

HAWKLEY HALL HIGH SCHOOL



STUDENT BEHAVIOUR POLICY

REVIEWED AT THE MEETING

OF THE

FULL GOVERNING BODY

HELD ON 4th JULY 2013.

CHAIR OF COMMITTEE:

HEADTEACHER:

To be reviewed every 5 years.

Hawkley Hall High School

Behaviour Policy

Context

The learning culture in school is based upon a set of principles called 'THE HAWKLEY WAY'. Produced in consultation with all members of the school community, at its heart is the premise of mutual respect allowing "the right to teach" and "the right to learn" to form the foundation for all we do. In order to support the pursuit of high quality learning and behaviour promised by adopting the Hawkley Way, the school has a robust behaviour policy encompassing rewards and sanctions as well as offering support for behaviour modification in those students who need help. This has been produced in consultation with staff, students and other stakeholders, in addition to reflecting national/local agendas and current best practice and new legislation (statutory duties).

In line with the School Standards Framework Act 1998 the school publishes a Home School Agreement that parents sign to indicate that they understand and accept the school policy relating to behaviour.

The application of this policy is without prejudice and applies to all stakeholders giving due consideration when required to those with special educational needs

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 schools
- 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 to 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

Rewards

Rewards are used to motivate, increase self-esteem and confidence and to celebrate achievement, progress and effort. A wide variety of rewards are used throughout school on a day-to-day basis including:

- Verbal praise – individual, class, positive phone call home
- Written praise-comment in planner; praise postcard; positive feedback
- Certificates of Achievement awarded for classroom achievement
- Small material rewards -gift tokens, vouchers, stationary
- Reward Events, Activities and Trips.

The whole school merit system (Hawklied) provides the main source of classroom rewards. Students collect merits in their planner in the form of a merit stamp. For every 25 merits collected a certificate and small prize is awarded e.g. 25 merits = Bronze certificate; 50 merits = silver certificate and so on. Students must inform their form tutor when each level is achieved, certificates are then presented in assembly and the small prize collected from the Headteacher or Head of School.

Star awards are also made to students that have achieved different specific levels on each of their three interim reports. Points are awarded for behavior, effort and homework. Students receive a certificate and a voucher for £5.

Rewards are also given for excellent attendance and punctuality, as well as for significant improvement in these areas. Rewards include certificates, badges and vouchers. Exemplary appearance is rewarded through the monitoring of uniform cards. Uniform cards are issued half-termly and are signed when infringements occur. If the card has less than three signatures at the end of each half term, then it is entered into a draw to win vouchers.

At the end of the academic year there is an Achievement and Celebration Assembly. Students in each year group are nominated by staff in each subject area to receive awards for Achievement and Endeavour/Effort. Sporting achievements is recognised and celebrated at an additional celebration event after school in June organized 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 also hold an annual award ceremony to celebrate the achievements of students that regularly work with or are supported by the faculty.

Support structures for student behaviour

The following structures exist within school to support students whose behavior is causing concern. Referrals to these areas of support is via the HoKS, the Assistant Head (Pastoral) or Inclusion. In all cases parental support is sought by the school.

Effective information sharing – Staff routinely use Prefab to highlight positive and negative behaviour. This informs early intervention to support students that are likely to misbehave.

Placement on the SEN Register – Pupils on the register are monitored by the Inclusion faculty and receive additional support.

Mentoring – Students may be asked to work with a school based mentor who will address aspects of their behaviour and liaise with the students' classroom teachers and form tutor.

Involvement with Behaviour Support Specialists – Students may be asked to attend 1:1 or group sessions designed to support them in addressing behavior issues.

Curriculum flexibility – In order to support students in developing appropriate behaviour, they may be offered the opportunity to follow different learning pathways. For example, work experience may be sought or intervention programmes offered e.g. On Target.

Nurture – Some students receive support in developing social skills that directly impact on their behaviour towards other students.

School Councillor – Students may be offered the opportunity to see the School councillor on at least a bi-weekly basis in order to support their behaviour and address any underlying issues.

Education Psychologist – Students may be seen by the Educational Psychologist to ascertain if there are specific underlying reasons for their behaviour. The school will develop an Action Plan to address these needs.

Pastoral Support Plans – These plans are for students who are in danger of permanent exclusion. They last for 16 weeks. Pupils are set targets and the school intervention is stated.

