



Twyford
C of E
Academies Trust

Document Title	Behaviour Policy
Committee Responsible for Policy	Board of Directors (in consultation with Student Committees).
Review Frequency	Annually
Last Full Review	December 2020
Last Update	July 2019
Next Full Review Due	December 2021
Policy Author	Associate Head Teacher (Twyford) Deputy Head Teacher (William Perkin)

Assessment of the Impact of a Policy on Equality & Diversity

Policy: Behaviour Policy	
Impact assessed by: R Lane	Date: 5/2/2016
1. What is the potential for this policy impacting a person or group with a protected characteristic differently (favourably or unfavourably) from everyone else?	
Significant. Students from protected groups could be more harshly treated or less generously rewarded than the general student population.	
2. How would this be evidenced?	
By close monitoring of pastoral indicators for different groups.	
3. Is there evidence that the operation of the current policy might impact a person or group with a protected characteristic differently from everyone else?	
NO	
4. If the answer to 3 is 'Yes', please provide details and evidence.	
5. How might the new policy change this?	
6. Are there any other changes to the policy which might impact a group with a protected characteristic differently from everyone else?	
NO	
7. If the answer to 6 is 'Yes', please provide details and evidence.	
8. Policies are required to reduce or eliminate inequality and disadvantage and promote diversity. Does this assessment indicate that the Policy passes or fails this test?	
PASS	

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Twyford C of E Trust Schools

Behaviour Policy

Aims and Policy

1.1 Overall Aim

The Directors, Governors, staff, parents and students of Twyford CE Academies Trust and its schools believe that all will get the best out of school when everyone, irrespective of gender, sexual orientation, ethnicity, age or religious belief:

- Respects, understands and cooperates with each other
- Is polite to each other and respects each other's abilities and aptitude, background and culture, religious belief and views, disabilities and property
- Arrives on time at school and for lessons when school is in session
- Gives of their best in work by listening and learning
- Respects the education of others
- Works and plays safely, by looking after those with learning and physical disabilities
- Helps each other and our local community

1.2 Policy Statement

Without an orderly atmosphere, effective teaching and learning cannot take place.

Students are encouraged to make the most of every opportunity at **Twyford C of E Trust schools** in order to be the "best that they can be".

Good levels of achievement, effort, positive conduct, attendance, punctuality and participation in extracurricular activities will be encouraged, praised and recognized wherever and whenever it is evident.

Twyford Trust's idea of Learning Conduct is designed to ensure that students develop a positive and disciplined way of conducting themselves. Having an internalised self-discipline is the most effective way that students will be safeguarded as they move towards adult life.

The principles and policy statement underpinning the whole School Behaviour Policy apply also to the Sixth Form who are subject to the same provisions of the Behaviour Policy including exclusions; with the exception that Sixth Formers are allowed mobile phones, personal stereos, iPods etc. in school so long as they do not disrupt teaching / study. In addition to this Behaviour Policy Sixth Form students will be expected to adhere to a separate Sixth Form Code of Behaviour and expectations (see attachments)

Student Expectations

2.1 General behaviour

Students are always expected to:

- Comply with the general behaviour expectations (section 2.1), the Classroom Code of Conduct and the Student section of the Home-School agreement.
- Be polite, well-mannered and respectful to all staff and fellow pupils
- Follow a teacher's instruction
- Show good behaviour to and from school and in particular in the immediate school environment
- Wait outside a teaching room until the class teacher arrives
- Only consume food and drink in designated areas at break and lunchtimes
- Move around the buildings and behave in a safe and orderly fashion (e.g. respect one way systems, do not drop or throw any object from a height onto the floors below).

Students must not:

- Bring into school, use or supply any illegal drug (*) or psychoactive substance as this is strictly forbidden and will lead to exclusion.
- Cause offence to others, including the use of foul, racist or sexist language or inappropriate sexual contact.
- Take any action which affects the health and well-being of others e.g. dangerous behaviour on the school site, bullying, fighting, use of internet sites or other social media.
- Take property from other students' clothes, lockers or bags. Theft of property belonging to the school, staff or other students will not be tolerated. If students fail to observe this ruling items may be confiscated and the student may face exclusion.
- Use cigarettes or alcohol, or any other harmful or forbidden substance on the way to, from and whilst on the school premises or a school trip. Failure to observe this restriction may lead to a fixed term exclusion (and in the case of illegal drugs permanent exclusion).
- Bring the school's name into disrepute.
- Threaten or use physical violence to a student or adult.
- Bully another student; bullying of any sort will not be tolerated (verbal, physical, emotional or cyber).
- Deliberately damage school equipment or property – a charge will be made for any damage and a student may be asked to repair the damage.
- Chew gum or drop litter on the school premises.
- Damage or graffiti any school property.
- Leave a classroom without permission and a note from a teacher.
- Seek medical attention without a note from the teacher of their current lesson.
- Enter a teaching area during lunch or break times without permission.
- Bring into school high energy, caffeine or sugar drinks as these will be confiscated.
- Interfere with any school equipment [including fire alarms].
- Leave the school site during the school day without permission, except for Sixth Formers.
- Bring any items into school which are not directly connected to their lessons.
- Get involved in any sort of buying and selling between students.

The school reserves the right to involve the police in cases where students' actions would be considered illegal if they happened outside the school.

The school will always permanently exclude a pupil for the following:

- a) Having an offensive weapon in school**
- b) Possession of any illegal drugs (*) in school**
- c) Supply or intent to supply illegal drugs in or out of school**
- d) Assaulting a member of staff**
- e) Serious misuse of social media that affects the health and well-being of a member of the school community or brings the schools name into disrepute.**

Other serious incidents may result in permanent exclusion or a fixed term exclusion up to 45 days.

Permanent exclusion is a last resort for Twyford Trust schools and all steps will be taken to avoid it. However persistent failure to comply with the school's Behaviour Policy may also lead to a permanent exclusion.

(*) The School will always use the most up to date list of illegal drugs as provided on the Government services information website (www.gov.uk).

Managed Moves

Twyford Trust schools conduct managed moves between the Trust schools rather than borough schools as the strong communication between pastoral staff and the commonality of pastoral curriculum/approach gives the managed moves maximum chance of success. Conducting managed moves between the schools also provides a context for honest and clear communication over the needs of the particular student being considered for a managed move, and therefore greater likelihood of success.

DfE guidance recommends that head teachers consider a managed move as one of a number of alternatives in response to a serious breach of the school's behaviour policy and suggests that schools within an area have a protocol in place.

We would always want a managed move to be successful and expect that the process around the managed move and the new setting for the pupil would enable them to reconsider their actions and behaviour in order to avoid permanent exclusion. Although the Trust schools operate the same pastoral systems and behaviour policy, we would expect this to be an advantage to the student who can 'reset' themselves with a new staff and student community but in a familiar pastoral context. For full protocol see Attachment 14)

2.2 Praise and Sanctions

Praise

All students are motivated to learn by praise, reward and celebration of achievement. Students should

always be commended for good behaviour. Staff should recognise student's special achievements and share such information with other colleagues. Students will be awarded positive conduct points when they demonstrate high levels of engagement with their learning. These are recorded by teachers on the school's SIMS system. Praise must be given for progress, not just high quality work. It must be possible for all students to receive the same level of positive feedback regardless of their academic development.

Pupils might receive:

- Positive conduct points.
- Certificates and postcards or letters home and awards at celebration of achievement evenings or junior and senior awards evenings.
- Verbal praise/comments in Year Assembly.
- Features in the school newsletter or magazine.
- Comment in student planners, postcards home, certificates of achievement
- Displays of work.
- A prize at Celebration of Achievement, Junior or Senior Awards evenings, End of Term Celebration Assemblies where progress is rewarded as well as achievement.
- Termly year group prizes or tutor group prizes.

Sanctions

Failure to comply with the general behaviour expectations (section 2.1 above), the Classroom Code of Conduct or the Student section of the Home-School agreement may lead to sanctions being applied. These could be

- Verbal warnings
- Negative conduct point(s) being awarded
- Moved seating in classroom
- Being sent to shadow timetable teacher / Head of Department removal from classroom
- Detention (student notified in pm registration, parent contacted by email)
- Removed from lesson by duty teacher (automatic senior detention & letter to parents)
- Being placed on a monitoring card
- Reduced break or lunch period
- Withdrawal of school privileges
- Internal exclusion
- External exclusion, either fixed term or permanent

In addition subject to the Behaviour Policy, the school may impose a sanction i.e., Fixed Term or Permanent Exclusion for the following:-

- 1. Misbehaviour when the pupil is: taking part in any school-organised or school-related activity including where these are**
 - Travelling to or from school
 - Or wearing school uniform
 - Or in some way identifiable as a pupil at the school
- 2. Misbehaviour at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school where it**
 - Poses a threat to another pupil or member of the public
 - Could adversely affect the reputation of the school

Pastoral Intervention Stages

To allow students, parents and teaching staff to tell how well a student is engaging with the schools' learning & behaviour expectations, the Trust uses a set of Pastoral Intervention Stages with linked indicators, interventions, and diagnostics (see Attachments 11 & 12).

The aim is that each student stays at Pastoral stages below or at stage 1, with their class teachers and form tutor supporting them. A small percentage of students (less than 15%) may require greater support or intervention from more senior staff. Students who reach stages 2 or 3 will be monitored by their Head of Year or Head of Key Stage. A very small minority of student's reach stages 4 or 5; If this happens it means that poor learning and behaviour choices are putting them at risk of a fixed term or even permanent exclusion (see persistent poor behaviour reference on page 6 of this policy). At stages 4 & 5, the Deputy Head or the Associate Headteacher monitors the student. The first indicator that a student has reached stage 4 is if they reach 50 negatives in a half term. If this happens, the student will automatically receive an internal exclusion. Following the internal exclusion parents will be contacted to discuss their child's progress, so that positive steps can be taken to support their child and so they can avoid further sanctions.

