



Positive Behaviour Policy

**ADOPTED AT THE MEETING OF THE
STAFFING & CURRICULUM COMMITTEE**

HELD ON: 11TH OCTOBER 2018

CHAIR OF RLT BOARD/GOVERNORS:

HEADTEACHER:

INTRODUCTION

The Hawkley Hall High School ethos is built on mutual respect. The behaviours and attitudes we expect our students to display are built around the mind-set that *teachers have the right to teach* and *students have the right to learn*.

We aim to develop each 'Hawkley Child' so that they are instilled with the core principles and values laid out in our Code of Conduct which is known as 'The Hawkley Way'. In consultation with students, staff and other stakeholders, the Hawkley Way has not remained unchanged in that it has been subtly adapted over time to ensure that it is relevant and meets the needs of the wider school community.

Students who adhere to The Hawkley Way in the classroom, in other areas of the school and in the wider community are rewarded and praised for their efforts and are exemplified as role models. Bespoke reward systems are in place both at pastoral and curriculum levels, as well as for those who endeavour to go 'the extra mile' through taking part in enrichment activities.

Those students who choose not to follow The Hawkley Way and all that it encompasses are, through appropriate sanctions, challenged to see the error of their ways. We believe that pastoral care is the responsibility of everyone. Each classroom teacher is required to follow up meticulously any instances where the values set out in The Hawkley Way are not adhered to and staff work hard to support each other in doing so. Consistency of approach is vital and school leaders support their teams to ensure that negative behaviours are challenged and appropriate interventions are made.

The Hawkley Way is displayed in every classroom, in the corridors and in the dining hall and staff regularly use it as a point of reference as a way to reinforce expectations. We would also expect that parents fully support the staff by insisting that their child follows the aims of The Hawkley Way and sign the home-school agreement which can be found within their child's student planner. Students are also required to sign to say that they fully value and adhere to The Hawkley Way.

The Hawkley Way

“Right to Teach, Right to Learn”

At all times

- Do not discriminate and respect individuality
- Treat others as you would like to be treated
- Always try your best – have pride in yourself and in your achievements
- Take pride in your appearance and wear uniform correctly at ALL times
- Respect the environment, recycle whenever possible and put all litter in the bins
- Have all your equipment for the day including your planner in your school bag
- Move around school in a calm, quiet, orderly manner

Expectations in the Classroom

- Be punctual
- Enter the classroom in a calm, orderly way
- Don't shout out during the lesson – Voice opinion respectfully
- Do not jeopardise the learning of others
- Be supportive of others
- Listen carefully and follow instructions – Don't answer back!
- Respect equipment, each other's and school's
- Complete tasks set to the best of your ability – have pride in your work
- Maintain high standards at all times

Expectations in the Dining Room

- Arrive at the correct sitting time for your year
- Queue in an orderly manner and don't keep places for friends
- Sit down to eat
- Eat properly using correct table manners and do not talk with food in your mouth
- Don't push in the queue if you return to buy more food

Expectations for movement around school

- Go straight to the lesson, do not stop to chat with friends
- Keep to the left on stairs and corridors
- Do not drop litter
- Treat others as you would like to be treated

Expectations when travelling to/from school

- Wear the correct uniform and wear it properly
- Respect and do not disturb your local community – Be polite – Be sensible
- Walk on the pavement and don't interfere with other people's property
- Do not obstruct traffic by walking or cycling in the middle of the road
- Cross the road safely

PURPOSE OF THIS POLICY:

The purpose of the policy is to provide a simple, practical guide for staff, learners and parents which outlines our approach to behaviour management within school, to and from school, on educational trips, visits and on work placements. We want all students to feel safe, happy and motivated at school and therefore the policy explains how our staff:

- Recognise and reward positive behaviours
- Identify, challenge and aim to change negative behaviours
- Promote respect and positive attitudes to learning and embrace diversity

RECOGNITION OF POSITIVELY FOLLOWING THE HAWKLEY WAY AND GOING THE 'EXTRA MILE'

Rewards are used to motivate, increase self-esteem and confidence and to celebrate achievement, progress and effort. Through the whole-school use of *Class Charts*, students are instantly rewarded in lessons via a points system. Points are gained when a student displays positive behaviours outlined in The Hawkley Way. Points are built up which students can redeem to gain a wide variety of rewards ranging from small items to trips. In addition, Year 11 students are motivated by the opportunity to attend the Leavers' Dinner during the Summer term.