When necessary the school may seek support from other agencies that may have a direct impact on behaviour. In the locality these include Gateway, YOT, CAMHS, Triple P, TESS team, Restorative Solutions and the Pupil Support Service.

Positive behaviour is taught through different contexts including School Assemblies, Form Periods, Engineering Thinking, Inclusion intervention, RE and History.

Disciplinary Procedures

Rationale

Discipline procedures run parallel to a robust and frequently used system of rewards for positive behaviour as well as academic progress. All staff should look for opportunities to praise and reward students. Everyone should follow and refer to the school code of conduct. Staff are expected to model exemplary behaviour. Further amplification of expectations of behaviour can be found in the staff handbook.

Responsibilities

Form Tutor

The form tutor role is vital to the good discipline of the students. Form tutors are responsible for expecting and maintaining high standards within the form group. They should role model effective behaviour and ensure that the school ethos is upheld. They are responsible for ensuring that students are prepared for the school day and have the correct equipment and uniform. They are also responsible for monitoring the use of the planner and ensuring that communication with home is effective.

The form tutor should deal initially with all problems amongst the students within the form and inform the HoY if further action is needed.

Classroom tutor

The maintenance of discipline in the classroom is the **immediate responsibility of the class teacher**. It must be made clear to the students that good behaviour is the expected norm and that the teacher is not prepared to accept anything less than good behaviour. Where there is any instance of unacceptable behaviour, the teacher must make it clear that he/she is **personally** prepared to do something about it in the first instance.

(It is important to note any positive or negative behaviour within the student planner in order to keep parents and the student's form tutor informed)

Remembering that the 'punishment' should fit the 'crime', initial sanctions should include:

- Verbal encouragement to improve inappropriate behaviour.
- Reprimand. This must not be in the form of a threat.
- Moving the student to another area of the classroom if appropriate.

- The imposition of some extra work to be completed by a specified time.
- The removal of students from the classroom. **Students must not be standing on corridors for more than 5 minutes as this can lead to an escalation of poor behaviour and the disruption of other classes in the area.** This sanction should be used sparingly and only if absolutely necessary e.g. as a cooling down period or an opportunity to get other students on task before reintroducing the removed student.
- Departmental/faculty detention.

Head of Faculty/Department

1. If the imposition or the detention is not done the Head of Faculty/Department (HoF/D) should be informed. The (HoF/D) then has the responsibility to deal with the matter. It is up to the (HoF/D) to ensure that there is an appropriate, additional sanction imposed upon the student.
2. In addition the (HoF/D) should **alert the HoKS** through the referral system indicating what action has already been taken. *This referral should be for information only at this stage as it is important that matters of ill-discipline are attended to within the department.*
3. The (HoF/D) may feel it appropriate to put the student on a Faculty report for a limited period of time in order to monitor behaviour and academic progress within the department.
4. If the student persists in behaving in an inappropriate manner or refuses to fulfill the appropriate sanction as imposed by the (HoF/D), liaison with the HoKS should take place. If necessary the HoKS will consult with a member of the SLT.

Sanctions

Searching and Confiscation

The Headteacher or senior staff that have been authorized have a statutory power to search pupils, or their possessions where they have reasonable grounds for suspecting that the pupil may have a banned item as identified in the 2006 Education Act:

The items include:

- Knives and weapon
- Alcohol
- Illegal Drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks

- Pornographic images
- Any article that has been or is likely to be used to commit an offence cause personal injury or damage to property

Inappropriate items which are brought into school will be confiscated and dealt with in a variety of ways:

- Goods brought in for trading will be confiscated and returned at the end of the academic year.
- Make up and jewellery will be logged in the office record and placed in the office for safe keeping until returned to the student at the end of the day/week.
- Mobile phones/MP3 players will be treated the same as jewellery with the exception that a parent will be required to collect the item at the end of the day.
- Other items may be confiscated and disposed of as deemed appropriate after discussion with the School Based Police Officer, SLT and parents.

Departmental/Faculty Detention

- The class teacher imposes his or her own detention during break time, lunchtime or after school.
- Students should be given some opportunity to eat if the detention takes place during the lunch period and 24 hour notice should be given to parents if the detention is to take place after school or the student goes home for their lunch.
- Departments should use the standard letter and procedure for contacting parents regarding the detention of students.
- It is in the interest of the student, parents and school that parents are informed of detention. A record of the detention should be made in the student's planner.
- Student detention should be recorded and stored centrally within the department in order to monitor student discipline. Detentions should be entered on Prefab and be recorded within the department. If the discipline issue is not resolved it should to be addressed by the HOD.
- ALL AFTER SCHOOL DETENTIONS SHOULD BE NOTIFIED TO THE SCHOOL OFFICE ON THE DAY THEY ARE BEING SERVED.

