

Haydock High School



Behaviour Management Policy

Includes:

**Behaviour Principles
Home School Agreement**

Policy Review Guidance	
Statutory	Yes
Review Cycle	Every 2 years
Reviewer	Behaviour, Attitudes & Personal Development Committee
Member of Staff Responsible	Pastoral Assistant Headteacher
Last reviewed	September 2020
Next Review Date	February 2022

Haydock High School



We care. We support. We achieve.

Rationale

At Haydock High School our mission is to care for and support each student so that they fulfil their potential, make outstanding progress and become successful learners, confident individuals and responsible citizens. We will be relentless in developing our skills, and work with our parents, Governors and wider partners to ensure that every student is known, contributes to our community and is fulfilled in achieving their ambitions.

Our Behaviour Policy has been formed around following agreed principles:

Principles

1. Embrace our responsibilities as individuals and as members of our community.
2. We demonstrate the highest standards, in all respects, at all times
3. We promote tolerance, respect, trust, honesty, kindness and hard work
4. We celebrate success
5. We recognise positive contributions
6. We protect our community and its values.

Expectations

The policy applies to all students throughout the school day. Students are also expected to act in accordance with the policy when they are:

- Taking part in school organised or school related activities
- Travelling to and from school
- When wearing school uniform, or
- Is in some other way identifiable as a Haydock High school pupil

Students are expected to demonstrate positive behaviour towards staff, other students and all members of the school community at all times.

Home – School Agreement

Each student and their parent/guardians will be presented with and expected to sign a Home-School Agreement at the start of the Year. This summarises expectations with regard to conduct, appearance, effort and behaviour.

HAYDOCK HIGH SCHOOL

HOME-SCHOOL AGREEMENT

'We care, we support and we achieve'

At Haydock High School our mission is to care for and support each student so that they fulfil their potential, make outstanding progress and become successful learners, confident individuals and responsible citizens. We will be relentless in developing our skills, and work with our parents, Governors and wider partners to ensure that every student is known, contributes to our community and is fulfilled in achieving their ambitions.

To accomplish this we will all;

- Embrace our responsibilities as individuals and as members of our community
- Demonstrate the highest standards in all respects, at all times
- Promote tolerance, respect, trust, honesty, kindness and hard work
- Celebrate success
- Recognise positive contributions
- Protect our community and its values.

As a school we will;

- Set and maintain high and consistent expectations of attitude to learning and behaviour for learning.
- Develop a relevant curriculum that promotes ambition and the lifelong love of learning.
- Plan highly effective lessons which build on prior learning and support outstanding levels of engagement and progress.
- Search for excellence through the quality of our teaching and learning.
- Provide regular and informative feedback to students, written and verbal, which will allow for outstanding progress to be made by all.
- Provide regular and accurate information to parents about the progress and achievements of their children in a manner which promotes ease of access.
- Develop positive relationships which promote excellent levels of self-esteem and independent thought.
- Value diverse strengths, interests and needs and promote equal opportunities for all through cultural, sporting, artistic and other curricular activities.
- Encourage and promote regular opportunities for student voice.
- Promote high aspirations and resilience in everyone.
- Use rewards consistently to celebrate success and recognise positive contributions.
- Foster a sense of pride, loyalty and belonging within our school, nurturing care and respect for each other, the school, our local community and society.

As a Parent I will;

- Ensure that my child attends school every day and is on time, dressed in the correct school uniform and with all necessary books and equipment for the day.
- Know and support the School's Behaviour Policy including regulations regarding appearance and mobile phones and bullying.
- Encourage regular completion of required homework, checking and commenting whenever necessary in the student planner.
- Communicate with school as soon as possible regarding any factor affecting their child's performance, wellbeing or attendance.
- Attend Parents' Evenings, and Information Evenings/ Events for an update on how my child is making progress and how this can be improved and supported even further.
- Encourage my child to participate fully in the life of the school including involvement in clubs, sports and enrichment activities.
- Look at my child's work, and check that teachers are providing support for my child's learning.
- Ensure that I know what my child's outstanding Progress Targets are and check that they are likely to meet them.
- Encourage and support my child with their homework and ask for help when needed.
- Review my child's planner at least once per week and sign it weekly, using it as a primary source of communication with the relevant form tutor and/or subject teacher.
- Encourage my child to ask for support from a teacher when needed.
- Encourage my child to uphold The Haydock Charter's values beyond the school gate.

As a Student I will;

- Attend school every day and be on time, dressed in the correct school uniform and with all necessary books and equipment for the day.
- Learn with independence and enthusiasm and fully attempt to complete tasks that have been set.
- Always take an active role in learning by being involved in class discussions and being a supportive voice in group work.
- Complete all work to the highest standards, showing a high level of effort and resilience.
- Strive to have an excellent attitude towards my own learning, listen to advice and try to act on it so that I can make progress.
- Write my homework into my planner, complete it to the best of my ability and hand it in on time.
- Ask for help if I do not understand the task set or if I am struggling with any aspect of my learning.
- Show respect to everyone in and out of school and be polite, pleasant and respectful to all on the way to and from school.
- Cooperate with teachers and other adults.
- Respect the rights of those around me to work effectively. Support other students to make the right choices about their behaviour.
- Adopt a positive attitude towards, and participate fully in, the life of the school including enrichment activities.
- Support other students by challenging or reporting any acts of bullying.
- Respect our school environment and that of our local community.
- Celebrate my own and others' successes.
- Be responsible for taking messages and letters to and from school and home.
- Uphold The Haydock Charter's values at all times including beyond the school gate.