Rewards are received within year groups through termly 'Celebration Assemblies' which enables students to gain recognition. Within these assemblies, students also receive recognition for outstanding punctuality and attendance.

At faculty level, students are celebrated through personalised rewards. Examples of these include 'Star of the week' display boards and 'Humanities Heroes', as well as praise postcards (electronic and traditional style).

ASPIRE is a system whereby involvement in enrichment activities earns students additional points on *Class Charts*. These types of activities include sports, drama, charity work, enterprise, student parliament etc.

'Non-uniform' days are awarded to students who ensure that they maintain high standards of appearance/dress throughout each half term and who have fewer than three signatures each term on their uniform card.

At the end of the academic year there is an Achievement and Celebration Assembly. Students in each year group are nominated by their Head of Year to receive an 'Outstanding contribution' to school life award.

Sporting achievement is recognised and celebrated at an additional celebration event organised by the PE Faculty. Students in Year 11 also have a formal celebration of GCSE success in the Autumn term after they complete their studies. The Inclusion Faculty hold an annual award ceremony to celebrate the achievements of students that regularly work with or are supported by the faculty.

PROMOTING POSITIVE BEHAVIOUR TO SUPPORT THE HAWKLEY WAY

Staff should never ignore or attempt to excuse poor behaviour, however in many instances it is felt that negative behaviours and confrontation can be avoided. One of the most effective behaviour management strategies in schools has been shown to be careful planning that prevents difficulties from arising in the first place. If a teacher promotes high expectations in terms of routine, attitude to learning and expected standard of work, then there will be no surprises to the student when he or she is challenged. Learners prefer to learn in a relaxed yet purposeful atmosphere where adults are safely in control and where they can progress their learning. Learners will accept authority and respect adults if they feel valued. They are then able to build positive relationships with adults. It is important to bear in mind that routine in the home may not exist for some students and that school is the only place where there are these sorts of consistent expectations.

Students like routine:

Students entering lessons across all faculty areas within school are greeted by the teacher as they enter the classroom in a calm, orderly manner and stand behind chairs with equipment and planners on the desk. Uniform should be checked in every lesson throughout the day (not just in 'form-time'). The teacher addresses the class and deems the students ready to learn.

This sort of consistency from one classroom to the next reinforces expectations and therefore students are less likely to deviate. Staff should ensure that they do not make unattainable demands or threats and that they follow up and carry out what they say will happen.

The power of language:

The way that staff communicate with students is vital. The idea that you can 'make' or 'break' a relationship with a child by the way that you speak to them is something that staff are frequently reminded of. Through the explanation of consequences and the reasoning behind our decisions, students are guided through the choices that they make. This enables students to take more responsibility for their actions, increase their independence and manage their own behaviour. Staff should sometimes consider apologising to a student if they make a mistake.

Planning and preparation:

Through the design and implementation of creative and challenging lessons with opportunities for success built in for all students, students are kept busy and are less likely to deviate 'off-task'. Knowing their 'customer' ensures teachers cater for all learners. The SEN/Inclusion registers and profiles for individuals are working documents which provide detail about learners. It is the responsibility of the classroom teacher to provide Quality First teaching and each faculty has an SEN link staff member.

Consider the audience:

Reprimanding a student in front of their peers will often result in further attention seeking behaviour as the student tries to 'save face'. It is easy to get drawn in to an argument with a student and this usually proves ineffective and promotes 'answering back'. Remaining calm and rational as the adult is extremely important

Use of praise:

Praise should be relative to student ability and individual circumstance and an element of professional judgement should be employed. Staff should consider that for some students, overcoming some sort of difficulty is praise-worthy. For some students, making it in to school on time is an achievement in itself. That being said, students who regularly follow the Hawkley Way impeccably and sometimes go unnoticed should also be praised and rewarded.