At Twyford C of E High School

Incidents and punishments will be recorded in the student planner and on the school's conduct data base. Parents will be given notice for any detention lasting longer than 15 minutes.

At William Perkin C of E High School

Incidents and punishments will be recorded on the school's conduct data base. Detentions are given on the day the incident occurs and parents are notified by email on the day.

At Ealing Fields High School

Incidents and punishments will be recorded on the school's conduct data base. Detentions are given on the day the incident occurs and parents are notified by a text message or email on the day.

At Ada Lovelace C of E High School

Incidents and punishments will be recorded on the school's conduct data base. Detentions are given on the day the incident occurs and parents are notified by a text message or email on the day.

Records of sanctions imposed for serious misbehaviour

A copy of internal and external exclusion letters are kept on student records in SIMS, as a hard copy in the student's school file and in the relevant whole school exclusion file.

2.3 Prohibited and banned items

- Prohibited items are those listed in the DfE 'Searching, Screening and Confiscation' advice for schools, head teachers, staff and governing bodies.
- Banned items are additional items that the school chooses to ban.

Searches can be made without consent for any prohibited item and any identified banned item if the

school has reasonable grounds for suspecting that a pupil is in possession of one of these items. Staff carrying out these searches would do so in accordance with DfE guidance.

Prohibited Items	Banned Items (KS3 & 4 students)
	These are all items which the school identifies as ones that may be searched for without consent according to the DfE guidelines.
Knives or other weapons	Aerosols
Alcohol	Any hazardous substances including psychoactive substances
Illegal Drugs	Bottles of correction fluid
Stolen items	Chewing gum
Tobacco and cigarette papers	Electronic devices (other than those agreed with the school for educational purposes). This includes all SMART devices e.g. SMART watches.* Mobile phones, other than those mentioned in 2.4 of the policy.*
Fireworks	Jewellery* Clarification of jewellery banned from school <ul style="list-style-type: none"> • Bracelets of any description • Chains, except for medical tags • Earrings other than plain gold and silver small studs. One in the lobe of each ear. No other facial studs or rings or body piercings • Expensive watches • Metal key chains • Rings
Pornographic images	Laser pens
Any item which a member of staff reasonably suspects has been or, is likely to be, used to: <ul style="list-style-type: none"> • Commit an offence • Cause personal injury to, or damage to the property of, any person (including the pupil) 	Matches or lighters Cigarettes (including E-Cigarettes, any other Nicotine substitute or Shisha pens)

In searching for any banned item marked with an * the school would automatically confiscate the item until the end of the term. Any other banned items found will simply be discarded.

2.4 Mobile Phones (Key Stage 3 & 4 students)

Parents who wish their child to carry a mobile phone to school should do so only according to the following

- The phone should not be a smart phone or be capable of taking photos or connecting to the internet. (See school website for details of approved models).
- It should be clearly marked with the student's name.
- The phone should be switched off before the student enters the school site and placed in their school bag.
- The phone should not be brought out at any point during the school day
- It should only be used before or after school when students are well out of sight of the school entrances.

A school brand mobile phone remains the responsibility of the student at all times and the school will not take action if it is lost or stolen.

Searching

There may be occasions where a member of staff is required to search a student's personal belongings to look for a mobile phone (this will be done in accordance with the DfE guidance on searching and screening).

- If during a search a 'school approved phone' is found it will not be confiscated provided it does not contain any evidence relating to an investigation AND when it is found it is switched off.
- All non -school recommended phones and school-approved phones that are not switched off will automatically be confiscated as part of a search.

Immediate confiscation

- Any phone that is seen or heard during the school day (school issue or otherwise) will automatically be confiscated.
- Any phone which is seen before or after school, within sight of the school entrances will automatically be confiscated

Confiscation period

When a phone is confiscated, it will not be returned until the end of the full school term in which it is confiscated

Mobile Phones (Key Stage 5 students)

Sixth Form Students are allowed mobile phones in school if students are discreet in using them. Students should not be using their mobile phones as they walk around the school site.

As part of a school investigation into an incident there may be occasions when a member of staff requires a Sixth Form student to hand over their mobile phone. Students in the Sixth Form are expected to do this and cooperate as they would in Key Stage 3 or 4.

In these situations the phone will be held until the incident is fully investigated and resolved.

There may be occasions where a member of staff is required to search a student's possessions to look for a mobile phone (this will be done in accordance with the DfE guidance on searching and screening).

In the event of an incident, searched or confiscated phones will be held if evidence is required.

2.5 Use of the school computer network

See Computer Use Agreement and E-Safety Policy.

2.6 Possessing and distributing indecent images

Sexting and the Law

- It is a crime to possess, take, make, distribute or show anyone an indecent or abuse image of a child or young person under 18 years of age. Note that whilst the age of consent is 16, the relevant age in relation to indecent images is 18

- A child under the age of 18 commits an offence by making and possessing a sexually explicit image of themselves.
- A child commits a further offence if they distribute the image
- A person receiving the image is also liable for an offence of possessing the image. Under no circumstances should you save the image, show it or send it to another person

School behaviour expectations

The general school behaviour expectations already states that

- Students should not take any action which affects the health and well –being of others e.g. dangerous behaviour on the school site, bullying, fighting, use of internet sites or other social media

Any student who shows inappropriate images or sends/posts inappropriate images of one student to another would automatically receive a serious sanction by breaking the above rule.

The school also takes very seriously the offence that a student commits when they take and share an inappropriate image of themselves as they are acting illegally and potentially affecting their own future well-being

- Any student who is found to have made, possessed or sent an sexually explicit image of themselves is acting illegally and would automatically expect to receive a serious sanction

Attachments (also found in the school planner):

1. Twyford C of E High School Classroom code of conduct
2. Twyford C of E High School Behaviour system
3. William Perkin C of E High School Behaviour system
4. Ealing Fields High School Behaviour System
5. Ada Lovelace CoE High School Behaviour System
6. Twyford C of E High School Home school agreement KS3/4
7. Twyford C of E High School 6th Form agreement
8. William Perkin C of E High School Home-school agreement Key Stage 3 & 4
9. William Perkin C of E High School 6th Form agreement
10. Ealing Fields High School Home/School agreement
11. Ada Lovelace C of E High School Home/School agreement
12. Pastoral intervention stages 1-5
13. Pastoral intervention stages 1-5 KS5 version
14. Managed Move Protocol

Other relevant documents:

1. Uniform rules - see school planner
2. E-Safety Policy
3. Computer Use Agreement - see school planner
4. Pastoral Handbook (Twyford, William Perkin, Ealing Fields, Ada Lovelace)
5. Drugs and Substance Misuse Policy

Twyford Church of England Academies Trust

CLASSROOM CODE OF CONDUCT

EXPECTATIONS

PREPARING FOR YOUR LESSON & TUTOR TIME

- Be punctual, prepared and fully equipped for the lesson/tutor time
- Line up outside the classroom quietly in one line
- Check that your uniform is correct
- Enter calmly & silently, standing behind your chair for the start of lesson
- Take books, equipment and planner out and put them on your desk

DURING YOUR LESSON & TUTOR TIME

- Remain silent whilst your teacher takes the register
- Be polite, well-mannered and respectful to all staff and fellow pupils
- Always follow instructions without debate
- Listen, be attentive, stay focused
- Never disrupt the learning of others
- Be mindful that there may be 30 of you and 1 teacher; patience is a virtue
- Know when to question things and when not to
- Respect resources – do not damage or graffiti planners, books or any other resources you are given
- Use your planner to record Lesson Prep or Homework

BE RESPONSIBLE FOR YOUR OWN LEARNING BEHAVIOUR:

- Expect to participate in every lesson and be willing to contribute
- Be willing to challenge yourself
- Be independent and try to problem solve before asking the teacher
- Be resilient if you make a mistake – don't give up
- Realise the importance of learning information
- Develop your ideas thoughtfully and clearly giving detailed evidence
- Focus on both what and how you are learning
- Take a purposeful approach to your own progress

ENDING YOUR LESSON & TUTOR TIME

- Make sure you have written your Lesson Prep or Homework in your planner
- Stand behind your desks in silence and wait to be dismissed
- Ensure your uniform is still smart before leaving tutor/classroom
- Walk smartly and quietly to the next lesson

TWYFORD C OF E HIGH SCHOOL BEHAVIOUR SYSTEM

We believe that:

- Good behaviour is beneficial to the community as well as the individual
- Every opportunity must be given for negative conduct to be redeemed by positive conduct
- Only through consistent usage of the system by all stakeholders can the conduct of our students improve

Celebrating Success

Students will be recognised for classwork, homework, lesson prep, listening, engagement and representing their house. These successes will be celebrated in assemblies, in the “Twyfordian” and with termly net conduct point certificates.