Parent/Guardian Comment

Student Comment

Student Name _____

Form _____

We support this Home/ School Agreement

Parent Signature _____

Date _____

Student Signature _____

Date _____

School Signature _____

Date _____

Amendments to Behaviour Rules in Light of Covid-19

- Travel arrangements to school Teachers have the power to discipline a pupil for conduct outside the school premises which includes when they are travelling to and from school on public transport. We will ensure that protective measures are made explicit to pupils and that any infringements are sanctioned.
- Arrival at school Arrival will be managed by senior leaders with support from pastoral staff at each planned entry point. Pupils will arrive at staggered times in small groups. Leaders will split pupils so that groups use specified entrance points. Protocols for arrival will be consistently applied: entry to the school premises will be a positive and welcoming start to the day. A plan will be in place for any pupils who arrive late to school.
- If pupils need to line up, pupils will socially distance when lining up. A signal for silence will be indicated by the raised hand of a member of staff. This will be the norm to support the management of a group. Designated staff will control the staggered entry into the building.
- Movement around school Non-essential movement around school is not allowed. Leaders will introduce a toilet visiting rota for pupils to prevent mass queuing at break or lunch time. Leaders will implement a one-way system for occasions when restriction of movement around school cannot be avoided. Movement will be planned, with a pre-defined route. Staff will be on duty along the route to supervise the safe movement of pupils.
- Classroom expectations Pupils will not be required to line up outside the classroom. Staff will welcome pupils into their classroom from a socially distanced position and maintain a physical presence near to the screen. Pupils will be made aware of their seating positions in advance of arriving at their room; this will prevent confusion and unnecessary wandering within the classroom. The seating plan is non-negotiable. Pupils cannot be loaned equipment or borrow from another pupil; a plan for equipment will be in place, including the use of books.
- Exiting a classroom Staff recognise the importance of a controlled exit. This will be rehearsed and modelled to make expectations clear. Pupils will be asked to stand behind their tables and will be dismissed from front to back with clear spacing in-between to maintain social distancing. Pupils will be instructed that they must not wait for their friends.
- Break time and lunch times Arrangements will be staggered to reduce risk and maintain social distancing measures. Pupils will be encouraged to spend their break and lunch time outside, weather permitting, in zones and with the same 'bubble' group with which they spend their lessons. Some arrangements may be made for pupils to eat in classroom bases or outside, depending on the weather. A staffing rota will be in place to ensure supervision including, but not limited to, senior leaders and pastoral staff. Staff will supervise pupils and ensure that social distancing guidance is observed.
- End of school Pupils will leave the classroom in the rehearsed manner. They will wash their hands, or if this is not possible, use hand sanitiser. Planned exit routes will be taught and rehearsed before implementation. Pupils will be dismissed from school in their bubbles. Senior leaders and pastoral staff on duty will supervise the exit routes. Staff will provide a positive end to the day for pupils and remind them not to wait for their friends. Any children who are travelling using school buses or contracted taxis will follow a plan to access their transport that includes socially distanced queuing.

The collection of children by their parents is carefully planned. Parents will collect their children from designated areas and they will be advised to maintain the social distancing rules.

Guidance for behaviour management

The Code of Conduct for the school remains in place and serves as the foundation for pupils to take responsibility for their own behaviour in line with the school's values. The following expectations supplement the Code of Conduct:

- Arrive to school and leave to go home at the designated time using the designated entrance/exit route. Do not wait around for friends and do not congregate. Speak to a member of staff if your parent or carer normally collects you and is not on time.
- Wash hands (or use sanitiser) upon entering and leaving school and after each lesson within the day. Wash hands regularly with soap and water during the day.
- There must be no physical contact of any type at any time. This includes horseplay, hugging, handshakes etc.
- Ensure that you 'catch it, bin it, kill it' when you cough or sneeze and avoid touching your mouth, nose and eyes.
- There must be no coughing or spitting at or towards any other person.
- The seating plan in the classroom is non-negotiable and is in place for the safety of each pupil. Stick to the seating plan. Do not move tables or chairs and do not leave your seat without speaking to the teacher.
- Maintain a safe distance from others between and during lessons.
- At break and lunch times, go outside (weather permitting) or remain in a designated venue (if the weather is poor). Stick to zoned areas and maintain a safe distance from others.
- Do not share belongings (food, stationery, books etc) with others and do not handle other people's belongings.
- Use the toilet designated to you, when it is designated. Only enter the toilets if there is a free cubicle. On exiting the toilet, wash hands thoroughly.
- In computer rooms, wipe the keyboard and mouse at the start of your lesson as instructed by the teacher.
- You must tell an adult if you feel that you are suffering from a high temperature, a new continuous cough or loss or change to your sense of smell or taste. Behaviour management 19. There are occasions when staff will need to challenge behaviours which are not safe or not conducive to learning. In order to effectively challenge and improve behaviour, leaders will actively promote non-confrontational behaviour management. Staff will use praise and verbal reprimand accordingly.

CHOICE BEHAVIOUR SYSTEM

The 'C' System still applies and this needs articulating to students.

In this difficult time, please support us to support you by following teacher instructions to the letter. Engage in your lessons and do not disrupt learning. This will not be tolerated.

- C4 still exists and a Remove system will operate in each bubble. Your Parents /carers will be informed if you get sent to Remove and this could lead to further consequences.

REASONS FOR C4

NOT FOLLOWING COVID SAFETY GUIDELINES

Persistent or serious disruption or defiance;

To allow an investigation into a serious behaviour incident and whilst awaiting senior leadership intervention and/or a decision on next steps;

As a result of a referral from a middle leader, where behaviour in the subject has seriously disrupted the learning and or health and safety of others;

For a period of reflection following an investigation into a serious incident or persistent breach of the detention and/or reporting systems.

Deliberate failure to adhere to the protective measures will be deemed as a serious breach of the school's discipline policy.

Coughing or spitting at or towards any other person will be deemed as a serious breach of the school's discipline policy. Any pupil who does this will need a risk assessment to establish whether they are 'unfit for school.'

Should pupils fail to comply with expectations within the isolation area, they may have additional time added to the sanction or in extreme cases, they may receive a fixed term exclusion.

As part of a planned return to school following an exclusion, parents/carers will be expected to have a virtual meeting with a senior leader to discuss a reintegration action plan.

Attitude to Learning

Attitude to Learning has a positive impact on student progress. When higher levels are achieved students are more organised and able to work independently. This has a strong impact on attainment. Attitude to Learning is recorded half termly for both key stages and reported to parents.