Consider the individual:

Whilst it is of utmost importance to maintain consistency of approach with regards to the procedures outlined within this policy, there may be circumstances where consideration should be given to the individual needs of the student, for example where he/she is on the SEN register. In these cases, it would be appropriate to liaise with the Inclusion Faculty before imposing sanctions.

FORM TIME AND THE ROLE OF THE FORM TUTOR/ATTACHED STAFF TO SUPPORT STUDENTS AND THE AIMS OF HAWKLEY WAY

All teaching and support staff at Hawkley are equally important in the provision of the behavioural and emotional development and support of our students. Form tutors and attached staff in particular are put in place to scaffold and foster this development as the 'school parent' and are integral to the overall aims of the school.

Form tutors should, under the direction of Heads of Year and with the support of Assistant Heads of Year and SSOs (Students Support Officers) ensure that the students in their form group consistently start the school day in a calm and purposeful way. A good form tutor should also add a competitive edge to form time through the promotion of engagement in enrichment activities/ASPIRE, charity work and the promotion of outstanding attendance and punctuality.

As a guide and minimum expectation, form tutors and attached staff should ensure that:

- 1) They make the utmost effort to build a positive relationship with their form and take interest in the individual students within it
- 2) They make their way to the relevant form block immediately after staff briefings for form time
- 3) Uniform and conduct is checked as students enter the form block and that any uniform infringements are challenged and sanctioned with uniform cards being signed.
- 4) Students stand behind chairs with equipment and planners on desks and remain standing until the class is deemed ready to sit down.
- 5) Registers are completed accurately as a legal requirement. **If a student arrives in to the form room after 8.50am then the student should be marked as 'Late' using the L code.** Saving of the completed register should be done at the 9am bell as those coming in late but before 9am should still come to form. After 9am students sign in at the office.
- 6) Student equipment, uniform cards and planners are on desks. Students should leave registration with pen, pencil, ruler, planner and uniform card every day as a minimum and should be free of make-up, false nails, jewellery and be wearing correct footwear/coats. If necessary students will be asked to purchase equipment in form time. Sanctions for not having equipment/planner should be given and parents should be contacted for persistent offenders.
- 7) The daily bulletin is shared with students each day.
- 8) Reflective Friday is facilitated in an engaging and thought-provoking way.
- 9) Achievements of students within their form are shared and celebrated
- 10) Form representatives are in place and are utilised to update the form notice board regularly and help to monitor equipment.
- 11) On assembly day they arrive on time to complete paper registers outside and that they work as a team to facilitate the calm and orderly entrance to the assembly venue as well as remaining in the assembly venue as directed by the Head of Year.
- 12) They support the school Attendance Officer by using data provided to challenge poor attendance, contacting parents where necessary.
- 13) Overall ensure students leave form having been set up for a productive day at school.

USE OF CONSEQUENCES FOR BEHAVIOURS THAT DO NOT SUPPORT THE HAWKLEY WAY

For those students who deviate from the Hawkley Way, a robust system of consequences is used.

At faculty/departmental level within the classroom, a staged approach to sanction/consequences for negative behaviours is used. Whilst an element professional judgment is required, if at any point staff are unsure then they should ask for clarification by their HOD/HOF, Line manager or member or SLT.

Faculty Sanctions/Detentions

Stage 1 (issued by class teacher through note in planner AND log on Class Charts).	Stage 2 (issued by class teacher. Parental phone call MUST be made AND HOF informed. Must be logged on Class Charts).	Stage 3 (Detention with HOD/HOF. Parental phone call MUST be made AND Line Manager informed. Referral must be logged on Class Charts).
Anything up to 30 minutes	Minimum 30 minutes	1 hour
Example Criteria	Example Criteria	Example Criteria
Low level disruption	Failure to attend Stage 1	Failure to attend Stage 2
Answering back	Removal from lesson to another space (1 hour after school)	Failure to turn up to Stage 3 detention results in Faculty report as well as a Whole School Detention (see Pastoral detentions)
Incomplete Homework	Repeated incomplete classwork/homework	<i>*HOY informed</i>
Incomplete Classwork	Students will be collected where possible for their detention by a member of the faculty. Walking off from staff once collected is one day in isolation	
Poor ATL		
Use of bad/inappropriate language (DEPENDING ON HOW LANGUAGE IS DIRECTED)		

Blanket punishments ie: whole class detentions, should not routinely be given.