Whole School Rewards

- Conduct points
- Lapel Badges (Bronze, Silver, Gold)
- Well done Cards
- Certificates
- Star of the week
- Department rewards
- Celebration assemblies

Positive Conduct points awarded for		Negative Conduct points awarded for	
Good listening, Active engagement, Book Etiquette, Good Questioning, Lesson Prep/HW	1 point	Poor Listening; Book Etiquette, Equipment, Late, Uniform, Chewing, Progress review	1 point
		Late to school Wrong skirt length Poor prep/ HW Poor behaviour	2 points
Engagement in extra-curricular activities	1, 5 or 10 points	Sent to shadow timetable	5 points
		Serious one off incident resulting in senior teacher detention	10 points

Sanctions in class

- Verbal warning
- Moved seat in classroom
- Detention (lunchtime next day)
- Sent to shadow timetable class (automatic senior teacher detention on Friday)
- Removed from lesson by duty teacher (automatic senior teacher detention on Friday)

Detention system

- 1 Negative conduct point for each negative behaviour
- 2 or more negatives in a day results in a 30 minute lunchtime detention next day (1.20-1.50)
- 3 weekly lunch Detentions results in a 60 minute Senior teacher Detention (Friday 3.20-4.20)
- Serious one off incident results in a 90 minute Senior teacher Detention (Friday 3.20-4.50) or exclusion

Permanent Exclusion

The school will always permanently exclude a pupil for the following:

- **Having an offensive weapon in school**
- **Possession of illegal drugs in school**
- **Supply or intent to supply illegal drugs in or out of school**
- **Assaulting a member of staff**
- **Serious misuse of social media that affects the health and well-being of a member of the school community or brings the schools name into disrepute**

Permanent exclusion is a last resort for Twyford Trust schools and all steps will be taken to avoid it. However persistent failure to comply with the school's Behaviour Policy may also lead to a permanent exclusion.

Other serious incidents may result in permanent exclusion or a fixed term exclusion up to 45 days.

WILLIAM PERKIN C OF E HIGH SCHOOL BEHAVIOUR SYSTEM

We believe that:

- Good behaviour is beneficial to the community as well as the individual
- Every opportunity must be given for negative conduct to be redeemed by positive conduct
- Only through consistent usage of the system by all stakeholders can the conduct of our students improve

Celebrating Success

Students will be recognised for classwork, homework, lesson prep, listening, engagement and representing their house. These successes will be celebrated in assemblies, in the Perkin Post and with termly net conduct point celebrations including certificates at KS3.

Whole School Rewards

- Conduct points
- Weekly HoY competitions
- Certificates
- Student of the week awards
- Department rewards
- Celebration assemblies

What type of detention?	What would this be given for?	How many negatives? How long is the detention?	At what time does this detention take place?
Daily detention: 1 negative	<ul style="list-style-type: none"> • No lesson prep • Poor effort in lesson prep • Incorrect uniform • Poor listening behaviour • Misconduct (1) • Incorrect equipment/books • Unsatisfactory book etiquette • Missed revision session or study club • Late to lesson • Missing some PE kit 	1 negative = 15 mins 2 negatives = 30 mins 3 negatives = 45 mins 4 negatives = 60 mins 5 negatives = 75 mins	3:45-5:30 on the same day
Daily detention: 2 negatives	<ul style="list-style-type: none"> • Misconduct (2) – more serious issues which warrant a 30 minute detention • No homework • Not being silent in the building • Late to school • Missing essential PE kit 	As above	3:45-5:30 on the same day
Head Of Year / Head Of Department detention	These are reserved for more serious incidents (e.g. persistent refusal to follow instructions, direct disrespect of the teacher, persistent refusal to complete homework, removal from a lesson)	4 negatives 1 hour	3:45-4:45 on the same day
Friday detention	If a student receives negatives on more than 3 or more occasions over the course of a week	No additional negatives 75 minutes	3:45-5:00 on Friday
SLT	These are reserved for very serious	8 negatives	3:45-5:30 on Friday

detention	incidents, usually a one-off incident (e.g. having a non-approved phone or electrical item in school, truancy, removal from daily detention due to disruption)	105 minutes	
Internal exclusion	<ul style="list-style-type: none"> Persistent disruption (more than 10 negatives in one week) Very serious incidents – an external exclusion may also be considered in these circumstances (e.g. use or threat of physical violence, use of discriminatory language, chewing gum) 	12 negatives	One full day

Sanctions in class

- Verbal warning
- Moved seat in classroom
- Negative point given (same day detention)
- Additional negative point given (same day detention)
- Student sent to Head of Department (same day detention)
- Removed from lesson by duty teacher (automatic senior teacher detention on Friday)

Detention system

- 1 negative conduct point for each negative behaviour.
- Each negative point results in a 15 minute detention the same day
- If students receive detentions on more than one day in a week then they will serve their whole week's detention time again on Friday detention
- Serious one off incident results in a 90 minute Senior teacher Detention (Friday 3.45pm - 5.15pm) or exclusion

Exclusions

- Students will receive an internal exclusion if they fail to comply with the school detention system
- Students will receive either an internal or external exclusion if they fail to comply with the school's behaviour policy. The decision about the length of the exclusion and whether it is internal or external is dependent on the severity of the incident and a student's previous behaviour history linked to the incident.

Permanent Exclusion

The school will always permanently exclude a pupil for the following:

- **Having an offensive weapon in school**
- **Possession of illegal drugs in school**
- **Supply or intent to supply illegal drugs in or out of school**
- **Assaulting a member of staff**
- **Serious misuse of social media that affects the health and well-being of a member of the school community or brings the schools name into disrepute**

Permanent exclusion is a last resort for Twyford Trust schools and all steps will be taken to avoid it. However persistent failure to comply with the school's behaviour policy may also lead to a permanent exclusion.

Other serious incidents may result in permanent exclusion or a fixed term exclusion up to 45 days.

William Perkin mobile phone practice

- Letters will be sent to parents informing them if their child's phone is confiscated in school and when it can be collected.
- Any non-school approved phone confiscated at William Perkin will be kept for the whole term as per the information in section 2.4.
- If a school approved phone is confiscated and the member of staff is satisfied that it went off by accident and the student was not trying to use it then parents will receive a letter offering them the option of coming into school and collecting the phone if they wish to. However if the phone has previously been confiscated and returned this will not apply and the phone will be kept for the entire term

EALING FIELDS HIGH SCHOOL BEHAVIOUR SYSTEM

We believe that:

- Good behaviour is beneficial to the community as well as the individual
- Every opportunity must be given for negative conduct to be redeemed by positive conduct
- Only through consistent usage of the system by all stakeholders can the conduct of our students improve

Celebrating Success

Students will be recognised for classwork, homework, lesson prep, listening, following instructions, leading by example, engagement and representing their house. These successes will be celebrated in assemblies, in the Ealing Fields Press and with termly net conduct point celebrations including certificates at KS3.

Whole School Rewards

- Conduct points
- Lapel Badges (Bronze, Silver, Gold)
- Well done Cards
- Certificates
- Star of the week
- Department rewards
- Celebration assemblies

Positive Conduct points awarded for		Negative Conduct points awarded for	
Good listening, Active engagement, Book Etiquette, Good Questioning, Lesson Prep/HW, readiness to learn, Literacy equipment and planner check, MFL greeting, , good performance on support card	1 point	Low-level misconduct, late to lesson, poor prep, poor listening, not being silent when instructed, not following instructions, poor effort in classwork, late to lesson, poor book etiquette, poor uniform	1 point
		Chewing gum, mid-level misconduct, missing PE kit, late to school	2 points
Engagement in extra-curricular activities reading / performing in assemblies, representing the school, star of the week	1, 5 or 10 points	Misconduct in family dining, not following the one-way system, not being silent in AM line up, serious misconduct, HoD / HoY detention, misconduct in an assessment, missing a detention	4 points
		Serious one off incident resulting in senior teacher detention	8 points

Sanctions in class

- Verbal warning
- Moved seat in classroom
- Detention (after school on the same day)
- Removed from lesson by duty teacher / moved to the shadow timetable (automatic senior teacher detention)

Detention system

- 1 Negative conduct point for each negative behaviour results in 15 minute detention on the same day
- Detentions can last up to 90 minutes after school
- 4 or more negative incidents in a week result in an hour's detention on Friday of that week (which is added onto any length of time accrued on the day itself)
- Serious one off incident results in a 90 minute Senior teacher Detention (Friday) or exclusion
- Students regularly receiving over 10 negative conduct points in a week will have their homes contacted to inform parents that they are at risk of exclusion for persistent disruption.

Exclusions

- Students will receive an internal exclusion if they fail to comply with the school detention system
- Students will receive either an internal or external exclusion if they fail to comply with the school's behaviour policy. The decision about the length of the exclusion and whether it is internal or external is dependent on the severity of the incident and a student's previous behaviour history linked to the incident.

Permanent Exclusion

The school will always permanently exclude a pupil for the following:

- **Having an offensive weapon in school**
- **Possession of illegal drugs in school**
- **Supply or intent to supply illegal drugs in or out of school**
- **Assaulting a member of staff**
- **Serious misuse of social media that affects the health and well-being of a member of the school community or brings the schools name into disrepute**

Permanent exclusion is a last resort for Twyford Trust schools and all steps will be taken to avoid it. However persistent failure to comply with the school's Behaviour Policy may also lead to a permanent exclusion.

Other serious incidents may result in permanent exclusion or a fixed term exclusion up to 45 days.

Ealing Fields mobile phone practice

- Letters will be sent to parents informing them if their child's phone is confiscated in school and when it can be collected.
- Any non-school approved phone confiscated at Ealing Fields will be kept for the whole term as per the information in section 2.4.
- If a school approved phone is confiscated and the member of staff is satisfied that it went off by accident and the student was not trying to use it then parents / carers will receive a letter offering them the option of coming into school on a Friday and collecting the phone if they wish to. However if the phone has previously been confiscated and returned this will not apply and the phone will be kept for the entire term.

ADA LOVELACE C OF E HIGH SCHOOL BEHAVIOUR SYSTEM

We believe that:

- Good behaviour is beneficial to the community as well as the individual
- Every opportunity must be given for negative conduct to be redeemed by positive conduct
- Only through consistent usage of the system by all stakeholders can the conduct of our students improve

Celebrating Success

Students will be recognised for classwork, homework, lesson prep, listening, engagement and representing their house. These successes will be celebrated in assemblies, in the school newsletter and with termly celebrations including certificates.

Whole School Rewards

- Conduct points
- Lapel Badges
- Weekly HoY competitions
- Certificates
- Student of the week awards
- Department rewards
- Celebration assemblies

Positive Conduct Points

Behaviour	Points
Excellent effort in tutor time sessions, quality of student planners and other successes. Excellent effort in classwork, homework, lesson prep or listening behavior. Reading in assembly Attendance at voluntary elective activities including Rep meetings	1 or 2 points
Representing the school in additional activities such as public performances, tournaments and competitions. Playing music in assembly	1-5 points

Negative Conduct Points

Behaviour	Points
Incorrect equipment/books, Late to lesson/registration, No Prep / Homework, Poor listening, Poor behaviour (1), Incorrect uniform, Not silent in building/line up, Unsatisfactory book etiquette, Weekly equipment check	1
Late to school, Missing PE Kit, Poor behaviour (2), Misconduct outside of lesson, Missed a meeting, revision session or study club	2
Head of Year / Department Detention: Misconduct Head of Year / Department Detention: Sent to Shadow	4
SLT Detention: Misconduct SLT Detention: Duty teacher called	8

The behaviours above are common examples of positive and negative behaviour which would incur positive and negative conduct points, it is not intended to be a complete list.

Sanctions in class

- Verbal warning
- Moved seat in classroom
- Negative point given (same day detention)
- Additional negative point given (same day detention)
- Student sent to Head of Department (Friday HOD/HOY detention – 4 negative points)
- Removed from lesson by duty teacher (Friday SLT Detention – 8 negative points)

Detention system

- 1 negative conduct point for each negative behaviour.
- Each negative point results in a 15 minute detention the same day
- Serious one off incident results in a 60 minute Head of Year detention, 90 minute Senior Teacher detention on Friday after school, or exclusion

Exclusions

- Students will receive an exclusion (internal or external) if they fail to comply with the school behaviour policy
- The decision about the length and type of the exclusion is dependent on the severity of the incident and a student's previous behaviour history


Permanent Exclusion

The school will always permanently exclude a pupil for the following:

- Having an offensive weapon in school
- Possession of illegal drugs in school
- Supply or intent to supply illegal drugs in or out of school
- Assaulting a member of staff
- Serious misuse of social media that affects the health and well-being of a member of the school community or brings the schools name into disrepute

Permanent exclusion is a last resort for Twyford Trust schools and all steps will be taken to avoid it. However persistent failure to comply with the school's behaviour policy may also lead to a permanent exclusion.

Other serious incidents may result in permanent exclusion or a fixed term exclusion up to 45 days.

	<p style="text-align: center;">“I have come that you may have life and have it to the full” <i>John 10v10</i></p> <h2 style="text-align: center;">Home – School Agreement</h2>	<p style="text-align: center;">Year of Entry: September 2020</p>
<p>Student name: _____ Form: _____ Date: _____</p>		
<p>This agreement confirms a list of three-way expectations that, although not a covenant, should be adhered to as a condition of being a member of the school community. Please read through thoroughly before signing and be aware that the contents may be referred to in any communication/ meeting</p>		
<p>As a student, I will:</p>	<p>As a parent, I will:</p>	<p>The School will:</p>
<p>Treat all members of the school community with tolerance, understanding and respect in:</p> <ul style="list-style-type: none"> • Being kind and polite to all students and staff • Not causing distress or hurt to anyone in the school, either verbally or physically or through internet sites • Always following the requests of a teacher or other member of staff in any educational context whether on the school site or on a school external activity 	<p>Treat all members of the school community with tolerance, understanding and respect in:</p> <ul style="list-style-type: none"> • Any written or verbal communication with members of staff 	<p>Treat all members of the school community with tolerance, understanding and respect in:</p> <ul style="list-style-type: none"> • Any written or verbal communication with students and parents
<p>Be committed to my education by:</p> <ul style="list-style-type: none"> • Always doing my best in lessons • Behaving well at all times and not acting in any way which will distract others from learning • Always bringing my planner, exercise books and any other relevant equipment or kit to all lessons • Always write my prep tasks and homework in my planner • completing lesson prep tasks and handing in all homework assignments on time • Attending school/ lessons/ assemblies on time • By remaining on the school site as required • Doing what I can to stay safe and look after my health including going to the Welfare Room if I need first aid and carrying/taking medication if required. • Doing what I can to keep other members of the school community safe including paying attention when information is being given about others’ medical conditions and needs and informing a member of staff if others are taken ill. 	<p>Be committed to my child’s education by:</p> <ul style="list-style-type: none"> • Being responsible for my child/ children’s behaviour in school. <i>(The school is responsible for attempting to manage students’ behaviour, but parents must be aware that they are fully responsible for all behaviour)</i> • Supporting the school’s conduct and detention system • Contacting my child’s Form Tutor/ Head of Year whenever necessary (e.g. any worries, change of address etc.) • Checking and signing the student planner weekly • Attending parents’ evenings and Year ahead evenings • Ensuring my child attends school regularly and punctually • Emailing or telephoning school at least half an hour before school starts on each day of absence • Not taking holidays in school term time • If my child suffers from any medical conditions, providing the school with all relevant information about the conditions, agreeing an Individual Healthcare Plan, providing up-to-date medication and complying with the Trust’s First Aid and Support for Pupils with Medical Conditions Policy. • Comply with the ‘Children missing in education’ guidance by informing the school of plans to change school 	<p>Be committed to your child’s education by:</p> <ul style="list-style-type: none"> • Providing a broad and balanced curriculum and extra-curricular activities suitable for all academic levels, which develops moral and spiritual values • Ensuring that a daily act of worship is undertaken • Ensuring that all lessons are of a high standard and that teachers will continue to be assessed on the quality of their teaching via our continually developing internal lesson observation system • Ensuring that homework will be set and marked regularly • Ensuring a high standard of pastoral care whilst in the confines of the school or on educational visits • Ensuring that parents are informed of any issues through the yearly and termly reporting system and standard disciplinary procedures (see Behaviour Policy) • Ensuring that teachers continue to be developed professionally in the area of teaching and learning • Providing first aid and support for pupils with medical conditions as stated in the Trust’s First Aid and Support for Pupils with Medical Conditions Policy and agreed in Individual Healthcare Plans.

As a student, I will:	As a parent, I will:	
<p>Be a good ambassador for the school by:</p> <ul style="list-style-type: none"> • Always wearing the correct uniform as described in the uniform rules • Looking after the school environment, not causing damage, dropping litter or bringing chewing gum into school • Not bringing expensive OR BANNED (PROHIBITED) items into school, including non-school mobile phones or smart phones and other electronic equipment e.g MP3 Players and iPods • Not bringing drugs or weapons of any kind into school • Reading and understanding the school behaviour policy and abiding by that and this agreement 	<p>Ensure my child is a good ambassador for the school by:</p> <ul style="list-style-type: none"> • Ensuring that my child always wears the correct uniform as described in the uniform rules with the understanding that they will be sent home if they are incorrectly dressed and without a note • Reading and understanding the school behaviour policy and supporting the school in the implementation of it and the school rules 	
<p>Consent to the use and sharing of my data as stated in the Twyford Academies Trust data protection privacy notice.</p>	<p>Consent to the use and sharing of my child's data as stated in the Twyford Academies Trust data protection privacy notice.</p>	
<p>Student signature:</p>	<p>Parent Signature(s):</p>	<p>SLT signature:</p>

Twyford Church of England High School Sixth Form Agreement

All Sixth Form students are expected to read and sign this agreement witnessed by the school.

The agreement is made to encourage students to achieve their full potential.

Sixth Form Code of Behaviour and Expectations

The principles and policy statement underpinning the whole school Behaviour Policy apply also to the Sixth Form who are subject to the same provisions of the Behaviour Policy including exclusions; with the exception that Sixth Form students are allowed mobile phones, iPods etc. in school as long as they do not disrupt teaching/study and students adhere to the KS5 mobile phone expectations (see page 9 of the school Behaviour Policy).

As there are a large number of new entrants in the Sixth Form, the following agreement outlines some of the expectations of Sixth Form Students which all members of the Sixth Form are expected to sign.

As a school we promise to provide:

- Initial and continuing guidance about courses to meet your individual needs
- Appropriate teaching, setting and marking of homework
- A system of student monitoring, assessment and assistance to facilitate learning and improve attainment
- Regular reporting and assessment of progress which takes into account your abilities and objectives for the future
- Professional advice, guidance and support for your academic studies, university application or employment
- Facilities and resources for study and the encouragement to acquire sound learning skills and habits
- A genuine concern for the development and welfare for our students. Staff, tutors and the Chaplaincy team are available for advice and the help of outside agencies can be sought when needed. No student should feel they have no one whom they could turn to.

As a student you will adhere to the following:

Code of Behaviour:

- Follow the school Behaviour Policy. Any incident of verbal/physical abuse, aggression, racism, bullying or violent behaviour to any member of the school community is unacceptable and will be treated as a serious misconduct issue in accordance with the school Behaviour Policy.
- Sixth Form students are expected to behave as responsible adults within the school community and be aware that they represent the school community when they are not on site. The school reserves the right to investigate any activity including outside the school day or site which brings the schools name into disrepute.
- Evidence of involvement in serious misconduct may lead to the loss of a student's Sixth Form place.
- If the school investigates an issue involving illegal activity either within or outside school, all information will be routinely passed to the police.
- Agree and follow the school's ICT policy, computer use agreement and e-safety policy.
- Twyford is a non-smoking site and this extends to the local area. Students must not smoke at nearby bus stops or near local businesses.
- Twyford Crescent Park is completely out of bounds.