Student Attitude to Learning Scale



Grade	Description	
I CAN... 5	<ul style="list-style-type: none"> Learn with independence and enthusiasm understanding what tasks have been set. I can complete them with little or no help from my teacher. Complete my work to a high standard, showing a high level of effort and I always try to improve the quality of my work. Use teachers' and other students' comments to improve my work. Based on these, my work shows evidence of progress. Always take part in my learning by being involved in class discussion and being a leading or organising voice in group work. Focus on achieving on and above my personal targets. Always arrive fully equipped and uphold all rules regarding uniform and appearance 	Independent
I CAN... 4	<ul style="list-style-type: none"> Work well when I am given some instruction by my teacher. Complete my work to a good standard. I can show a good level of effort and take pride in my work. Reflect on my learning and ask questions in order to make progress in my work. I can help others by making appropriate comments on their work. Take part in my learning and be involved in class most of the time Say what my personal targets are and try my best to achieve them. Usually arrive fully equipped and nearly always uphold all rules regarding uniform and appearance without being prompted. 	
I CAN... 3	<ul style="list-style-type: none"> Work well when a teacher has given me clear instructions. Complete my work but I sometimes need reminding of the task by my teacher. Act on advice to make progress in my knowledge and understanding in class and sometimes make comments to support others' learning. Take part in my learning and make a contribution to class sometimes. Say what my personal targets are. Occasionally forget some equipment and I mostly have full uniform worn correctly 	
I CAN... 2	<ul style="list-style-type: none"> Show a little interest in my learning but not enough to make the progress I need to. I sometimes make some effort in class. Complete work with encouragement from my teacher. Think about the advice given and I can sometimes make progress in my work. I rarely offer advice to others about how to improve their work. Take part in class discussion or group work sometimes. Say what some of my personal targets are. Sometimes forget equipment and often have to be prompted about my appearance 	
I DO NOT... 1	<ul style="list-style-type: none"> Show much interest in my learning and progress. Often try to complete work. Take notice of advice given to help me to improve and there is no evidence of progress in my work. Contribute in class. I usually do not take part in class discussion or group work Try to understand what my personal targets are. Usually bring equipment and frequently have to be prompted about my appearance 	Dependent

Staff use: Attitude to Learning Scale



Grade	Description	
5	<ul style="list-style-type: none"> • Highly motivated independent learner • Work is always completed to a high standard and shows initiative • A reflective individual who learns quickly from advice and experience • Always contributes in class • Strives to exceed targets • Well prepared with all equipment and always properly and smartly presented 	Independent
4	<ul style="list-style-type: none"> • Works well with some instruction • Work is completed to a good standard reflecting some effort. • Volunteers to contribute in class • Seeks advice and tries to act upon it • Knows personal targets and attempts to achieve them • Has most equipment, most of the time and nearly always properly presented 	
3	<ul style="list-style-type: none"> • Works well when provided with clear instruction • Work is generally completed but lacks initiative • Advice is heeded and some progress is evident • Contributes in class • Knows personal targets • Occasionally forgets items of equipment and usually acceptably presented 	
2	<ul style="list-style-type: none"> • Has a limited interest in learning • Completes work with encouragement • Rarely acts on advice • Sometimes contributes in class • Is aware of some personal targets • Frequently forgets or fails to have items of equipment and often has to be reminded of appearance 	
1	<ul style="list-style-type: none"> • Little or no interest in learning • Often fails to complete work • Ignores advice and repeats mistakes despite intervention • Rarely, if ever, contributes in class • Apparently unaware of targets • Rarely, if ever, is prepared for the lesson and often flaunts rules on appearance and uniform 	Dependent

Rewards

Rewards and praise are motivational and encourage students to see that hard work, outstanding behaviour and success are valued within our school. Every student should have the opportunity to succeed and have that success recognised (see appendix 2 for strategies to encourage positive behaviour in the classroom)

When students demonstrate outstanding behaviour and meet or exceed expectations staff should reward students by entering on to SIMs the appropriate credits. (See appendix 1 for examples of what students can receive credits for).

Students will receive reward points for just doing the right thing all the time. AtL scores in lessons will awarded. Every lesson will start with a 4. If the pupil maintains that 4 they will receive 1 point. If they get moved up to a 5 they will receive 2 points. If a student is moved down to a 3 they will receive 0 points, a 2 will equate to -1 point and a 1, -2 points.

Points will be added up each term and if a student reaches the required amount, they will be invited to a reward event.

If a student is in the top 10 for ATL average weekly, then they will receive a text home and the student who has the highest will receive a commendation from the Headteacher.

Head of Year and the Head teacher will award badges and certificates in Celebration Assemblies each term.

Managing Inappropriate Behaviour

Planning for appropriate behaviour

Planning lessons and taking into account the needs of all students, will reduce the likelihood of inappropriate behaviour. Lessons should engage and enable all students to make progress. Suggested strategies to use in lessons to manage behaviour are included in appendix two.

When a student's behaviour is inappropriate, staff will use the strategies given and use the behaviour management flowchart if it continues.

Managing Behaviour Incidents

Step	Description	Staff will
5	<p>Highly motivated independent learner Work is always completed to a high standard and shows initiative A reflective individual who learns quickly from advice and experience Always contributes in class Strives to exceed targets Well prepared with all equipment and always properly and smartly presented Behaviour is excellent and a role model to others</p>	<p>Recognise outstanding behaviour and attitude to learning by the following methods:</p> <ul style="list-style-type: none"> • Record this AtL on SIMS Register (Essential) • Verbally acknowledge achievements • Positive phone call/text home/ postcard • Nomination for Achievement of the Week • Add additional credit(s) to SIMS Achievement Log (if required)
4	<p>Works well with some instruction Work is completed to a good standard reflecting a good effort. Volunteers to contribute in class Seeks advice and tries to act upon it Knows personal targets and attempts to achieve them Has most equipment, most of the time and nearly always properly presented Behaviour is consistently good</p>	<p>Recognise good behaviour and attitude to learning by the following methods:</p> <ul style="list-style-type: none"> • Record this AtL on SIMS Register (Essential) • Verbally acknowledge achievements • Add additional credit(s) to SIMS Achievement Log (if required)
3	<p>Works well when provided with clear instruction Work is generally completed but lacks initiative Advice is heeded and some progress is evident Contributes in class Knows personal targets Occasionally forgets items of equipment and usually acceptably presented Behaviour is below the acceptable standard , but with some slight changes would reach it.</p>	<p>Acknowledge unacceptable behaviour and attitude to learning by the following methods:</p> <ul style="list-style-type: none"> • Verbally warning re: behaviour/attitude that outlines reason(s) why the moved from a 4 to a 3 • Inform move to a 3 and record this AtL on SIMS Register (Essential) • Remove additional credit(s) to SIMS Behaviour Log (if required) • Reinforce the opportunity to move back to a 4
2	<p>Has a limited interest in learning Completes work with encouragement Rarely acts on advice Sometimes contributes in class Is aware of some personal targets Frequently forgets or fails to have items of equipment and often has to be reminded of appearance Behaviour is unacceptable and requires immediate improvement</p>	<p>Acknowledge unacceptable behaviour and attitude to learning by the following methods:</p> <ul style="list-style-type: none"> • Verbally warning re: behaviour/attitude that outlines reason(s) why the moved from a 3 to a 2 • Inform move to a 2 and record this AtL on SIMS Register and confirm next step is removal from lesson (Essential) • Add a c3 detention to SIMS if required • Reinforce the opportunity to move back to a 3

<p>1</p>	<p>Little or no interest in learning Often fails to complete work Ignores advice and repeats mistakes despite intervention Rarely, if ever, contributes in class Apparently unaware of targets Rarely, if ever, is prepared for the lesson and often flaunts rules on appearance and uniform Behaviour is poor and must not continue; additional intervention is required.</p>	<p>Acknowledge poor behaviour and attitude to learning by the following methods:</p> <ul style="list-style-type: none"> ● Inform move to white and remove learner from the classroom (to colleague or if required use 'On Call system) ● Record this AtL on SIMS Register (Essential) ● Issue c4 1 hour detention and record this in SIMS with explanation (Essential) ● Department to make contact home to make parents/guardians aware of the detention and discuss the students behaviour (Essential)
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Behaviour Monitoring

If the school deems it necessary, a student may be placed on report to monitor their behaviour. Parents will be contacted and consulted. The reporting system will follow several layers.

The system outlined below will supplement the Behaviour for Learning Policy by identifying clear levels of support for students. It outlines the role of all staff involved in the process and clearly shows the next steps for students who continue to underperform and/or demonstrate unacceptable behaviour.

At each stage support and advice can be sought from the Student Services and Curriculum Access Programme, SEN Teams.

Form Tutor Support Stage 1

The Form Tutor leads this initial stage of the process as they know their students well and should be aware of home, academic or personal issues that might impact on the student, as a result of Pastoral KPI Analysis tracking information provided by the Head of Year.

Meeting between Form Tutor, student and if possible parents. If parents are not in attendance they need to be informed of the outcome. This will be written up and logged on the central tracking spreadsheet / SIMS by the head of year..

The Form Tutor will email relevant teaching staff requesting details of subject based interventions/support plans. Throughout the process the subject teachers, in areas of underperformance, must implement relevant interventions and Heads of Department will have an overview of this.

Student to be placed on Green Report Card with agreed targets set by the Form Tutor. This card will run initially for two weeks with one of the following outcomes dependant on how the student engages with the process:

- All targets are met and student performance is back on track ~ the student is taken out of the process
- Targets are partially met and the student is engaging with the process ~ the process can be continued for a further two weeks for a maximum of six weeks in total.
- The student is not engaging in the process and is making little if any progress towards meeting the set targets ~ the student is referred to the Head of Year and Stage 2 will be implemented.

The Form Tutor must ensure key events are summarised and passed to the Head of Year so that a support log is built up.

Stage 2 (Head of Year)

This stage will be triggered by one of the following circumstances:

1. Escalation from Form Tutor Support Stage
2. Immediate implementation by Head of Year due to a significant level of underachievement identified through data tracking or an unacceptable number of behaviour incidents in a period of time.

The Head of Year will take the lead at this stage contacting relevant subject teachers requesting details of subject interventions/support plans. Throughout the process the subject teachers, in areas of underperformance, must implement relevant interventions and Heads of Department will have an overview of this. The Head of Year will arrange an initial meeting with the student, form tutor and parents. A Support Action Plan will be drawn up by the Head of Year during this meeting.

The student will be placed on a Yellow Report Card Stage 2 and agreed targets will be set by the Head of Year and this will be logged on the central spreadsheet / SIMS.

This stage of support will last for a maximum of six weeks and will be formally reviewed every two weeks when the Head of Year will decide whether:

- The student is taken out of the process
- Stage 2 continues for a further two weeks
- The student is moved to Stage 3 as insufficient progress is being made.

Stage 3 (Head of Year and Assistant Head teacher) Individual Behaviour Plan

Students will be placed on this stage of the system if they have failed to engage successfully at Stage 2. The Assistant Headteacher will hold a meeting with the student, parent, Head of Year and any other relevant professionals.

An Individual Behaviour Plan (IBP) will be drawn up by the Assistant Headteacher during this meeting in the form of an IBP. The Assistant Headteacher will email relevant teachers requesting details of departmental intervention/support plans. Throughout the process the subject teachers, in areas of underperformance, must implement relevant interventions and the Assistant Headteacher will have an overview of this.

The student will be placed on a red report card Stage 3 and agreed targets will be set by the Assistant Headteacher.

This stage of support will last for a maximum of seven weeks and will be formally reviewed every two weeks when the Assistant Headteacher will decide whether:

- The student is taken out of the process
- Stage 3 continues for a further two weeks
- The student is moved to Stage 4 as insufficient progress is being made and the IBP is failing.

Stage 4 (Assistant Headteacher / Deputy Headteacher)

Most students would be expected to show significant improvement prior to this stage. Students will be placed on this stage of the system if they have failed to engage successfully at Stage 3 and are failing their IBP. The Assistant Headteacher /Deputy Headteacher will hold a meeting with the student, parent, SLT and any other relevant professionals.

A new support action plan will be drawn up by the Assistant Headteacher or Deputy Headteacher during this meeting in the form of a PSP. The Assistant Headteacher /Deputy Headteacher will email relevant teachers requesting details of departmental intervention/support plans. Throughout the process the subject teachers, in areas of underperformance, must implement relevant interventions and Heads of Department will have an overview of this.

The student will be placed on a Student Support Card Stage 4 and agreed targets will be set by the Assistant Headteacher /Deputy Headteacher.

This stage of support will last for a maximum of six weeks and will be formally reviewed every two weeks when the school will decide whether:

- The student is taken out of the process and moved back to an agreed stage.
- Stage 4 continues for a further two weeks (up to a maximum of six weeks)
- A managed transfer or alternative education is considered.

At this stage a student is in danger of being managed to a new school or being placed on alternative provision. School will seek external support to help the student and set targets to monitoring the student over this period.

The Choice System

We are fortunate that the overwhelming majority of our students are polite and well behaved. Parents, carers and visitors compliment Haydock High School for our calm, orderly atmosphere and high standards of behaviour. We thank parents and carers for their support, as it is important to have partnership and no mixed messages about high standards. The key word in the consequence system is 'choice'. Students choose their behaviour and therefore can choose to be rewarded or choose to be disciplined. Students will now only have 2 warnings in lessons before they 'choose' a consequence. Each consequence has a number:

C1 - warning

C2 - Second and final Warning

C3 – 30 minute school detention

C4 – Removed from lesson and a 1 hour school detention

C4+ - When a student makes the wrong choice and chooses not to attend a C4 1 hour detention, this will be followed up by a 1 hour 30 minute detention with a senior member of staff on either a Monday Wednesday or Friday.

C5 – Internally Excluded from the site

C6 – Fixed Term Exclusion followed by a reintegration meeting

C7 – Permanently excluded from school

The 'C3' School detention will be 30 mins (3:00 -3:30) and if students do not attend the C3 detention they effectively 'choose' a 'C4' detention (3:00 – 4:00). Fortunately detentions are not needed for the overwhelming majority of our students as they are a deterrent to help students make the right choice about their behaviour. However, some students do make mistakes and therefore 'choose' the consequence.

On the very rare occasion a student is removed from a lesson twice in one day (2 x C4) they will be placed in Internal Exclusion to reflect on their poor behaviour and discuss methods in which this could be prevented occurring again.

Students will continue to be rewarded at school for having good AtLs in lessons and for displaying values that underpin our Haydock Charter. Staff will issue praise and achievement points. Students who choose to do well will receive certificates and will take part in reward events and trips; but most of all the students who behave well will no doubt be rewarded with wonderful exam results and a positive reference from school that they will use in applications for employment and further education.

How can parents support the new system?

Parents and carers are key to any behaviour system in schools. Parents and carers should continue to reward and praise their child when good things happen at school and discipline their child if their child chooses to be badly behaved. Partnership and a consistent message from school and parents or carers is critical.

How will parents be notified about detentions?

A letter will be given to the student to hand to their parents or carers. The letter will give details of time and date. The letter will also give notification if the student chooses to not attend the detention (or forgets) - then the student chooses a double detention the following day (1 hour)

Can all staff give School C3 detentions?

Yes – any member of staff (including supply staff) who sees a student choosing to be badly behaved can log a C3 detention.

Does the C1 & C2 reset each lesson?

Yes – If a student has chosen a C1 or C2 and had warnings in one lesson this does not carry over to the next lesson.

What happens if a child chooses more than one C3 in a day?

The number of consequences are monitored by year teams and other staff. If a student is choosing to be badly behaved in more than one lesson then the year team will intervene. However, the detentions will need to be completed.

What happens to students who do not attend detention?

If a student chooses not to turn up (or forgets) they will receive a 1 hour detention (C4) the following day.

What happens if the student has a prior engagement on the night of the detention?

Parents or carers should try in the first instance to rearrange the engagement to ensure their child fulfils the detention they have chosen. If this is not possible the parent or carer will need to contact

the year team before the day of the detention and provide evidence of the appointment. If the year team approve the appointment the detention will be moved to the following day.

Will these consequences be reported to the LA and impact on other aspects of students' education?

The school reports names of students to the LA who have:

- Been internally excluded from the site a number of times.
- Received a fixed term exclusion
- Demonstrated racist or homophobic behaviours

The school will also use this information to write references for jobs, colleges and other schools. The school will also use this information when allocating rewards such as places on the Y11 prom and the end of year reward trips.

Has this consequence system been tried in other schools?

Yes – it is used in many schools and has shown to have help students make good choices about their behaviour.

Standards Cards

Every student at Haydock High School will be required to carry 2 cards with them at all times.

The **#teamhaydockcard** will be used to reward good behaviours that emulate our Haydock Charter. Once a student receives 5 signatures on the card, they hand the card in a 5 additional credits will be added to the system that will go towards reward events and trips.

The **Standards Card** will be signed if a student has incorrect uniform, forgets to bring equipment to school, such as their Planner, pens, pencils and PE Kit. The Standards Card can also be signed if a student is misbehaving outside of lessons, such as being out of bounds, having energy or fizzy drinks or chewing. Once a student receives 5 signatures the card will be kept by the member of staff and a c3 detention issued. If a student refuses to hand over their Standards Card or does not have it with them they will be issued with a c3 detention. The student will then be issued with a new standards card.

Other Incidents of Poor Behaviour.

If a student chooses to not follow The Haydock Charter then depending on the severity of the behaviour the school will use a range of strategies to correct it. The range of sanctions will include:

Consequences – decided by the Head of Year and Assistant Head teacher
<ul style="list-style-type: none">• Telling off and correction• Contact with home• Safer Schools Police Officer• Restorative justice• Short length detention• Longer length detention• Completing the missed work• Removal from the lesson to work under supervision elsewhere• Financial payback• Confiscation of item(s).• Report Card• Community service e.g. litter picking, removing graffiti• Setting Behaviour for Learning targets• Behavioural contract• Internal Exclusion• Use of off-site intervention provision• In line with the School's Exclusion Policy, use of external exclusion <p>This list is not intended to be exhaustive but serves as an illustration of sanctions used.</p>

Classroom Support

On call staff will be on duty on a rota basis to support any member of staff who may be experiencing difficulty in the classroom which they cannot resolve or cannot be resolved by the Head of Department. A student will have reached an AtL of 1. Any teacher may email the school office and an appropriate member of staff will be located as soon as possible. When the member of staff arrives they should be provided with information by the teacher as to what has led to the problem and which methods of dealing with it they have used. Should a member of staff be required to remove a student from the class there should be clear evidence of the behaviour system having been followed. All call outs will be recorded through student services.

Monitoring, support and intervention

Through the pastoral and guidance systems the School has staff whose role is to support student welfare and well-being. This includes helping to make explicit the School's expectations, to reinforce positive learning attitudes, to apply disciplinary sanctions and to monitor behaviours which give rise to concern.

The School accepts that for a wide variety of reasons some students require additional support in order to learn and display positive learning behaviours. For these students the School will draw on a range of support interventions in order to support and re-track behaviours. Strategies include consideration of curriculum need, additional learning support, and identification of Special Educational Need, additional internal provision (including group work, counselling etc.), placement on a behaviour or Pastoral Support Programme and use of external expertise and short term placements, including Triple P, Pupil Referral Unit, Alternative Provision, Youth Offending Service, Young People's Drug And Alcohol Team, (see Directory of external agency support). Identification of need and progress will be monitored via the Head of Year, pastoral team and the involvement of parents.

Bullying

Haydock High School has a clearly defined policy on 'Anti Bullying', this Behaviour for Learning policy should be read in conjunction with this policy.

Positive Handling

Haydock High School, in line with St Helens LA, has adopted the Team Teach protocols and techniques for positively handling students.

Members of staff are legally permitted to use reasonable force to:

- Prevent students committing an offence
- Prevent injury to themselves or others or damaging property
- To maintain good order and discipline in the classroom

The Head teacher and school staff may use force as is reasonable when conducting a search without consent.

All actions requiring positive handling must be logged with the Assistant Head teacher in the Team Teach folder (stored in student services) and on CPOMS

Parents will be informed in all instances.

Staff should attempt to calm the situation and use a number of de-escalation techniques before the child is handled. The amount of control used must be commensurate with the age, size, gender and degree of violence exhibited by the student.

Power to Search Without Consent.

Schools have legal powers for a member of staff to confiscate, retain or dispose of any of a student's property.

In the event of any suspicion that a student is carrying prohibited items e.g. weapons, alcohol, drugs, stolen goods, tobacco and cigarette papers, fireworks, pornographic images or any item banned by the school rules this power will be used.

The items will be disposed of according to the documentation 'Screening, Searching and Confiscation – advice for Head teachers, Staff and Governing Bodies'.

Complaints Procedure

Every parent and student has the right to make a complaint regarding the management of behaviour at Haydock. Many systems exist to allow this to happen e.g. open door policy, mentoring, and official complaints procedure and appointments system.

Should malicious accusations be made against school staff, there will be disciplinary actions set at the discretion of the Head teacher, including exclusion.

Exclusions

A severe breach of school rules may lead to a fixed term exclusion from school. In order to minimise the damage to a student's progress a student may first be excluded to our alternative, internal provision, Respite. Parents will be informed. Decisions regarding exclusion will be taken by the Headteacher or Deputy Headteacher in consultation with the Assistant Headteacher for Behaviour and Attitudes. The decision to exclude will not be taken lightly. The exclusion checklist will be followed (see Appendix 3). There will first be an investigation to determine the facts and obtain a balanced view. Written statements will be taken, when possible. It is important that serious incidents should be referred to the Head, SLT or HOY/Pastoral Team immediately.

Once the decision to exclude has been made arrangements to contact parents and send the child home should be made. No student will be sent home during the school day without first agreeing the course of action with a parent/guardian; and sanctioned by the Head teacher or SLT. In most cases students will be either collected by a parent, escorted home to a parent by school staff or remain in Respite until the end of the day.

An excluded student should use the schools online platforms to complete work (such as Educake, Mathswatch or Edulink). Curriculum contents can be found on the school website. Student who do not

have access to the internet will be sent home with sufficient suitable work, which should be returned at the end of the exclusion. The DfES guidelines will be strictly adhered to. Letters must be sent home, meetings with parents set up and Governors and LA informed of action as necessary. Where necessary, the Governors Panel should meet within the required timespan.

Students admitted back into the main body of the school will have first had a return to school interview (parents, Head of Year and SLT). The students behaviour will be monitored closely via SIMS and CPOMS. Other support may be put in place if needed.

Every effort will be made to avoid permanent exclusion from school. In the event of this being considered the school will ensure that every possible level of support and action has been taken prior to referral to the Governing Body.

Incidents which may result in exclusion include:

- **Physical assault against a student**
- **Physical assault against an adult**
- **Verbal abuse / threatening behaviour against a student**
- **Verbal abuse / threatening behaviour against an adult**
- **Bullying**
- **Theft**
- **Racial / homophobic abuse**
- **Drug or alcohol related**
- **Damage**
- **Sexual misconduct**
- **Continual persistent disruptive behaviour**

Students are expected to attend school correctly dressed in full school uniform. This includes ensuring that hair styles are appropriate and make-up, jewellery and body piercings are not worn. Uniform should be worn correctly including ties in the right place and collars fastened. In the very unlikely event that a tattoo has been obtained it should always be covered. Shoes should be worn, not trainers, long boots or sports boots such as converse. In the event of very poor weather students may wear boots to come to school but footwear **MUST** be changed on arrival. Guidance on appropriate footwear is detailed on the school website.

Inappropriate hairstyles are typically those which are extreme either because they are unnaturally coloured, beaded, cut below no.2, patterned into the head, (including hair extensions) or excessively backcombed. School will decide if hair is inappropriate. Hair adornments should be plain, small and not brightly coloured or sparkling. Hair below shoulder length should be tied back for practical lessons.

If a student has any issue with their uniform, a pink slip is issued by the form tutor for a short temporary period until the issue is resolved. This does not apply to piercings. These will be confiscated, placed in an envelope and sent to the Office. Students who refuse to remove piercings will be isolated until they are removed.

If a student arrives at school wearing make-up a make-up wipe will be provided on the first occasion. Students who repeatedly fail to adhere to the rules will be isolated in Respite and Parents will be contacted.

Mobile Phones

- Whilst we appreciate that some students may choose to carry a mobile phone for safety purposes, their use in school can be very disruptive and have caused distress to others when they have been used to bully other students. Additionally, irresponsible internet use, taking photographs of other children and having inappropriate images on phones will not be tolerated.
- As a result all mobiles **MUST be turned off and out of sight at all times** whilst in school unless a member of staff has given explicit permission AND supervises its use.
- Any student using a mobile phone without the express permission of a member of staff will have it confiscated. In the first incidence the phone will be returned at the end of the school day. Persistent breaches of this rule may result in an adult having to come into school to collect a confiscated phone or a student may be required to hand their phone into students service at the start of the school day.
- Mobile phones can be searched without consent (see below) if a member of staff has grounds to believe that it contains pornographic images. These can be deleted or handed to Police

Mobile Technology Policy

Inappropriate use of mobile devices in school has:

- Disrupted learning in the classroom
- Compromised the safety and wellbeing of individual students
- Undermined good order and discipline

As a result the following applies:

1. **Students** may bring mobile technology devices into school as it is recognised that at times they may be allowed to use them to support their studies or they may help to maintain their safety on the way to and from school.
2. Mobile technology devices must be **switched off and out of sight at any time at school between the hours of 08.30 and 15.00 including when students are walking between lessons and at break and lunch times.** They may be taken out and used in lessons **only** for educational purposes and with the explicit permission of the classroom teacher.
3. Parents and students wishing to contact each other during the school day should do so through the school office, student liaison officer or student services.
4. The use of mobile phones to intimidate other students is unacceptable and constitutes a form of bullying. The sending of offensive or threatening text messages is illegal and students doing so will be subject to the harshest of consequences.
5. The following are strictly banned:
 - the use of camera phones to film images of students
 - other filming/use of video footage
 - the filming of teachers/school staff
 - the use of mobile phones to transmit or show obscene/unacceptable images
6. The school accepts no responsibility for replacing lost, stolen or damaged mobile technology. The safety and security of personal devices is wholly in the hands of the students. All devices should be clearly marked with the student's name.
7. Mobile devices may be only be permitted on school trips at the discretion of the trip leader.
8. It is parental responsibility to ensure appropriate internet filters are in place on any mobile device used to access the internet.

Protocol for non-compliance by students on school premises.

Mobile phones will be confiscated and returned at 3pm. A C3 detention will be issued by the teacher confiscating the phone.

Confiscation and the Law

The confiscation of items such as mobile phones is lawful as outlined under the Education and Inspections Act 2006. At Haydock, the Headteacher has delegated the authority to confiscate items such as mobile phones to all staff as a lawful disciplinary penalty. Confiscated items will be kept safe until returned as per policy(above).

The Support of Parents

This policy is made very clear to students and parents. If parents do not wish a phone to be confiscated then they should ensure that their children follow this policy as the consequences will be strictly and consistently applied.

Appendix 1 – Guidance and strategies for teachers

Expectations

Students are expected to....	This means students should ...	So that.....
Arrive to lessons on time and with the correct equipment	<p>Move quickly but safely between lessons</p> <p>Have what they need (e.g. PE kit, calculators) for the lesson ready at the start of the day</p> <p>Bring their correct books and Planner to class</p> <p>Have these out ready at the start of the lesson, without the teacher asking.</p> <p>Wear the school uniform correctly</p> <p>Be punctual to lessons</p>	Learning can start quickly and without interruption
Speak to everyone politely and with respect	<p>Use appropriate words in all conversations with staff and other people in the school</p> <p>Not use swear words or words that might offend (e.g. racist or homophobic words) to anyone they talk with</p> <p>Listen to what others say before speaking</p> <p>Speak calmly, without shouting</p>	Everyone feels safe and happy in school
Take responsibility for their learning	<p>Complete classwork to the best of their ability</p> <p>Ask for help with their work</p> <p>Hand in homework on time</p> <p>Work cooperatively with others so everyone else can learn</p> <p>Accept when they make mistakes</p>	Students can make outstanding progress in all areas of their work
Follow staff instructions	<p>Listen to what they are being asked to do</p> <p>Do as asked, without arguing</p> <p>Speak to a teacher at the end of the lesson (or another time) if they want to talk about something</p>	A calm and productive learning environment is established
Care for the school environment	<p>Put rubbish in the bins</p> <p>Eat in the correct areas of the school</p> <p>Report any damage to teachers/staff</p> <p>Use equipment carefully and safely</p> <p>Not chew gum in school</p>	The school remains a smart and safe place to work

Classroom Management Strategies

Positive Intervention strategies

Staff are often good at finding something positive to say about a student's work but where there is an expectation of positive behaviour there is less inclination to praise it. We must strive to recognise and celebrate appropriate behaviour.

Behaviour will improve if praise is used in a ratio of 5-1 against correction. Praise will be well received if it is:

Personal
Genuine
Appropriate and measured
Specific
Consistent
Used regularly

Ways to Praise

- Nod of recognition
- Smile
- Thumbs up
- Verbal praise and encouragement
- Tick in a book
- Comment in a book
- Use of credits
- Loyalty card
- A stamp in a book
- Display work on the wall
- Recognition to other staff
- Note to parent in the planner, by phone, by letter, on Parents' Evenings
- Thank the students for doing it right!
- Recognise good appearance
- Recognise good manners, kindness to others.
- Recognise good preparation.

Teachers are expected to manage behaviour in their classroom through outstanding teaching and using their own behaviour management techniques. Examples are given below but these are not exhaustive.

Strategies to try

- Try a variety of non-verbal techniques- e.g. raise an eyebrow, shake the head.
- Proximity control. Move closer to the child or the child closer to you.
- Plan interventions in advance- consider your environment. Have a seating plan. Save a late seat. Ensure that the 'expectations of students' is clearly displayed and refer to it and the rewards and consequences.
- Avoid confrontation. Use the system without emotion. "If you choose to..... then you choose to accept the consequence. See, it's here on the wall."
- Allow take up time. Teachers on average allow 0.7 seconds to give some reply. Give time to respond. "Let the silence do the heavy lifting".
- Focus on what the misbehaving child should be doing, not on what they shouldn't be doing.

- Increase student output by giving a set time for the completion of work. Reduce time available rather than increasing the amount of work. Short term goals needed.
- Never be late. It sends messages about the level of respect you afford students.
- Always keep up with marking. Unmarked work lets students think that you don't care if it's completed or not. Mark to the school policy.
- Do not threaten any sanction that you are not prepared to carry out.
- Private correction is better than public humiliation.
- Avoid challenges. If you dare a student to misbehave he/she is more likely to take you up on it.
- Beware of mass-punishment. If a child misbehaves then he/she should bare the responsibility, not the entire group. If you don't know who it was then it is far better to drop it rather than alienate the students who are doing it right.
- Never walk past an incident of bad behaviour. It challenges your authority and that of every other member of staff in the school. If you cannot solve it get help quickly.
- Avoid physical contact with children that may encourage horseplay.
- Be aware of how to keep yourself safe from accusations by following the guidelines in the Handbook
- Use BFL objectives alongside learning objectives eg to be successful in today's lesson you need to listen to others, wait your turn

Charlie Taylor's Behaviour checklist for teachers

<p>Classroom</p> <p>Know the names and roles of any adults in class.</p> <p>Meet and greet pupils when they come into the classroom.</p> <p>Display rules in the class - and ensure that the pupils and staff know what they are.</p> <p>Display the tariff of sanctions in class.</p> <p>Have a system in place to follow through with all sanctions.</p> <p>Display the tariff of rewards in class.</p> <p>Have a system in place to follow through with all rewards.</p> <p>Have a visual timetable on the wall.</p> <p>Follow the school behaviour policy.</p>	<p>Teaching</p> <p>Ensure that all resources are prepared in advance.</p> <p>Praise the behaviour you want to see more of.</p> <p>Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).</p> <p>Differentiate.</p> <p>Stay calm.</p> <p>Have clear routines for transitions and for stopping the class.</p> <p>Teach children the class routines.</p>
<p>Pupils</p> <p>Know the names of children.</p> <p>Have a plan for children who are likely to misbehave.</p> <p>Ensure other adults in the class know the plan.</p> <p>Understand pupils' special needs</p>	<p>Parents</p> <p>Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.</p>

STUDENT OF THE WEEK

Staff will be prompted to nominate students for achievement of the week. These will be nominated by staff and emailed to the Exams and Marketing Officer by Thursday 3.00pm to go on the school website the following week.

Departments and Year Groups

Departments and Year Groups are encouraged to recognise and reward students who are making progress and meeting expectations. These could include:

Pupil of the month – department, year, etc.

Postcards - once every half term will send a maximum of 15 postcards (top 3 per Year)

Certificates

Subject ambassadors

Subject experts

Form / Year Group ambassadors

Nominated for achievement of the week.

These would need to be recorded on SIMs to ensure students receive credits.

Student display boards in departments are encouraged.

Student Achievement Display Board

Students who achieve any of the various levels / badges will have their name added to the Student Achievement Roll of Honour.

Form groups and Years with the best ATL, attendance, number of credits, etc. will be rewarded and recognised. Heads of Year will be responsible for updating their board on a weekly basis.



Exclusion Checklist

(produced in accordance with statutory and LA guidelines)

<p>Before reaching the decision to exclude, head teachers should make reference to the Department for Education document: <i>"Exclusion from maintained schools, Academies and pupil referral units in England"</i> (in use from September 2012). This check list is not a replacement for the guidance; it is a good practice guide which references the guidance where appropriate.</p>		
No.	Guidance /Advice	Notes
1	'Informal' or 'unofficial' exclusions, such as sending pupils home to 'cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded (<i>para. 13</i>).	
2	Where practical, head teachers should give pupils an opportunity to present their case (<i>para. 16</i>). Interview the pupil, in the presence of another adult, taking notes of questions asked and answers given, using the pupil's own words.	
3	If the pupil is able to do so, ask for a written account of the incident - if the pupil is too upset to do this at the time, ask for this as soon as possible after the incident - if the pupil refuses to give a written account, note the refusal.	
4	to, the incident - ensure these are done as soon after the incident as possible and that they are attributed, signed and dated - anonymity should not be routine nor automatic. (<i>para. 111 refers to witness statements for an Independent Review Panel but it would also be good practice for Governors Disciplinary hearings</i>).	
5	Take in to account any contributing factors that might be identified. For example, where the pupil has suffered bereavement, has mental health issues or has been subject to bullying (<i>para. 17</i>).	
6	Consider whether the pupil's behaviour was a serious or persistent breach of the school's discipline policies and (this is a two-part test which must be met for every exclusion) whether allowing the pupil to remain in school would affect the education or welfare of the pupil or of others in the school (<i>para. 15</i>);	
7	Consider whether the pupil has a Statement of SEN (<i>paras. 11,22-24</i>), is a looked-after child (<i>paras.22-24</i>), is from an ethnic minority group (<i>paras.20-21</i>), or has any other issues which may have affected his/her behaviour on this particular occasion;	
8	Consider whether there is any discrimination under the Equality Act 2010 (<i>paras.8-10</i>);	
9	Consider the support given to the pupil by the school to address any behavioural issues (<i>para. 18</i>);	
10	Consider whether all reasonable alternative strategies to exclusion have been tried;	
11	If appropriate, consult with others (e.g. Statementing Officers, Social Workers, Exclusions administrator or any other relevant professionals) but not anyone, such as a member of the school's governing body, who may later take part in the statutory review of the decision.	
12	The exclusion should be discussed between the Headteacher or Deputy Headteacher and the Assistant Headteacher for Behaviour to establish that the exclusion is in keeping with exclusions given for similar situations / incidents. (Fair and just) Recommendations for length of exclusion made to Headteacher/Deputy Headteacher	

<u>Once the decision has been taken to exclude</u>		
13	must notify the parents, without delay and ideally by telephone, of the period of the exclusion and the reasons for it (<i>para.25</i>)	
14	must provide information in writing to the parents, without delay, confirming the exclusion and providing all necessary information (<i>paras.26-37</i>)	
15	must, for a permanent exclusion, tell the LA without delay (<i>para.38</i>), by contacting the Exclusions Administrator by telephone and ensure the exclusion is logged correctly on SIMS, giving details of start date and reason	
16	must, for fixed period exclusions, ensure the exclusion is logged correctly on SIMS, giving details of start date, end date and reason	
17	must inform the governing body or Clerk to the Governors Disciplinary Committee (GDC) of the exclusion so that any necessary meeting can be arranged within the statutory time limits (<i>para.38 and para.52</i>)	
18	should make arrangements for the pupil to receive homework during the exclusion period and set these out in the exclusion letter (<i>para.49</i>) - it is good practice for there to be a named contact given in the exclusion letter so that parents know who to talk to if there are any problems with these arrangements	
19	should, if a GDC hearing is necessary, prepare paperwork for the Clerk to circulate to all parties (<i>para.58</i>)	
20	<p>should consider arrangements for reintegrating the pupil at the end of the exclusion period, bearing in mind that conditions cannot be imposed on the return to school (<i>para.12</i>).</p> <p>Reintegration meeting to take place with the parents and student—HoY and SLT link.</p> <p>A range of reintegration strategies to be offered (examples include):</p> <ul style="list-style-type: none"> ▪ Report card to monitor behaviour ▪ Time out card ▪ Mentoring from Head of Year / Learning mentor ▪ Connexions appointment ▪ Referral to BIT ▪ Referral to CAMHS ▪ Drug screening tool ▪ Referral to Drugs and Alcohol team ▪ Referral to TAZ ▪ Referral to PREVENT 	
<p>NB. If a GDC hearing needs to be arranged, the Clerk to the GDC must make all arrangements and liaise with all parties - it is important that the head teacher does not discuss the exclusion with governors who may be involved in the GDC, before the meeting.</p>		