Detentions issued over lunch times must build in time for students to get something to eat and make a toilet trip.

As a matter of courtesy, we would prefer that parents are given 24 hours notice for an after school detention, although same day after school detentions can be issued as long as parents have been informed. Staff are required to record all instances of unacceptable behaviour on Class Charts along with the sanction given. All racist and homophobic remarks must be reported to SLT.

Pastoral Sanctions/Detentions

<u>Stage 1</u> FORM TUTOR	<u>Stage 2</u> POOR BEHAVIOUR AT BREAK/LUNCH	<u>Stage 3</u> HEAD OF YEAR DETENTION	<u>Stage 4</u> HELD ON TUESDAY IN THE BISTRO (staff rota in place). Student lists emailed on pastoral bulletin and are also found on pastoral notice board	<u>Stage 5</u> HELD ON WEDNESDAY (SLT rota in place). Students to be collected by SLT from Miss O'Brien's office
15 mins break/lunch	Up to 30 minutes	Up to 1 hour	1 hour Phone call home by staff member who dealt with incident on the day of the incident.	1 hour 30 mins Attached SLT to phone home on day of incident. Letter to be posted.
Example Criteria	Example Criteria	Example Criteria	Example Criteria	Example Criteria
Persistent lack of equipment	The member of staff encountering a child not following The Hawkley Way at break/lunch must follow the incident through to the end.	Failing to attend 'lates' detention once.	Escalation from failing to attend Stage 3 pastoral or Stage 3 faculty detention. Essential that parents have been informed throughout the process.	Smoking Possession of cigarettes/lighters/ E- cigarettes Caught with someone who is smoking
Uniform card detentions*	If the member of staff is teaching directly afterwards then phone calls and arrangement sanctions can be made/put in to place after 3pm.	Non-violent physical incidents.	Selling on the premises	Vandalism/ graffiti of school property or the property of others
Student with no planner for more than two days- lunch detention	Please note however that severe situations will require an immediate stage 4 detention or further intervention from HOY/SLT.	Defiance related to minor incidents (form time based).	Hanging out/running around blocks when not permitted to do so at breaks/lunches.	Jeopardising the school's reputation whilst in school uniform
Low-level disruption in form period				Truancy of all kinds

All of these incidents must be recorded on Class Charts

*enforce punishments on uniform cards: 2 signatures per week break detention; 4 signatures per week lunch detention; 6 signatures per week – after school detention.

Additional Behavioural Interventions

For the vast majority of students at Hawkley, the types of interventions below will never need to be made. However, for some students additional interventions are required in order to support the child, the staff and parents with their more challenging behaviour.

1) Attitude to Learning Reports and PSP

Through *Class Charts*, Heads of Year track students who are consistently failing to follow The Hawkley Way across multiple subject areas. Once the student is identified, parents are contacted and the student may enter in to the reporting system. Despite a child being on report, class teachers should ensure that they continue to issue sanctions within their subject area for the student. Faculties/department should endeavour to monitor a disruptive student through the use of a faculty report rather than a whole school report if they are not causing an issue in other subject areas. Any intervention made should always be logged on Class Charts.

Report type	Duration/ Who reporting to?	Details
Green attitude to learning (ATL) Report	2 weeks/ Reporting to Assistant Head of Year twice a day.	Parents informed of report. Teaching staff indicate whether student 'acceptable' or 'unacceptable' in each lesson against set attitude to learning targets. Class teacher continues to issue sanctions
IF STUDENT SHOWS VAST IMPROVEMENT IN ATL, parents informed and student is taken off report. If student fails to improve and finds that they are continually in detention and/or isolation:		
Yellow attitude to learning (ATL) Report	6 weeks / Reporting to Head of Year twice a day. A review of targets and ATL will take place half way through the 6 week period with parents and again at 6 weeks. 360 assessment and IBP (Individual Behaviour Plan) also actioned- see Appendix Item 1)	Parents invited in for meeting with Head of Year. Detailed IBP completed and disseminated to teaching staff to aid their positive handling of the student within their subject area. Class teacher again indicates 'acceptable' or 'unacceptable' and continues to issue sanctions. At this stage it may be likely that the student is receiving additional support from the Inclusion Faculty in conjunction via Internal Early Help and may also have access to Behaviour Intervention Room.
IF STUDENT SHOWS VAST IMPROVEMENT IN ATL, Parents informed and student is taken off report. If student fails to improve:		
Red ATL Report put in to place	6 weeks/Reporting to attached SLT member. A review of targets and ATL will take place half way through the 6 week period with parents and again at 6 weeks. <i>Student may begin an AP (Alternative Provision pathway).</i>	Parents invited in to begin Early Help Process (if one not already one in place). At this stage, additional assessment and support from SEND/Inclusion and/or Behaviour and Attendance specialists will be highly likely, as well as additional support from outside agencies. Likely that student accesses Behaviour Intervention room. Student may spend time at another school within the authority (6 week respite placement).
If the student continues to display extreme behaviours with no signs of improvement despite multiple additional interventions:		
PSP (Pastoral Support Plan) put in to place	Up to 18 weeks/Reporting to Assistant Head teacher. Reviews /parent meetings occur regularly and may often tie in to the Early Help process (likely to include outside agency involvement).	Failure to improve behaviour following respite placement. May require Supported Transfer at this stage (initially for 6 weeks) as a way to avoid permanent exclusion. Up to two supported transfers may be attempted before referring to the LA for alternative provision.

It would be both difficult and inadvisable to give hard and fast procedures for dealing with inappropriate student behaviour, as every situation is different. However, it is essential that as staff we are consistent in our response to inappropriate student behaviour and that we use the whole school discipline procedures correctly.

To ensure that repeated inappropriate behaviour is dealt with in a correct and consistent manner, a weekly meeting is held and attended by pastoral staff, inclusion staff, attendance and safeguarding staff to discuss any issues that students may have in school or at home to establish if additional monitoring or support is needed. This is known as the 'Team Around the Child' or TAC.

2) Attendance monitoring

In order to promote outstanding attendance alongside reward, the Attendance Officer will monitor attendance data and will disseminate colour data to Form Tutors, Student Support Officers and Heads of Year on a weekly basis. All interventions should be logged on Class Charts.

- Yellow category: Students with 96-93% attendance will be spoken to by their Form Tutor to address underlying reasons.
- Orange category: Students dropping below 93% will be monitored by Assistant Head of Year during Form Time. This will involve liaison with parents who will be invited in for a meeting if another absence occurs. 4 week target set and home-school agreement put in place.
- If target fails, Attendance Officer will take student on their caseload.

In addition, punctuality is monitored by Heads of Year who issue a 30 minute detention for any student who receives two late marks in one week.

3) Isolation Room

The isolation room is to be used as a one-day or half-day sanction for cases of:

Point blank refusal to follow instruction/rudeness to staff/ bullying (depending on individual case)/ open defiance against Hawkley Way /walking off from staff and disruption of learning once removed within faculty. **Only SLT/HOF/HOY can isolate students in the Isolation Room.** Staff should consider alternative outcomes before isolating students such as removal within the faculty and allowing a student to calm down before automatically sending a student to isolation (obviously within reason).

Expectations within the room are tight and the following procedure is to be followed:

- 1) Staff member on duty to record student details/reason for isolation as normal on the electronic log and makes the Student Support Officer (SSO) aware via phone or email. **Member of staff who had the original issue with the child must inform parents via phone-call that day and also record on *Class Charts*.**
- 2) Student must hand over their mobile phone (to be placed in box provided).
- 3) All isolated students will receive an exercise book (to be stored in the room). They need to set out work properly by putting the date and 'IW' (Isolation Work) in the margin .

- 4) The first thing students must do is copy out The Hawkley Way in their neatest handwriting before starting work on specified activities. **Students must remain in silence and not communicate with anyone else.**
- 5) Dictionaries and booklets of work are available for students of varying ability. Students should **not** write in booklets- they should write the title of the booklet/activity and the period at the top in their isolation exercise book). They should work through booklets methodically/in order (not skipping activities)
- 6) Students will use the toilet next door to the room therefore reducing the need for wandering
- 7) Five minutes before the lunch bell the member of staff will escort students to dining hall where they will purchase lunch and then they will be taken to A8. Staff on lunch duty will then take over the supervision and will escort students back up to isolation at the end of lunch.
- 8) At the end of the day staff should ensure work booklets and exercise books/equipment are stored correctly.
- 9) Any students deemed not to have completed enough work by the end of their time in isolation should be referred to SLT and kept 3-4pm. (SLT should incorporate a visit to the isolation room during their 'walkabout' periods). In some cases, an exclusion may result if defiance relating to the isolation room occurs.

4) Behaviour Intervention Room (G10)

Some students may require some intensive one-to-one intervention and this is provided by our Engagement Coordinator and Behaviour Support Officer. It is important to point out that this is not a punishment; it is an intervention which will take place during lesson time.

Purpose:

- For students who are consistently finding themselves in isolation and/or 'on report' for poor behaviour.
- For those who are not making positive changes to their behaviour over time. Perhaps report/isolation etc is not working.
- For students returning from exclusion and who need some additional behaviour intervention before returning to lessons.
- Two students per day should be given the **opportunity** to use the room.
- Helps to get students and parents 'on-side' as they would hopefully see it as a positive behaviour intervention rather than a punishment.
- Used as part of our evidence base further down the line when students are at the point of permanent exclusion.

Students will work through pre-written packages/schemes of work on themes such as emotional resilience, anger management, bereavement, substance mis-use etc. and evidence of their work will be kept as evidence and a way to reflect in the future. Sessions are dependent on needs of the students in the room.

How is the Behaviour Intervention Room used?

<p>Pro-active places (an intervention planned in advance).</p> <ul style="list-style-type: none"> • Student is identified via the monitoring of behaviour referrals, number of times in isolation and failure to improve on behaviour report. (Student will have been tracked by HOY/SLT). • The student will be placed in the room for '<u>X</u> number of days' which could be half or full days . • Parents are informed of the planned intervention. • Sessions documented and evaluated and comments made on child's engagement with sessions (via 'Class Charts') to form an evidence base. • SLT/HOY to pay a visit to child during their time in the room to praise/monitor. • Student may return to the room on other occasions. • Evaluations/reflections recorded on IBP. • Parents informed about how well child engaged with intervention. 	<p>Reactive places (for students returning from exclusion)*</p> <ul style="list-style-type: none"> • Student/parent informed at point of exclusion that the student will spend time in the Behaviour Intervention Room on their return and detail of this must be recorded on the reintegration pro-forma and attached to 'Class Charts'. The number of days in room following exclusion may vary. • Sessions must be documented and evaluated and comments made on child's engagement with sessions (via 'Class Charts') form an evidence base. • SLT/HOY to pay a visit to child during their time in the room to praise/monitor • If reason for exclusion involved another child or conflict with a teacher, some form of mediation could occur. • Parents informed about how well child engaged with intervention. • If child has IBP, interventions/reflections recorded. <p>*not all students who have been excluded will need to go in to the behaviour intervention room.</p>
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5) Exclusion

The vast majority of behaviour is managed in school however on occasion a student may be required to leave the premises. In cases where s/he refuses to leave, an appropriate staff member will contact parents and, if necessary, other agencies such as social care and/or police. There are a number of more serious behaviours that prevent students from doing well and could result in a fixed term exclusion, or in extreme cases a permanent exclusion by the Headteacher. These include:

- Verbal or physical abuse of staff
- Bullying-physical, verbal, emotional
- Sexual harassment of any kind
- Prejudice on grounds of race, age, gender, sexuality, disability, and others
- Carrying an offensive weapon
- Use or sale of alcohol or other mood-changing drugs
- Deliberate damage or theft of property
- Smoking in or around the building
- Refusing to leave the premises when asked
- Gambling

A student may be issued with a fixed term exclusion of usually no longer than 5 days at a time and should not have more than 45 school days of exclusion in any one academic year. At the point of exclusion, work will be set via 'Show my homework' and parents will be informed.

On return to school, students may not be permitted to attend their lessons until a reintegration meeting has been held with parents and a member of SLT or the Head of Year. The reintegration pro-forma should be completed at this meeting and recorded on Class Charts (see Appendix item 2). Some students will spend a period of time in the Behaviour Intervention Room in order to address some of the underlying causes of the exclusion.

Permanent exclusion may occur when a student has been involved in instigating or displaying extreme behaviour, or behaviour that could be considered extremely dangerous towards others. This could be an extreme one-off incident or could follow a string of instances.

CONFISCATION OF INAPPROPRIATE ITEMS

Staff have the right to ask students to allow them to search them for any item not allowed under the school rules and then to search them and their possessions. Members of SLT, Heads of Year and subject teachers have the statutory right to search students for their possessions without consent where they suspect a learner has prohibited items e.g. knives, alcohol, illegal drugs, stolen items, weapons and any other item which has been or is likely to be used to commit an offence, cause personal injury or damage to property. School staff can confiscate any item found as a result of the search which they may consider harmful or detrimental to school discipline. This is a personal search and not an intimate search.

There must always be reasonable grounds to carry out a search. When searching a student two members of staff must be present and the one carrying out the search must be the same gender as the student being searched. When searching student possessions the student must be present and must be informed why the search is being carried out. A search may take place on the school premises or where the member of staff has lawful control of the learner e.g. on an educational visit. Parents / Carers must be informed that a search has been carried out.

If a student refuses to allow a member of staff to carry out the search of their person or possessions they will be isolated and supervised until parents have been contacted and come to the school. The parent/carer then will be asked to carry out or witness the search. No student will be allowed to attend his/her lesson until the search has been carried out.

A member of staff may confiscate or retain student property as and when reasonable to do so. Parents/carers will be informed when items are to be confiscated. Weapons, stolen goods and controlled drugs must be passed to the police. Alcohol will be disposed of. Goods brought in for trading (eg energy drinks) will be returned at the end of the academic year.

E-cigarettes, cigarettes and lighters may only be collected by parents/carers.

If a student has been using their mobile phone during learning time, their phone will be logged and stored in the main office and a parent will be required to collect it. Mobile phones will only be returned to students at the end of the day if they were found to be using the phone during non-contact time. Students must not under any circumstances contact their parents of their own accord

using a mobile phone at any point in the school day or if they are feeling unwell. Instead, they must make their way to the relevant pastoral office to ask permission to use the telephone in the office. Confiscated jewellery items will be logged in the main office and may be collected from the main office at the end of the day (staff should ensure uniform cards are signed). Complaints about searches will be dealt with through the schools complaints procedure.

USE OF FORCE TO CONTROL AND RESTRAIN

This should not be used unless there is immediate danger of injury. Specified staff in school are trained in Team Teach and it is recommended that these staff members are called upon to assist where needed.

COMMUNICATION WITH PARENTS AND CARERS

At Hawkley, we pride ourselves in maintaining positive relationships with parents and carers. In general, parents who are kept fully informed by staff about incidents or negative behaviours in school, rather than being informed incorrectly of events by their child are much more amenable and easier to work with. Often when a parent appears angry (either in person or on the phone) it is because they have not been fully informed of the situation that has occurred.

Whilst the use of text, email, notes in student planners and ParentMail are often extremely effective ways of communicating with parents, staff should ensure that they endeavour to communicate verbally where possible in relation to negative behaviours. If an incident has taken place during the day, staff should make a phone-call to parents and as a minimum expectation leave a voicemail before they leave school that day. This will usually ensure that incidents do not carry over in to the next day, potentially making them worse. Parents should be encouraged to make an appointment if they wish to speak to a member of SLT/teaching staff in person as it cannot be guaranteed that the member of staff will be available, which could cause a parent to be irritated further.

It is important to remember also that parents enjoy receiving positive comments about their child's achievements at school.

The school website features useful information for parents and in particular the Virtual Office may answer many questions relating to the day-to-day running of the school. In addition, the Parent Handbook provides a range of need-to-know information, particularly for parents of students who are new to Hawkley.

Glossary of abbreviations:

ATL (Attitude To Learning)

HOY (Head of Year)

IBP (Individual Behaviour Plan)

PSP (Pastoral Support Plan)

SEN (Special Educational Need)

SLT (Senior Leadership Team)

SSO (Student Support Officer)

TAC (Team Around The Child)

Hawkley Hall High School



Individual Behaviour Plan

PURPOSE OF THE INDIVIDUAL BEHAVIOUR PLAN

The HHHS IBP is aimed at students who have not responded positively to their two week period on Green Report.

At this stage, the Head of Year will work closely with the student and their parent(s) to look at triggers for their poor behaviour and strategies for improved behaviour. The IBP will run alongside a 6-week Yellow report and will be reviewed at the mid-way point.

Strategies, (not confidential information) contained within the IBP will be shared with teaching staff in order to enable them to achieve positive outcomes in the classroom with the student.

A student who makes significant improvements in behaviour will avoided being placed on to Red report and entering the Early Help process.

STUDENT DETAILS:

Name: Year Group:

Date IBP started:

Mid-point review date (after 3 weeks)

Main adult care-givers outside school:

1)..... Relationship:

2)..... Relationship:

3)..... Relationship:

Adults within school who student interacts with regularly:

1)..... Role:

2)..... Role:

3)..... Role:

Overall description of typical behaviours of student :

AREAS OF STRENGTH/ POSITIVE TRAITS OF STUDENT:

-
-
-
-
-

BEHAVIOURS, TRIGGERS AND STRATEGIES (fill in only those that apply)**Before School/ On the way to school:**

Target behaviour:	Triggers:	Possible strategies:
1		
2		

In the classroom:

Target behaviour:	Triggers:	Possible strategies:
1		
2		
3		
4		

In assemblies:

Target behaviour:	Triggers:	Possible strategies:
1		
2		

Between lessons and at break and lunch times:

Target behaviour:	Triggers:	Possible strategies:
1		
2		
3		

At home:

Target behaviour:	Triggers:	Possible strategies:
1		
2		
3		

POSITIVE BEHAVIOUR RECOGNITION:

What works to promote good behaviour for this student?

When and how often is behaviour recorded?

Who is responsible for providing good behaviour recognition?

How will we know if the recognition is successful?

CONSEQUENCES:

List of possible consequences:

Who is responsible for giving consequences?

SIGNATURES:

All parties sign that they agree to support the suggested strategies and consequences contained within this IBP.

Student Signature:

Date:

Parent Signature:

Date:

Head of Year Signature:

Date:

Suggested overall review date (approximately three weeks after initial IBP set up)

At the mid-point review, parents are invited to meeting with Head of Year.

Progress towards targets should be commented on and re-adjusted as necessary.

Appendix item 2

Reintegration Meeting (following fixed-term exclusion)

Any student who is excluded may not return to lessons until this meeting has been held with either a parent/carer or other influential adult in the student's life.

Student Name:

Date of meeting:

Meeting Led by (SLT or HOY only):

Other adults present:

Reason for exclusion and length of exclusion:	
Questions to be answered by student:	
1) Take us through the incident- what happened that resulted in the exclusion?	
2) Where did you go wrong?	
3) What would you do differently next time?	
4) What next steps are going to be put in to place going forward? (include input from staff/parents/adult).	
5) What are your general/overall feelings about school? OR Is there anything underlying that you feel we need to address in this meeting?	