Progress

- Progress from Year 12 into Year 13 requires you to pass three end of year assessments with grades A-D. If you obtain fewer than three Grade Ds in the Q4 assessments you will be required to take a resit in order to progress to Y13.
- Abide by the Sixth Form academic review system which would involve having my progress monitored lesson by lesson for an agreed period. Failing such a review could lead to removal from courses and eventually loss of a Sixth Form place.

Attendance

- Have a high rate of attendance with an absolute minimum of absences. To provide notes when there are absences.
- Appointments, driving lessons and holidays are not to be taken during school day/ term time.
- Prompt attendance at all timetabled lessons, assemblies, registration and other school commitments.

Study

- Take a responsible and mature approach to your studies with a commitment to maintain good standards of work and meet course requirements. Students who cause concern will be subject to the Academic Review Process outlined as Point 15.
- Meet assignment, homework and project deadlines
- The systematic use of study time to follow up and consolidate work covered in class. As a guideline, A levels require an hour of independent study for every hour spent in lessons (i.e. 3 or 4 hours per day)

Wider School Role

- Get involved and support school activities such as student leadership, Sixth Form council, Activities week, school trips, work experience, etc.
- Respect the working environment of the school. Respect and support the Christian ethos of the school. Respect all members of the school community.
- Contribute to the Community Service programme offered at Twyford, spending a minimum of 2 hours per week and logging this on your community service passport.

Mobile Phones

Sixth Form students are allowed mobile phones in school if they are discreet. Students should not be using mobile phones as they walk around the school site.

As part of a school investigation into an incident there may be occasions when a member of staff requires a Sixth Form student to hand over their mobile phone.

Students in the Sixth Form are expected to do this and co-operate as they would in Key Stages 3 & 4.

In the event of an incident, searched or confiscated phones will be held if evidence is required.

In these situations the phone will be held until the incident is fully investigated and resolved.

There may be occasions where a member of staff is required to search a student's possession to look for a mobile phone (this will be done in accordance with D of E guidance on searching and screening).

Data Protection

As member of the Twyford Sixth Form I consent to the use and sharing of my data as stated in the Twyford Academies Trust Data Protection [Privacy Notice](#).

STUDENT NAME

TUTOR GROUP

SIGNATURE

DATE

TWYFORD SENIOR MEMBER OF STAFF

August 2018

 <p>William Perkin CoE High School</p>	<p>“I have come that you may have life and have it to the full” <i>John 10v10</i></p> <h1>Home – School Agreement</h1>	<p>Year of Entry: September 2020</p>
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<p>Student name:</p>	<p>Form:</p>	<p>Date:</p>
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This agreement confirms a list of three-way expectations that, although not a covenant, should be adhered to as a condition of being a member of the William Perkin Church of England High School community. Please read through thoroughly before signing and be aware that the contents may be referred to in any communication/ meeting

As a student, I will:	As a parent, I will:	The School will:
<p>Treat all members of the school community with tolerance, understanding and respect in:</p> <ul style="list-style-type: none"> ▪ Being kind and polite to all students and staff ▪ Not causing distress or hurt to anyone in the school either verbally or physically or through internet sites ▪ Always following the requests of a teacher or other member of staff in any educational context whether on the school site or on a school external activity <p>Be committed to my education by:</p> <ul style="list-style-type: none"> ▪ Always doing my best in lessons ▪ Behaving well at all times and not acting in any way which will distract others from learning ▪ Always bringing my planner, exercise books, basic equipment and PE kit to lessons ▪ Completing lesson prep tasks and handing in all homework assignments on time ▪ Attending school / lessons / assemblies on time ▪ By remaining on the school site as required ▪ Doing what I can to stay safe and look after my health including going to the Welfare Room if I need first aid and carrying/taking medication if required. ▪ Doing what I can to keep other members of the school community safe including paying attention when information is being given about others’ medical conditions and needs and informing a member of staff if others are taken ill. <p>Be a good ambassador for William Perkin by:</p> <ul style="list-style-type: none"> ▪ Always wearing the correct uniform as described in the uniform rules ▪ Looking after the school environment, not causing damage, dropping litter or bringing chewing gum into school 	<p>Treat all members of the school community with tolerance, understanding and respect in:</p> <ul style="list-style-type: none"> ▪ Any written or verbal communication with members of staff <p>Be committed to my child’s education by:</p> <ul style="list-style-type: none"> ▪ Being responsible for my child / children’s behaviour in school. <i>(The school is responsible for attempting to manage students’ behaviour, but parents must be aware that they are fully responsible for all behaviour)</i> ▪ Contacting my child’s Form Tutor / Head of Year whenever necessary <i>(e.g. any worries, change of address, etc.)</i> ▪ Checking and signing the student planner weekly ▪ Attending parents’ evenings and information evenings ▪ Supporting the school’s same-day detention system, including Friday Head of Year and SLT detentions ▪ Ensuring my child attends school regularly and punctually, ▪ Emailing or telephoning school by 8.00am on each day of absence ▪ Not taking holidays in school term time ▪ Monitoring my child’s use of mobile phone and social networking sites and dealing with any associated issues ▪ If my child suffers from any medical conditions, providing the school with all relevant information about the conditions, agreeing an Individual Healthcare Plan, providing up-to-date medication and complying with the Trust’s First Aid and Support for Pupils with Medical Conditions Policy. ▪ Comply with the ‘Children missing in education’ guidance by informing the school of plans to change school <p>Ensure my child is a good ambassador for William Perkin by:</p> <ul style="list-style-type: none"> ▪ Ensuring that my child always wears the correct uniform as described in the uniform rules with the understanding that they will be sent home if they are incorrectly dressed and without a note ▪ Reading and understanding the school behaviour policy and supporting 	<p>Treat all members of the school community with tolerance, understanding and respect in:</p> <ul style="list-style-type: none"> ▪ Any written or verbal communication with students and parents <p>Be committed to your child’s education by:</p> <ul style="list-style-type: none"> ▪ Providing a broad and balanced curriculum and extra-curricular activities suitable for all academic levels, which develops moral and spiritual values ▪ Ensuring that a daily act of worship is undertaken ▪ Ensuring that all lessons are of a high standard and that teachers will continue to be assessed on the quality of their teaching via our continually developing internal lesson observation system ▪ Ensuring that homework will be set and marked regularly ▪ Ensuring a high standard of pastoral care whilst in the confines of the school or on educational visits ▪ Ensuring that parents are informed of any issues through the yearly and termly reporting system and standard disciplinary procedures (see Behaviour Policy) ▪ Ensuring that teachers continue to be developed professionally in the area of teaching and learning ▪ Providing first aid and support for pupils with medical conditions as stated in the Trust’s First Aid and Support for Pupils with Medical Conditions Policy and agreed in Individual Healthcare Plans.

As a student, I will:	As a parent, I will:	The School will:
<ul style="list-style-type: none"> ▪ Not bringing expensive OR BANNED (PROHIBITED) items into school, including non-school mobile phones and other smart devices e.g. smart watches & iPods ▪ Not bringing drugs or weapons of any kind into school ▪ Reading and understanding the school behaviour policy and abiding by that and this agreement <p>Consent to the use and sharing of my data as stated in the Twyford Academies Trust data protection privacy notice</p>	<p>the school in the implementation of it and the school rules</p> <ul style="list-style-type: none"> ▪ Supporting the Christian ethos of the school ▪ Giving permission for my child to be photographed whilst involved in school activities (<i>for display purposes only</i>) and will give permission for my child to be interviewed by the media with the school's approval <p>Consent to the use and sharing of my child's data as stated in the Twyford Academies Trust data protection privacy notice</p>	
Student signature:	Parent Signature(s):	SLT signature:



William Perkin Church of England High School

Sixth Form Agreement

*All Sixth Form students are expected to read and sign this agreement witnessed by the school.
The agreement is made to encourage students to achieve their full potential.*

Sixth Form Code of Behaviour and Expectations

The principles and policy statement underpinning the whole school Behaviour Policy apply also to the Sixth Form who are subject to the same provisions of the Behaviour Policy including exclusions; with the exception that Sixth Form students are allowed mobile phones, iPods etc. in school as long as they do not disrupt teaching/study and students adhere to the KS5 mobile phone expectations (see page 9 of the school Behaviour Policy).

As there are a large number of new entrants in the Sixth Form, the following agreement outlines some of the expectations of Sixth Form Students which all members of the Sixth Form are expected to sign.

As a school we promise to provide:

- Initial and continuing guidance about courses to meet your individual needs
- Appropriate teaching, setting and marking of homework
- A system of student monitoring, assessment and assistance to facilitate learning and improve attainment
- Regular reporting and assessment of progress which takes into account your abilities and objectives for the future
- Professional advice, guidance and support for your academic studies, university application or employment
- Facilities and resources for study and the encouragement to acquire sound learning skills and habits
- A genuine concern for the development and welfare for our students. Staff, tutors and the Chaplaincy team are available for advice and the help of outside agencies can be sought when needed. No student should feel they have no one whom they could turn to.

As a student you will adhere to the following:

Code of Behaviour

- Follow the school Behaviour Policy. Any incident of verbal/physical abuse, aggression, racism, bullying or violent behaviour to any member of the school community is unacceptable and will be treated as a serious misconduct issue in accordance with the school Behaviour Policy.

- Sixth Form students are expected to behave as responsible adults within the school community and be aware that they represent the school community when they are not on site. The school reserves the right to investigate any activity including outside the school day or site which brings the school's name into disrepute.
- Evidence of involvement in serious misconduct may lead to the loss of a student's Sixth Form place.
- If the school investigates an issue involving illegal activity either within or outside school, all information will be routinely passed to the police.
- Agree and follow the school's ICT policy, computer use agreement and e-safety policy.
- William Perkin is a non-smoking site and this extends to the local area. Students must not smoke at nearby bus stops or near local businesses.

Progress

- Progress from Year 12 into Year 13 requires you to pass three end of year assessments with grades A-D. If you obtain fewer than three Grade Ds in the Q4 assessments you will be required to take a resit in order to progress to Y13.
- Abide by the Sixth Form academic review system which would involve having your progress monitored lesson by lesson for an agreed period. Failing such a review could lead to removal from courses and eventually loss of a Sixth Form place.

Attendance

- Have a high rate of attendance with an absolute minimum of absences. To provide notes when there are absences.
- Appointments, driving lessons and holidays are not to be taken during school day/term time.
- Prompt attendance at all timetabled lessons, assemblies, registration and other school commitments.

Study

- Take a responsible and mature approach to your studies with a commitment to maintain good standards of work and meet course requirements. Students who cause concern will be subject to the Academic Review Process outlined as Point 15.
- Meet assignment, homework and project deadlines
- The systematic use of study time to follow up and consolidate work covered in class. As a guideline, A levels require an hour of independent study for every hour spent in lessons (i.e. 3 or 4 hours per day)

Wider School Role

- Get involved and support school activities such as student leadership, Sixth Form council, Activities week, school trips, work experience, etc.
- Respect the working environment of the school. Respect and support the Christian ethos of the school. Respect all members of the school community.
- Contribute to the Community Service programme offered at William Perkin, spending a minimum of 2 hours per week and logging this on your community service passport.

Mobile Phones

- Sixth Form students are allowed mobile phones in school if they are discreet. Students should not be using mobile phones as they walk around the school site.
- As part of a school investigation into an incident there may be occasions when a member of staff requires a Sixth Form student to hand over their mobile phone.

- Students in the Sixth Form are expected to do this and co-operate as they would in Key Stages 3 & 4.
- In the event of an incident, searched or confiscated phones will be held if evidence is required.
- In these situations the phone will be held until the incident is fully investigated and resolved.
- There may be occasions where a member of staff is required to search a student's possession to look for a mobile phone (this will be done in accordance with D of E guidance on searching and screening).

Data Protection

As a member of the William Perkin Sixth Form I consent to the use and sharing of my data as stated in the Twyford Academies Trust Data Protection **Privacy Notice**

STUDENT NAME


TUTOR GROUP

STUDENT SIGNATURE

DATE

WP SENIOR MEMBER OF STAFF

August 2018

 <p>Ealing Fields High School</p>	<p>“I have come that you may have life and have it to the full” <i>John 10v10</i></p> <h1>Home – School Agreement</h1>	<p>Year of Entry: September 2020</p>
<p>Student name: _____ Form: _____ Date: _____</p>		
<p>This agreement confirms a list of three-way expectations that, although not a covenant, should be adhered to as a condition of being a member of the Ealing Fields High School community. Please read through thoroughly before signing and be aware that the contents may be referred to in any communication/ meeting.</p>		
<p>As a student, I will:</p> <p>Treat all members of the school community with tolerance, understanding and respect in:</p> <ul style="list-style-type: none"> ▪ Being kind and polite to all students and staff ▪ Not causing distress or hurt to anyone in the school either verbally or physically or through internet sites ▪ Always following the requests of a teacher or other member of staff in any educational context whether on the school site or on a school external activity <p>Be committed to my education by:</p> <ul style="list-style-type: none"> ▪ Always doing my best in lessons ▪ Behaving well at all times and not acting in any way which will distract others from learning ▪ Always bringing my planner, exercise books, basic equipment and PE kit to lessons ▪ Completing lesson prep tasks and handing in all homework assignments on time ▪ Attending school / lessons / assemblies on time ▪ By remaining on the school site as required <p>Be a good ambassador for Ealing Fields by:</p> <ul style="list-style-type: none"> ▪ Always wearing the correct uniform as described in the uniform rules ▪ Looking after the school environment, not causing damage, dropping litter or bringing chewing gum into school ▪ Not bringing expensive OR BANNED (PROHIBITED) items into school, including non-school mobile phones and other smart electronic devices e.g. MP3 Players & iPods ▪ Not bringing drugs or weapons of any kind into school ▪ Reading and understanding the school behaviour policy and abiding by that and this agreement <p>Consent to the use and sharing of my data as stated in the Twyford Academies Trust data protection privacy notice</p>	<p>As a parent, I will:</p> <p>Treat all members of the school community with tolerance, understanding and respect in:</p> <ul style="list-style-type: none"> ▪ Any written or verbal communication with members of staff <p>Be committed to my child’s education by:</p> <ul style="list-style-type: none"> ▪ Being responsible for my child / children’s behaviour in school. <i>(The school is responsible for attempting to manage students’ behaviour, but parents must be aware that they are fully responsible for all behaviour)</i> ▪ Contacting my child’s Form Tutor / Head of Year whenever necessary (e.g. any worries, change of address, etc.) ▪ Checking and signing the student planner weekly ▪ Attending parents’ evenings ▪ Supporting the school’s same-day detention system ▪ Ensuring my child attends school regularly and punctually, ▪ Emailing or telephoning school by 8.00am on each day of absence ▪ Not taking holidays in school term time ▪ Monitoring my child’s use of mobile phone and social networking sites ▪ If my child suffers from any medical conditions, providing the school with all relevant information about the conditions, agreeing an Individual Healthcare Plan, providing up-to-date medication and complying with the Trust’s First Aid and Support for Pupils with Medical Conditions Policy <p>Ensure my child is a good ambassador for Ealing Fields by:</p> <ul style="list-style-type: none"> ▪ Ensuring that my child always wears the correct uniform as described in the uniform rules with the understanding that they will be sent home if they are incorrectly dressed and without a note ▪ Reading and understanding the school behaviour policy and supporting the school in the implementation of it and the school rules ▪ Giving permission for my child to be photographed whilst involved in school activities <i>(for display purposes only)</i> and will give permission for my child to be interviewed by the media with the school’s approval ▪ Agreeing to pay for my child to take part in enrichment week (financial help available for eligible pupils) <p>Consent to the use and sharing of my child’s data as stated in the Twyford Academies Trust data protection privacy notice</p>	<p>The School will:</p> <p>Treat all members of the school community with tolerance, understanding and respect in:</p> <ul style="list-style-type: none"> ▪ Any written or verbal communication with students and parents <p>Be committed to your child’s education by:</p> <ul style="list-style-type: none"> ▪ Providing a broad and balanced curriculum and extra-curricular activities suitable for all academic levels, which develops moral and spiritual values ▪ Ensuring that a daily act of worship is undertaken ▪ Ensuring that all lessons are of a high standard and that teachers will continue to be assessed on the quality of their teaching via our continually developing internal lesson observation system ▪ Ensuring that homework will be set and marked regularly ▪ Ensuring a high standard of pastoral care whilst in the confines of the school or on educational visits ▪ Ensuring that parents are informed of any issues through the yearly and termly reporting system and standard disciplinary procedures (see Behaviour Policy) ▪ Ensuring that teachers continue to be developed professionally in the area of teaching and learning ▪ Providing first aid and support for pupils with medical conditions as stated in the Trust’s First Aid and Support for Pupils with Medical Conditions Policy and agreed in Individual Healthcare Plans
<p>Student signature: _____</p>	<p>Parent Signature(s): _____</p>	<p>SLT signature: _____</p>

 <p>Ada Lovelace CoE High School</p>	<p>“I have come that you may have life and have it to the full” <i>John 10v10</i></p> <h1>Home – School Agreement</h1>	<p>Year of Entry: September 2020</p>
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Student name:	Form:	Date:
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This agreement confirms a list of three-way expectations that, although not a covenant, should be adhered to as a condition of being a member of the Ada Lovelace Church of England High School community. Please read through thoroughly before signing and be aware that the contents may be referred to in any communication/ meeting

As a student, I will:	As a parent, I will:	The School will:
<p>Treat all members of the school community with tolerance, understanding and respect in:</p> <ul style="list-style-type: none"> ▪ Being kind and polite to all students and staff ▪ Not causing distress or hurt to anyone in the school either verbally or physically or through internet sites ▪ Always following the requests of a teacher or other member of staff in any educational context whether on the school site or on a school external activity <p>Be committed to my education by:</p> <ul style="list-style-type: none"> ▪ Always doing my best in lessons ▪ Behaving well at all times and not acting in any way which will distract others from learning ▪ Always bringing my planner, exercise books, basic equipment and PE kit to lessons ▪ Completing lesson prep tasks and handing in all homework assignments on time ▪ Attending school / lessons / assemblies on time ▪ By remaining on the school site as required ▪ Doing what I can to stay safe and look after my health including going to the Welfare Room if I need first aid and carrying/taking medication if required. ▪ Doing what I can to keep other members of the school community safe including paying attention when information is being given about others’ medical conditions and needs and informing a member of staff if others are taken ill. <p>Be a good ambassador for Ada Lovelace by:</p> <ul style="list-style-type: none"> ▪ Always wearing the correct uniform as described in the uniform rules ▪ Looking after the school environment, not causing damage, dropping litter or bringing chewing gum into school ▪ Not bringing expensive OR BANNED (PROHIBITED) items into school, including non-school mobile phones and other smart devices e.g. smart watches & iPods 	<p>Treat all members of the school community with tolerance, understanding and respect in:</p> <ul style="list-style-type: none"> ▪ Any written or verbal communication with members of staff <p>Be committed to my child’s education by:</p> <ul style="list-style-type: none"> ▪ Being responsible for my child / children’s behaviour in school. <i>(The school is responsible for attempting to manage students’ behaviour, but parents must be aware that they are fully responsible for all behaviour)</i> ▪ Contacting my child’s Form Tutor / Head of Year whenever necessary <i>(e.g. any worries, change of address, etc.)</i> ▪ Checking and signing the student planner weekly ▪ Attending parents’ evenings and information evenings ▪ Supporting the school’s same-day detention system, including Friday Head of Year and SLT detentions ▪ Ensuring my child attends school regularly and punctually, ▪ Emailing or telephoning school by 8.00am on each day of absence ▪ Not taking holidays in school term time ▪ Monitoring my child’s use of mobile phone and social networking sites and dealing with any associated issues ▪ If my child suffers from any medical conditions, providing the school with all relevant information about the conditions, agreeing an Individual Healthcare Plan, providing up-to-date medication and complying with the Trust’s First Aid and Support for Pupils with Medical Conditions Policy. ▪ Comply with the ‘Children missing in education’ guidance by informing the school of plans to change school <p>Ensure my child is a good ambassador for Ada Lovelace by:</p> <ul style="list-style-type: none"> ▪ Ensuring that my child always wears the correct uniform as described in the uniform rules with the understanding that they will be sent home if they are incorrectly dressed and without a note ▪ Reading and understanding the school behaviour policy and supporting the school in the implementation of it and the school rules ▪ Supporting the Christian ethos of the school ▪ Giving permission for my child to be photographed whilst involved in 	<p>Treat all members of the school community with tolerance, understanding and respect in:</p> <ul style="list-style-type: none"> ▪ Any written or verbal communication with students and parents <p>Be committed to your child’s education by:</p> <ul style="list-style-type: none"> ▪ Providing a broad and balanced curriculum and extra-curricular activities suitable for all academic levels, which develops moral and spiritual values ▪ Ensuring that a daily act of worship is undertaken ▪ Ensuring that all lessons are of a high standard and that teachers will continue to be assessed on the quality of their teaching via our continually developing internal lesson observation system ▪ Ensuring that homework will be set and marked regularly ▪ Ensuring a high standard of pastoral care whilst in the confines of the school or on educational visits ▪ Ensuring that parents are informed of any issues through the yearly and termly reporting system and standard disciplinary procedures (see Behaviour Policy) ▪ Ensuring that teachers continue to be developed professionally in the area of teaching and learning ▪ Providing first aid and support for pupils with medical conditions as stated in the Trust’s First Aid and Support for Pupils with Medical Conditions Policy and agreed in Individual Healthcare Plans.

As a student, I will:	As a parent, I will:	The School will:
<ul style="list-style-type: none"> ▪ Not bringing drugs or weapons of any kind into school ▪ Reading and understanding the school behaviour policy and abiding by that and this agreement <p>Consent to the use and sharing of my data as stated in the Twyford Academies Trust data protection privacy notice</p>	<p>school activities <i>(for display purposes only)</i> and will give permission for my child to be interviewed by the media with the school's approval</p> <p>Consent to the use and sharing of my child's data as stated in the Twyford Academies Trust data protection privacy notice</p>	
Student signature:	Parent Signature(s):	SLT signature:

Attachment 12 - Twyford Pastoral Intervention Stages 1 - 5

Baseline Classroom teacher	Stage 1 Form tutor	Stage 2 Head of year	Stage 3 Head of KS	Stage 4 Deputy Head	Stage 5 Assoc/Exec Head/ local authority
<p>Student Indicators</p> <ul style="list-style-type: none"> Expected progress Positive Engagement-efforts grades Minimal Conduct Points 97% + Attendance 98% Punctuality <p>Interventions</p> <ul style="list-style-type: none"> Differentiation AfL Classroom Codes Etiquette Learning Skills Lit Programme Pastoral Programme Modified Seating Plans ToP Marking <p>Diagnostics</p> <ul style="list-style-type: none"> Quarterly Assessment Quality of book work Good Planner Routines Literacy and numeracy screening tests Referral to HOD 	<p>Student Indicators</p> <ul style="list-style-type: none"> Off-track Variable Engagement-effort grades 10 negatives per HT 1 Friday detention per HT 90-6% + Attendance 90-97% Punctuality <p>Interventions</p> <ul style="list-style-type: none"> Conduct Points Detentions FT Report Half-termly Home contact Homework clubs <p>Diagnostics</p> <ul style="list-style-type: none"> Weekly Progress book check / planners Fortnightly G4S 	<p>Student Indicators</p> <ul style="list-style-type: none"> Significantly Off track Neutral Engagement – effort grades 20 negatives per HT 2 Friday detentions per HT 80-90% Attendance 85-90% Punctuality <p>Interventions</p> <ul style="list-style-type: none"> Academic Support Sent to Shadow HoY report L&I support groups Mentoring referral Internal Exclusion Fortnightly Home contact Compulsory study club <p>Diagnostics</p> <ul style="list-style-type: none"> Improvement targets met Daily check on quality of book work / Planner 	<p>Student Indicators</p> <ul style="list-style-type: none"> Below annual Target Negative Engagement Internal / External Exclusions 35 negatives per HT 3-4 Friday detentions 70- 80% Attendance 70- 85% Punctuality <p>Interventions</p> <ul style="list-style-type: none"> SLT Report Senior Detentions IBP L&I support groups Behaviour consultant Weekly Home school liaison Internal Exclusion EHC Plan LA attendance officer SEN support plan <p>Diagnostics</p> <ul style="list-style-type: none"> CAMHS Ed Psych Annual Review <p><i>Supported by pastoral lead</i></p>	<p>Student Indicators</p> <ul style="list-style-type: none"> Significant & sustained underachievement 50 negatives per HT Always in Friday detention Negative Engagement in interventions 3+ fixed term exclusions Regular pattern of truancy / unexplained absence <p>Interventions</p> <ul style="list-style-type: none"> SLT Report Fixed term Exclusions Behaviour consultant Managed Move PSP <p>Diagnostics</p> <ul style="list-style-type: none"> responsiveness to IBP targets & Intervention Referral to SEN (Learning needs assessment) <p><i>Supported by pastoral lead</i></p>	<p>Student Indicators</p> <ul style="list-style-type: none"> At-risk behaviour Poses risk to others Extreme Disengagement 100 negatives per HT 4 fixed term exclusions <p>Interventions</p> <ul style="list-style-type: none"> Permanent Exclusion <p>Diagnostics</p> <ul style="list-style-type: none"> Emergency Annual review (if Applic)
<p>Note: the stages have been designed to be indicative not prescriptive</p>					

Attachment 13 - KS5 Twyford Pastoral Intervention Stages 1 – 5

Baseline Classroom teacher	Stage 1 Form tutor	Stage 2 Assistant Head of Year	Stage 3 Head of Year	Stage 4 Head of KS5	Stage 5 Executive Head/local authority
<p>Student Indicators</p> <ul style="list-style-type: none"> • Expected progress • Positive engagement-efforts grades • 96% + attendance • 96% + punctuality <p>Interventions</p> <ul style="list-style-type: none"> • Differentiation • AfL • Classroom codes • Etiquette • Learning skills • Pastoral programme • Modified seating plans • Top marking <p>Diagnostics</p> <ul style="list-style-type: none"> • Quarterly assessment • Quality of notes/folder • Good planner routines • Referral to HoD 	<p>Student Indicators</p> <ul style="list-style-type: none"> • Off-track • Variable engagement-effort grades • 2+ standard detentions per HT • 90 - 96% attendance • 90 - 96% punctuality <p>Interventions</p> <ul style="list-style-type: none"> • Detentions • FT report • Half-termly home contact • C4C meetings in PM registration <p>Diagnostics</p> <ul style="list-style-type: none"> • Weekly progress folder check / planners • Fortnightly G4S 	<p>Student Indicators</p> <ul style="list-style-type: none"> • Significantly off track • Neutral engagement – effort grades • 1 internal exclusion • 3+ standard detentions per HT • 85 - 90% attendance • 85 - 90% punctuality <p>Interventions</p> <ul style="list-style-type: none"> • AHOY report • Study skills cohort • Mentoring referral • Fortnightly home contact • Compulsory study centre sessions • C4C meetings in PM registration <p>Diagnostics</p> <ul style="list-style-type: none"> • Improvement targets met • Regular check on quality of folder work /planner 	<p>Student Indicators</p> <ul style="list-style-type: none"> • Below annual target • Negative engagement • 2+ internal or 1 external exclusions • 2+ senior detentions per HT • 65 - 85% attendance • 65 - 85% punctuality <p>Interventions</p> <ul style="list-style-type: none"> • HoY report • Senior detentions • IBP • Behaviour consultant • Weekly home school liaison • EHC plan • C4C meetings in PM registration <p>Diagnostics</p> <ul style="list-style-type: none"> • CAMHS • Ed Psych • Annual review 	<p>Student Indicators</p> <ul style="list-style-type: none"> • Significant & sustained underachievement • Regularly in senior detention • Negative engagement in interventions • 3+ internal/1+ external exclusions <p>Interventions</p> <ul style="list-style-type: none"> • SLT Report • Fixed term Exclusions • Behaviour consultant • Managed Move • PSP • Behaviour consultant <p>Diagnostics</p> <ul style="list-style-type: none"> • Responsiveness to IBP targets & Intervention • Referral to SEN (Learning needs assessment) 	<p>Student Indicators</p> <ul style="list-style-type: none"> • At-risk behaviour • Poses risk to others • Extreme disengagement • Non-compliance with detention system • 3 internal/2 external exclusions <p>Interventions</p> <ul style="list-style-type: none"> • Permanent exclusion <p>Diagnostics</p> <ul style="list-style-type: none"> • Emergency annual review (if applicable)

Note: the stages have been designed to be indicative, not prescriptive

Attachment 14 - Twyford Trust school to school managed move protocols

Introduction and aims

Twyford Trust schools conduct managed moves between the Trust schools rather than borough schools as the strong communication between pastoral staff and the commonality of pastoral curriculum/approach gives the managed moves maximum chance of success. Conducting managed moves between the schools also provides a context for honest and clear communication over the needs of the particular student being considered for a managed move, and therefore greater likelihood of success.

This protocol aims to establish guidance for the Twyford Trust schools on the thought process and procedural steps involved in setting up a school to school managed move between Trust schools. The aim of the school to school managed move would be to bring about an improvement in the behavior of the student so they can avoid a permanent exclusion from a Trust school.

DfE guidance recommends that head teachers consider a managed move as one of a number of alternatives in response to a serious breach of the school's behaviour policy and suggests that schools within an area have a protocol in place.

Managed moves should only be carried out with the full knowledge and co-operation of all parties, including the parents and the Local Authority (LA), and in circumstances where it is in the best interests of the pupil concerned and the school community as a whole.

We would always want a managed move to be successful and expect that the process around the managed move and the new setting for the pupil would enable them to reconsider their actions and behaviour in order to avoid permanent exclusion. Although the Trust schools operate the same pastoral systems and behaviour policy, we would expect this to be an advantage to the student who can 'reset' themselves with a new staff and student community but in a familiar pastoral context.

Categories of managed move

Within the Trust we would consider students for a managed move in one of two categories:

	Likely circumstances	Reason for considering a managed move
Category 1	Students who have committed a serious breach of the behaviour policy but whose actions do not necessarily warrant an immediate permanent exclusion. The relationship between the pupil and the school/school community may have broken down to an irrevocable degree.	To give a second chance in a new context as their behaviour record and/or individual one-off incident means they might deserve or benefit from a final opportunity in a new context. The circumstances around the serious one off incident may be complex and mean that fixed-term exclusions are insufficient for the wellbeing of the student and/or community.

Category 2	Students at risk of permanent exclusion for persistent disruptive behaviour. Typically these would be students who have at least 3 fixed-term exclusions within the previous 12 months.	To provide a final setting in which a student may reconsider a pattern of behaviour to avoid a permanent exclusion. To ensure that every strategy has been tried to avoid permanent exclusion for a particular student.
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Managed moves are never considered for pupils who have met the criteria for permanent exclusion

Managed moves will not necessarily be offered to every pupil at risk of permanent exclusion as it may not be the appropriate intervention for the pupil, school community or the receiving school.

Decision-making process:

- The Deputy Head consults with the Associate Headteacher on whether a managed move would be appropriate to suggest to another Trust school.
- The pupil’s profile would be reviewed and consideration of any previous managed moves offered or given would be taken into account.
- If the sending school feels it would be appropriate to suggest the managed move, the Associate Headteacher would refer to the Executive Headteacher to discuss with the relevant school teams.
- If agreed, the SLT would meet with parents to discuss whether a MM is a possible outcome.
- Once agreement has been secured from the sending school, receiving school and family then the family must give written permission to go ahead (See Appendix 1 sample letter)

Rules of engagement

- The process should not be a ‘1 for 1’ swap as managed moves cannot be dependent or related to the outcome of a separate student.
- No school should take more than one category 1 and one category 2 managed move pupil per year group in any academic year.
- Each school should reciprocate the offer of a place in the same category within 12 months if the school ‘receives’ a pupil on a managed move from another school.
- Managed moves would not be considered for pupils with EHCP. The emergency annual review process would name different provision rather than using the managed move protocols.
- In cases of SEN K students additional scrutiny of the individual circumstances would be required to ensure it was in the best interests of the pupil and capability of the receiving school to meet the needs of the pupil.

Setting up the managed move

- A meeting should be arranged between the pupil, his/her parent(s) and relevant staff from each school.

The purpose of the meeting should be to:

- Underline the receiving school's expectations in terms of behavior (See Appendix 2 sample agreement)
- Detail the targets that the receiving school expects the pupil to meet to be successful – individual school Pastoral Support Plan documents must be prepared and ready for the meeting.
- Detail the support to be put in place for the pupil.
- Agree practical arrangements such as start date, tutor group, timetable, travel arrangements and uniform.
- Agree dates of the fortnightly reviews.
- Detail the outcome should the managed move not be successful.

Trial period

- All managed moves will start on a trial basis.
- Ideally the trial period will be a complete half-term (6 weeks) and will be reviewed on a fortnightly basis, the date of the final review will be the date on which the decision is made as to whether the move becomes permanent
- Managed moves can be extended to 12 weeks with the agreement of the sending and receiving school either at the outset or during the managed move. This may be done to give the student more time to meet the new expectations or because the receiving school is not yet sure they are able to meet their needs.
- There should be no more than 4 weeks between planning a move and starting the new school.
- Pupils remain on roll at the sending school during the trial period and are recorded as on dual roll.
- Any records including CP records must be transferred to the receiving school as appropriate.

Completing a successful managed move

- If the managed move is successful then the pupil transitions onto the single roll of the receiving school.
- They leave the roll of their sending school.
- Any remaining records should be fully transferred.
- Pupils cannot return to their sending school after the completion of the managed move.

Ending a managed move early

The receiving school may choose to terminate the managed move if the targets set out in the initial meeting between the two schools and parents are not met.

There should be one 'warning' meeting if this is a likely outcome.

If the trial period at the receiving school is unsuccessful the pupil will return to the home school.

The original school would hold a meeting with the students and depending on which category they were in would adopt the following approach:

- **Category 1 students** would return to their sending school and a further serious breach or repeated breaches of the behaviour policy would result in a permanent exclusion
- **Category 2 students** are then given a final written warning that any further breach of the behaviour policy would likely lead to permanent exclusion as the managed move has also failed to change their behaviour. The student would go back to a new pastoral support plan at their original school.

Appendix 1

Sample letter – parental permission for managed moves

Date

Dear **Name of parent/carer**

Following the recent meetings we have had, and having been in contact with colleagues in **receiving school** I am; subject to your agreement; able to make arrangements for **Pupil name** to have a trial placement at **receiving school** as part of a 'School to School' Managed Move.

Once you have had the opportunity to consider the offer please complete the form below and return it to us to confirm whether you wish to accept the move to **receiving school**. If the school does not hear from you by **Date** I will assume you do not wish to consider the managed move.

I can confirm that this is a 12-week trial placement and **Name of pupil** will remain on the roll of **Sending school** during the trial at **Receiving school**.

If you would like further advice on the managed move process, please contact the Principal Officer or the Support Officer – Behaviour Service and Exclusions on 020 8825 5070.

Yours sincerely,

Name

Associate Headteacher

Sending school

.....

Please complete and return to the school by **Date**

Name of parent/guardian giving consent:

Name of pupil:

Address:

Daytime telephone number:

I confirm that I agree to the proposed managed move to **Receiving school**

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

Appendix 2

Sample school to school managed move agreement

School to School Managed Move Agreement

This agreement is between:

Parent name

Pupil name

Sending school

Receiving school

Having recognised that a fresh start in a new school would be in the best interests of **Name**, the head teacher of **Sending school** has offered to support a School-to-School Managed Move to **Receiving school**.

The head teacher of **Receiving school** has agreed to temporarily admit **Name**, with the decision of permanent admission being dependent upon successful completion of a **6 or 12** week trial period.

The purpose of this meeting is to agree:

- The expectations each school has of the pupil in terms of behaviour / attendance, with reference to the receiving school's behaviour policy etc.
- The details of support that will be offered to the pupil.
- Practical arrangements, such as uniform.
- The trial period review meeting dates
- The anticipated trial period end date.

Please insert details of the receiving school's expectations in terms of behaviour and attendance:

Please insert dates:

Trial period start date:	
Date of first review meeting:	
Date of second review meeting:	
Date of final review meeting:	

All parties are reminded that if the placement breaks down during the trial period, for whatever reason, **Name** will return to **Sending school**

During the trial period **Sending school** should mark the pupil as ‘educated off-site and **Receiving school** should register the pupil as present or absent in the usual way.

If the managed move is successful, on the agreed date of permanent admission the pupil will be removed from the register of **Sending school** and placed on the register of **Receiving school** where he/she will enjoy the same rights of tenure to a school place as any other pupil, and be subject to the school’s behaviour policy in full.

In the event that the pupil does not fully meet expectations during the original trial period, the trial period may be extended but a further agreement should be reached with additional review meeting dates, and the new document signed by all parties.

The entire trial period is not expected to exceed twelve weeks. If **Name’s** behaviour remains unacceptable at the end of the extended trial period, **Name** will return to **Sending school**.

We the undersigned agree to the arrangements set out above and commit to attending the review meetings as scheduled.

	Name	Signature	Date
Pupil:			
Parent(s)/carer(s):			
Home school’s representative:			
Receiving school’s representative:			

Annexe to Behaviour Policy

This annexe summarises additional behaviour expectations of students during the period of recovery from the Covid-19 epidemic and period of school closure.

During the period of recovery, additional measures have been put in place to secure the Health and Safety of students. These focus on:

- Social Distancing
- Individual hygiene
- Responsible behaviour in communal areas & transit to & from school.

Specific arrangements for on-site Health and Safety (for example circulation within buildings) will be communicated directly to students and may be refined as the situation develops however the following points are standard.

- Students must respect social distancing and must NOT engage in informal physical contact
- Students have a responsibility to communicate honestly if they have symptoms
- Students must make responsible use of handwashing / hand-hygiene facilities
- Students must not share equipment and in particular items which have had close skin contact such as water bottles or headphones
- Students may wear plain face coverings on site if they are able to do so responsibly (following guidelines on best practice [How to wear and make a cloth face covering - GOV.UK](#))

Students who fail to abide by these rules and therefore put the health of others at risk may receive sanctions such as internal or ultimately external exclusion

- Deliberate spitting or coughing or threats to undertake this will be treated as seriously as acts of physical aggression in usual school sanctions.