in the process. Work will be sent for students to continue with in their absence; in the majority of circumstances fixed term exclusions will not exceed five school days. When the fixed term exclusion ends, the student and a parent/carer will be expected to attend a reintegration meeting and will be placed on Stage 5 monitoring.

If the incident of serious misconduct, or if further investigation into the misconduct results in findings that the incident is serious enough, the Headteacher may take the decision to permanently exclude the student at any point. Where this action is taken, a letter outlining the reasons for this decision will be sent, as well as a phone call to parents being made to confirm the exclusion. Instances of serious misconduct that may result in permanent exclusion include (This list is not exhaustive, and may include other types of incidents):

- in response to a serious breach or persistent breaches of the school's behaviour policy: e.g. carrying illegal weapons on site; possession and/or distribution of illegal substances or other so called 'legal highs'; physical violence, or the threat of, towards a student, staff member or visitor to the school; an incident deemed a safeguarding risk to other students or staff

- where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

In instances of permanent exclusion, the process that will be followed is in accordance with the process specified in the statutory exclusion guidance.

Appendix 10 - Post 16 Home School Commitment

At Highgate Wood School Sixth Form we expect every student to strive for academic excellence and to experience and enjoy a range of enriching opportunities in a diversity of areas such as performance, sport, mentoring and community liaison. We want to support you so that you become independent thinkers who have the knowledge, skills, character and interests that will enable all our students to go on to further study or the world of work and secure the career of their choice.

The core commitments of sixth formers

- I will strive for excellence in all I do
- I will complete all assignments to the very best of my ability and meet all deadlines set
- I will engage with my learning at all times
- I will take risks when studying as I understand that mistakes are integral to learning
- I will achieve a minimum of 95% attendance to all lessons, assemblies, tutorials
- I will be on time, all the time and every day
- I will be fully equipped and prepared to learn in every lesson
- I will never distract or prevent myself or others from learning
- I will listen carefully and follow the instructions of staff at the first time of asking
- I will speak and act kindly and respectfully at all times
- I will wear my identity card/lanyard at all times
- I will keep my mobile phone hidden and turned off in all areas (except the named permitted places) at all times
- I will dress according to the Sixth Form Dress Code
- I will respect and care for the building and all property belonging to Highgate Wood School and others
- I will act as a role model in all that I say and do
- I will commit to participate in activities beyond the classroom such as mentoring and reading
- I will accept and act upon all feedback with a view to always improve and further my progress.

The core commitment of parents and carers

- I/we will fully support Highgate Wood School's ethos and vision
- I/we will ensure that my child attends school every day, is punctual and is equipped/prepared for learning and achieves a minimum of 95% attendance
- I/we fully support the school's expectations of sixth formers' dress and appearance
- I/we will fully support my child to complete all assignments to the very best of their ability and meet all deadlines set
- I/we will inform the school about reasons for absence every time they occur and not

take holidays in term time

- I/we will keep the school informed about any pastoral or academic matters, issues or concerns
- I/we will attend all parents' evenings and other appointments
- I/we will always be respectful to the teachers of Highgate Wood School and all other members of the school community.

The core commitments of staff for our sixth formers

- We will create a well-ordered and safe environment where learning can take place
- We will maintain the highest expectations of all students
- We will plan and teach stimulating and challenging lessons which help every student secure the highest possible grades
- We will regularly set and mark assignments and assessments
- We will provide purposeful and constructive feedback which helps students to improve
- We will keep sixth formers informed on a regular basis about their progress
- We will praise and reward all achievements and effort
- We will meet and plan for the individual needs of every individual sixth former
- We will keep parents and carers regularly informed about their child's progress
- We will offer a range of opportunities to participate in activities beyond the curriculum
- We will guide and advise students on career and university plans so that they can make considered and aspirational choices for the future
- We will welcome and respond to any feedback and involvement from sixth formers and parents or carers
- We will act as role models who demonstrate the patience and persistence required of successful people
- We will always be respectful to sixth formers and their parents/carers.

Student

Signature:

Name: (please print)

Date:

Parent/Carer

Signature:

Name: (please print)

Date:

Member of Sixth Form Team

Signature:

Name: (please print)

Date:
