



Haberdashers' West Midlands Academies Trust

BEHAVIOUR POLICY – FEDERATED

2023-2024

Haberdashers' Abrham Darby Haberdashers' Adams

BEHAVIOUR POLICY	
Named Responsibility of Policy	Mr D Hughes – Vice Principal – Haberdashers' Abraham Darby Mr D Biggins – Deputy Headteacher – Haberdashers' Adams
Date of Original Policy	August 2020
Date Policy Updated	September 2023
Date of Next Review	September 2024
Governor Accountability	Pupil and Staff Welfare Committee
This policy will be readily accessible to Parents/Carers/Staff/Visitors/Members of the Public through the school websites	

COMMITMENT TO REVIEW

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

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

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

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

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

1. Introduction

- 1.1. The Trust, together with the Headmaster and Principal of the schools in the Federation, affirm that five clear goals define the basis for the behaviour of the school community. We believe in:
 - 1.1.1. Educating the whole person; equipping our young people to play an active and leading role in society in the Twenty-First Century
 - 1.1.2. Developing pupils who are ambitious, hard-working and successful
 - 1.1.3. Encouraging pupils to have an intellectual interest and curiosity in their studies. We want them to be excited by their studies and to become lifelong learners
 - 1.1.4. Pupils being fully involved in extra-curricular activities and aspiring to do these to the best standard possible
 - 1.1.5. Encouraging all pupils to aspire to the highest standards of behaviour and to have strong principles and values.

2. Aims of the Policy

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

3. Our vision

At Haberdashers' Abraham Darby (HAD) the aim is to provide a welcoming environment for everybody that is 'Confident, Calm and Caring.' At Haberdashers' Adams, (HA) this is adapted to 'Happy, Healthy, Safe and Respected.' We believe that if we provide these qualities, everyone has the opportunity to thrive and be 'the best they can be.' This will enable them to lead successful lives.

In order to achieve this learning environment, Haberdashers' Abraham Darby operate a policy of zero tolerance on six main categories called **NUHOPE**:

Nice to others
Uniform
Homework
On Task
Punctuality
Equipment

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

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

4. Behaviour for Learning

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

4.1 To encourage this, staff will:

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

4.2 We will not accept the following behaviour:

- Disrupting the learning of others
- Refusal to comply with instructions from staff
- The use of rude, offensive or inappropriate language to other pupils or staff
- Acts of aggression or any kind of physical violence towards pupils
- Acts of aggression of any kind of physical violence towards staff, parents or visitors
- Bullying or intimidation
- The inappropriate use of mobile phones or other mobile equipment
- Racist, sexist or homophobic comments
- Vandalism
- Possession and/or use of prohibited items
- We do not encourage students to display public affection to their peers or with a person that they choose to have a relationship with. We therefore discourage students from kissing whilst in the School or Academy.

4.3 If unacceptable behaviour occurs, members of staff will:

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

5. Rewards and sanctions

5.1 Rewards

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

5.2 Sanctions

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who fail to meet the Federation's expectations or who fail to follow a reasonable instruction

- The power also applies to all paid staff with responsibility for pupils
- Pupils can be disciplined at any time in either school or elsewhere under the charge of the school e.g., on school visits
- Pupils can be disciplined for misbehaviour outside of school, for example, when traveling to and from school, in the vicinity of the school and when wearing school uniform
- At all times pupils are representatives of their school, so their behaviour away from school may also be sanctioned within the school if their behaviour for instance, calls the good name of the school into disrepute
- Acts of aggression or physical violence towards pupils will not be tolerated. Such incidences will result in either an internal isolation or an off-site suspension or a permanent exclusion, depending upon the severity of the incident.
- Acts of aggression or physical violence towards members of staff will not be tolerated. Such incidences will result in either an internal isolation or an off-site suspension or a permanent exclusion, depending upon the severity of the incident.
- Deliberate damage to school property (including acts of vandalism) will not be tolerated. In such instances pupils may be expected to assist site staff in sorting out the damage and a bill to cover the cost of repairs will be sent home.
- All punishments must be fair, reasonable, proportionate and not in breach of any legislation
- Teachers have the legal power to impose detention in and outside of school hours; this is defined as after any school day when the pupil is present, weekends (HA) and inset days (HA). Parental consent is not required for detention
- Pupils will be detained for no more than 30 minutes at the end of the school day without prior parental notice.
- Pupils may be detained for up to 2 hours at the end of the school day for a severe incident, with parental notice
- Where possible *HAD* aim to give 24 hours' notice of detentions, although an exception to this is if pupils are placed in the Student Reflection Centre or Internal Isolation because of poor conduct during the day. The school day finishes at 3:30pm for those who are placed in SRC and 3:45pm for those in IE. *The Academy will endeavour to notify families of this although it may not always be possible.*
- Teachers can search, screen and confiscate pupil property if there is good reason to do so, following DfE guidelines
- Poor behaviour must be addressed, and all staff have a professional obligation to highlight and help pupils improve their behaviour
- Discipline is administered calmly and works best when it is applied thoughtfully, consistently and a distinction is drawn between the poor behaviour and the individual. A pupil who perceives animosity or lack of respect from a teacher is more likely to react adversely
- In the first instance a teacher should attempt to deal with poor behaviour. This is likely to begin with reminding a pupil that their behaviour has fallen below acceptable levels. The way the behaviour will be dealt with will be increased progressively if the pupil fails to respond appropriately
- Staff may make written contact with parents/carers to inform them of behaviour concerns. This could be in the form of an email or through a letter. These must first be checked by the Curriculum Leader/Head of Department, Key Stage Leader/Head of House or another senior member of staff.
- Staff may telephone parents/carers but are advised to consult with Key Stage Leaders/Heads of House or member of SLT that they are doing so. In certain instances, telephone calls may not be appropriate, as directed by the Key Stage Leader/Head of House or member of the SLT
- *Internal suspension* (isolation) can be authorised by a member of SLT (HAD and HA), and by Heads of House (HAD & HA)
- *Suspensions (Fixed term exclusions)* can only be authorised by the Principal/Headmaster or Vice Principal/Deputy Headmaster (Behaviour & Attitudes or Pupil Welfare). See section 12.

6. Behaviour support, intervention, and referral

This section applies only to Haberdashers' Abraham Darby

- Referral of pupils should in the first instance be to the Head of Department/Curriculum Leader. However, in situations where this is not possible, or if an urgent response is required, referral should be made to the *Pastoral and Behaviour Intervention* team.
- Those to whom behavioural issues have been passed will put appropriate measures in place to manage the pupil's behaviour, usually in consultation with the *Curriculum Leaders* or Heads of House. This can involve a range of sanctions and measures designed to address and improve the pupil's behaviour. *The pupil may be referred to the Student Reflection Centre &/or Internal Isolation for the rest of the lesson, day or for a specified period as a consequence of the pupil's behaviour.* The aim will always be to get the pupil back into normal education as quickly as possible
- An Alternative Provision centre exists for Key Stage 3 (*THRIVE*) and Key Stage 4 (*ADAPT*) pupils who have had prolonged difficulty in managing their behaviour. *This provision* is led by a senior member of staff and

supported by a number of experienced staff. There is a high ratio of staff to pupils in the centre. Pupils in this centre will be provided with a full-time education programme and there will be high expectations of them, with an emphasis on success and achievement.

This section applies only to Haberdashers' Adams

- Students who require additional support for their behaviour may be referred by their house to the Inclusion Officer. The Inclusion Officer may offer withdrawal activities, mentoring and/or other support for those who are unable to access the classroom.

7. Uniform

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

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

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

7.2 Non-compliance with uniform policy

- Teachers can discipline pupils for breaching the Federation's expectations on appearance or uniform. This will be carried out in accordance with the sanctions identified within the behaviour policy
- The Principal/Headmaster, or a person authorised by the Principal/Headmaster, may instruct a pupil to go home briefly to rectify a breach of the Federation's expectations on appearance or uniform. When making this decision consideration will be taken of the pupil's *circumstances such as* age, *safety*, journey time and cost
- For pupils in years 7-11, parents/carers will be contacted, and the pupil only sent home during school hours if accompanied by parent/carer or if the parent/carer gives explicit permission for the pupil to go home unaccompanied.

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

8. Mobile phones and other technological devices

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

Any mobile phones (and peripheral devices headphones, ear buds/airpods and speakers) brought in are done so at the pupil's own risk.

The Aims of the mobile phone policy are:

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

Mobile phones can be used in the following areas only:

1. *In supervised classrooms for purposes instructed by the teacher (HA only)*
2. *In an emergency, with express permission from a member of staff (HA only, HAD staff will allow access to a school phone)*
3. Sixth Form areas (by Sixth Formers only)

Where mobile phones cannot be used in the following areas:

1. Walking around the buildings/outside spaces on the school site
2. Corridors
3. In break out spaces
4. In classrooms / learning environments
5. In the Restaurant

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

- **First offence** – the mobile phone/device will be returned to the pupil at the end of the school day
- **Second+ offence** – parents / carers will need to come to school and collect the mobile phone/device. The confiscated mobile phone/earpods etc will be kept in a locked safe until it is collected.
- **Third and subsequent offences** – the pupil will serve a detention of increasing duration.
-

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

Should pupils not hand over a confiscated mobile phone then the following will apply:

- The pupil will be reminded about our no mobile phone policy. They will be given a short period of time to reflect before being asked again to hand over their mobile phone.
- If the pupil continues to refuse to hand over their mobile phone, they will be placed in Internal Isolation.
- For safety reasons, we appreciate that parents / carers may want their child to have a mobile phone on their person. All mobile phones should be turned off and placed in the pupil's bag before they enter the school grounds in the morning and remain there until the end of the school day.

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

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

- First offence – confiscation
- Second offence – lunchtime detention
- Third offence – 30 minute after school detention
- Fourth offence – 60 minute after school detention

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

NB: Earphones, earpieces and any speaker devices are not to be used on site. These will be confiscated if seen.

9. Searching and Confiscation

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

- Under this authority we reserve the right to search and screen pupils under the following circumstances and to confiscate items as described in section 9.2 below
- Pupils will be treated courteously and afforded respect and a reasonable level of personal privacy during any search or screening; personal items will only be searched in the presence of the pupil
- Searching should normally be carried out by a member of staff who is the same gender as the pupil. There must be a member of staff present during the search to act as a witness, who should also be the same gender
- There is an exception to the same sex and witness rule; if there are reasonable grounds to believe that there is risk of serious harm to a person or persons if the search is not carried out immediately and it is not reasonably practicable to summon another member of staff
- Parents will not be informed prior to a search or to seek parental consent and there is no legal requirement to keep records of searches carried out
- Parents will be informed if search or screening uncovers items that will result in Academy disciplinary action or police involvement.

9.1. Searching with consent

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

9.2 Searching without consent

- If a member of staff has reasonable grounds to suspect that a pupil is in possession of a prohibited item, a pupil can be instructed to undergo a search without consent; parental permission or pre-notification is not required
- The Principal/Headmaster and any staff authorised by the Principal/Headmaster have a statutory power to search pupils and their possessions with or without consent where they have reasonable grounds for suspecting that the pupil may have one of the banned items
- A pupil refusing to co-operate with a search will be subject to a disciplinary measure, and the police may be contacted to conduct the search
- The list of prohibited items (not exhaustive).
 - Knives, bladed items, weapons of any sort that can cause danger to themselves and others. **It is an offence under section 139A of the Criminal Justice Act 1998 to carry an offensive weapon or knife on school premises.** If a pupil is found to possess a knife or indeed any weapon of sort, the Academy will notify the police immediately. This may lead to a permanent exclusion from the Academy and a charge for possessing a weapon
 - Alcohol or any alcoholic drinks
 - Illegal drugs or highs
 - Stolen items
 - Tobacco, cigarettes, lighters, matches, cigarette papers, vape, e-cigarettes
 - Any paraphernalia used in the consumption of any of the above
 - Fireworks
 - Pornographic images
- Any item that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury, or damage property.
- It is the responsibility of the pupil to ensure that they are not in possession of any illegal items on the Academy site regardless of who owns it. If found, they will receive a strong punishment.

9.3 Electronic devices

- Staff may examine data files held on personal devices during a search if they believe they have good reason to do so, *especially in this era of social media and cyberbullying*
- In determining a good reason to examine or erase data or files, staff must have reasonable suspicion that the data or file has been or could be used to harm or to disrupt teaching
- If the device is to be returned, relevant files may be deleted or retained by the school to support disciplinary action, or where appropriate, passed to the police.

9.4 Confiscation

- Federation staff can seize any prohibited item found as a result of a search
- We can also seize any item found which is considered to be harmful or detrimental to Federation discipline; this includes deleting electronic images or passing illegal material on to the police
- Depending upon the nature of the confiscated item, it may be retained by the school or disposed of as a disciplinary measure where reasonable
- Confiscated weapons, knives or bladed items, items believed to be stolen and illegal drugs will be passed onto the police or disposed of by the respective school.

10. Use of reasonable force

- Federation staff have a legal right to use reasonable force to control or restrain
- Control means passive contact, such as standing between pupils or blocking a pupil's path, or actively leading a pupil by the arm away from a classroom or difficult situation
- Restraint means to hold back physically or to bring pupils under control; for example, where two pupils are fighting or refusing to separate without physical intervention
- Reasonable force can be used to prevent pupils from hurting themselves, others, damaging property or causing disorder
- Force used will be proportionate and reasonable. Staff will always try to act in ways that will minimize chance of injury to the pupil, but it may not always be possible

- Reasonable force may be used to enforce a search for prohibited items and/or items that have been or could be used to commit an offence or cause harm
- Force will never be used as a punishment and reasonable adjustments will be made for children with disabilities and special educational needs
- We do not require parental consent to use reasonable force
- Any incident involving physical restraint of a pupil will be recorded.

11. Malicious allegations

- Complaints against staff are always investigated thoroughly
- If after full and thorough investigation it is concluded that the allegation against the member of staff was unfounded and/or malicious, any record of the incident will be removed from the member of staff's file
- The pupil or pupils involved in making false allegations will be disciplined according to the severity of the case up to and including permanent exclusion.

12. Suspensions and exclusions

- *Suspensions and exclusions* may be used as a sanction where a breach of the behaviour policy takes place and when it is necessary to preserve the communal ethos and atmosphere of the respective school
- Decisions to suspend will not be taken lightly and can only be made by the Principal/Headmaster or VicePrincipal/Deputy Headmaster (Behaviour & Attitudes (HAD) or Pupil Welfare (HA))
- Permanent exclusion will be considered for the following:
 - Use or threat of use of or possession of knives, dangerous weapons
 - *Possession of or dealing in illegal drugs, alcoholic products, tobacco, vapes or any paraphernalia*
 - Violence or serious threats of violence towards other members of the community
 - Persistent bullying *or threats of bullying*
 - Persistent and serious disruptive behaviour
 - Persistent breaches to the Academy's expectations and standards
 - Where the respective school believes that a pupil's presence represents a serious threat to others

13. Behaviour of parents/carers

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

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

14. Equality Act 2010

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



HOME-ACADEMY AGREEMENT 2023-2024

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

The Academy will:

- Provide a safe and caring environment for pupils to enjoy learning and achieve their full potential (Confident, Calm and Caring)
- Ensure pupils have the best possible education by providing a suitable curriculum, individual support and high-quality teaching
- Treat pupils with respect and dignity
- Provide a wide range of extra-curricular opportunities and enrichment activities for pupils
- Set challenging targets for pupils to aspire to
- Provide regular reports of pupils' progress for parents and carers
- Contact home to praise and reward pupils' success
- Contact home if there are concerns about pupils' behaviour, effort or attendance
- Contact home if pupils are to be detained for more than 30 minutes after the end of the Academy day. All detentions will be served on the same day so that every day presents a fresh start for pupils
- Provide opportunities for parents and carers to discuss pupils' progress and achievements
- Create positive learning environment (productive use of praise and rewards)
- Build accessible routines with the classroom and corridors to enable all students to thrive (5 step process)

Parents/carers will:

- Ensure their child attends every day, on time, unless there are very special circumstances. The Academy must be notified.
- Ensure their child wears the correct uniform to, at and on the way home from, the Academy.
- Ensure their child has the correct learning equipment needed for the day, including their planner and PE kit when necessary.
- Support the Academy's policies and regulations on behaviour, standards and expectations including a) same day, up to 1-hour detention; b) same day severe incident detentions up to 4.50pm, with notice; c) decisions on internal or external suspension.
- Provide a suitable environment for their child to work at home.
- Show an active interest in their child's work and monitor their completion of homework.
- Attend parent/carer consultation events and any other arranged meetings to discuss their child's progress.
- Work collaboratively with all Academy staff to ensure the best outcomes for their child/children.
- Ensure they treat all members of the Academy community with respect and dignity. No aggressive behaviour will be accepted.
- Encourage their child to attend additional extra-curricular enrichment activities, including revision classes.
- Check and sign their child's Pupil Planner at the end of each school day.
- Ensure their contact details are up-to-date and will inform reception staff of any changes, including updated health information.
- Support the Academy's mobile phone policy, including collecting phones from the Academy following confiscation for misuse.
- Ensure their child uses social media in an appropriate way.
- Refrain from criticising the school on social media. If there are any issues of concern, arrange to discuss with relevant staff.
- Ensure your child/children do not criticise the school on social media.
- Use appropriate channels to raise any concerns you may have about the Academy.

Pupils will:

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

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

Signatures:

Parent/carer:

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

Pupil Name:

Pupil signature:

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



Haberdashers' Adams - Home-School Agreement

What is an education at Adams'?

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

A **partnership** – involving parents, pupils and staff.

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

In keeping with the Aims of the School

(see handbook)

The School will

- Appoint high quality staff;
- Provide the best possible environment to meet the aims of the School;
- Manage our finances in order to meet the aims of the School;
- Follow Health and Safety guidelines;
- Expect staff to work to the best of their ability in both the pastoral and academic areas of the wellbeing and success of the pupils.

The Pupils will

- Value all the School has to offer, trying to benefit from as much as is possible;
- Perform to the best of their ability in all areas of School life;
- Respect the right of everyone else within the School to study to the best of their ability;
- Make every effort to obey the rules of the School, including keeping to the School's rules on dress;
- Be respectful to other members of the school and wider community.

The Parents will

- Accept this concept of partnership;
- Encourage their child to work to the best of their ability. Support their child's extra- curricular activity, bearing in mind the emphasis Adams' Grammar School puts on this;
- Support the school in its ethos of providing a holistic education;
- Encourage their child to work towards the school's expectations;
- Support the school in providing a serene, structural environment through its systems and procedures.
- Commit to 100% attendance, and not seek to remove their children from school during term time, except under exceptional circumstances.



This should be completed and returned to Haberdashers' Abraham Darby

HOME-ACADEMY AGREEMENT : CODE OF CONDUCT

In keeping with Government legislation, all schools are required to have a Home-Academy Agreement. This agreement has been produced to help you understand the partnership that exists between the pupils, the parents and the school.

Please could you sign and return the form below, to acknowledge that you have read and understood the agreement.

At Haberdashers' Abraham Darby Sixth Form, pupils are expected to:

- Attend all lessons, mentor periods, assemblies and private study periods.
- Arrive at all lessons on time.
- Complete all work set by the given deadline.
- Work to the best of your ability.
- Respect the right of other pupils to learn in lessons and when using other Academy facilities.
- Behave in a mature and responsible manner, recognising that you are a role model for pupils in Years 7 to 11.
- Stay on the Academy site from 8.30am until the end of the day except when participating in authorised activities.
- Undertake not to engage in any paid work during Academy hours and recognise that working for more than 10-15 hours per week may have an adverse impact on the time you can devote to your academic studies.
- Abide by the Sixth Form Dress Code.
- Agree to follow the rules on Behaviour, Attendance, and Respect for the Academy environment and Independent Study.
- Accept that failure to abide by this Code of Conduct may result in the Academy implementing the Sixth Form Disciplinary Procedure.
- You may be asked to pay for exam entries if attendance drops below 90% without good reason.

We will ask parents/carers to:

- Support their son or daughter through two/three demanding years of education, attending meetings about their progress whenever possible.
- Support the Academy through the implementation of the Sixth Form Code of Conduct.
- Notify the Academy of any absences by telephone or in writing (letter or e-mail) and to communicate any concerns or issues they might have as soon as possible.

As an Academy, we will:

- Provide you with well-planned, interesting and challenging lessons.
- Set work, mark and return it promptly providing guidance on how you can improve.
- Ensure that appropriate work is set if a teacher is absent.
- Ensure that you and your parents/carers receive regular information on the progress you are making.
- Devise strategies to support pupils who are not making satisfactory progress.
- Provide you with advice and guidance, which will enable you to successfully apply for Higher/Further Education or Employment.
- Provide you with the opportunity to participate in a wide range of extra-curricular and enrichment activities.

Pupil's Name:

DECLARATION

I confirm I have read and understand the points raised above.

Signature of Pupil: Date:

Signature of Parent: Date:.....