Blanket punishments i.e. whole class detentions, should not be given.

School detention

School detention operates on TUESDAYS and THURSDAYS. Students will be kept in school for one hour in A7. Students may only be put in school detention by:

- Heads of Key Stage
- Member of SLT

The school detention should be seen as a punishment for serious offences. It should be used in the following cases:

- a) Where earlier sanctions have not been complied with.

- b) Where a more severe sanction would appear to be justified. It **should not** be used for ill-discipline within the classroom. This should be dealt with within the department by the classroom teacher and if need be the Head of Faculty.

Procedure

- Written notification must be sent to the parents at least 24 hours (Standard white coloured letters are available in the staff room & reprographics). Alternatively parental permission may be sought by phone if deemed necessary.
- The student's name and form should also be entered in the detention file which is kept in the main school office.
- The acknowledgement slip at the foot of the letter must be signed by parents and handed in prior to the detention.
- If it is considered necessary a memo will be issued to staff who teach students at the end of the day requesting them to escort the student to A7 at the end of Period 5.
- The Assistant Head Pastoral or other SLT member will be present at the start of the detention. All teaching staff will be called upon to supervise school detention on a number of occasions throughout the school year. Staff on detention duty should collect the detention book, work and paper from the main office at 3.00pm on the day of the detention and return it by 4.20pm. Students will be permitted to complete meaningful school work if they wish to do so otherwise a written task will be assigned to them.
- Staff should note attendance in the detention file.
- Failure to attend school detention should be regarded as a serious breach of school discipline. Students will automatically be transferred to the next available date for detention and parents notified.
- Follow up should be by HoKS. A second failure to attend should be referred to SLT.

Headteacher's Detention

Headteacher's detention operates WEDNESDAYS. Students will be kept in school for 90 minutes supervised by a member of SLT on a rotational basis. Students may only be put in this detention by members of SLT for serious breaches of discipline e.g. persistent failure to attend school detention, smoking etc.

Isolation

(This sanction is used across the whole school and after Christmas with Year 7 students).

Classroom:

Where disruptive behaviour persists after normal classroom management strategies have been exhausted the class teacher should:

- **Warn** the student heading for removal of the impending sanction **prior to their**

removal.

- Send the student to a pre-arranged removal room within the faculty/department.
- Complete a copy of the standard letter and pass it to the receiving colleague.
- Complete a referral form.
- Place the student in a 30 minute departmental detention to be supervised by the class teacher.

After removal:

If the student continues to misbehave and disrupts the receiving class then the teacher should:

- Warn the student to stop or face being sent to isolation and their detention increased to 60 minutes (supervision of the extended detention must be negotiated within the department/faculty).

If persistent disruption still continues the teacher should:

- Students should receive one final warning prior to removal
- Call for a member of SLT to escort the student to isolation.

In cases of one-off extreme disruption help should be sought immediately from colleagues nearby, ideally HoF/HoKS/SLT.

The reason for the isolation and staff responsible should be recorded in the Isolation book and the office contacted to record the incident and send a letter to parents.

Appropriate work should be provided for students using the resource bank.

Exclusion

The final sanction available to the school is exclusion. This sanction can only be applied at the Headteacher's discretion in the following ways:

Internal exclusion either with HoKS, SLT or in the isolation room.

For a fixed period, up to 45 school days in any school year, usually for no longer than 5 days at a time unless in response to an extreme situation.

In extreme circumstances the headteacher may exclude a child permanently (if a supported transfer is not appropriate).

It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the head teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

Reintegration meetings

Parents are invited to attend a reintegration meeting with the student. This is held with a member of SLT or HoKS and provides the opportunity to explore the reason for the exclusion and intervention strategies. Students will then be on a monitoring report for two weeks.

Behaviour Monitoring

Referral forms

All incidents of misbehaviour should be recorded on Prefab. Racist or homophobic incidents are recorded and monitored in line with LA guidance and reported to governors on a termly basis.

Report Cards

A student may be put on a report card by the Head of Key Stage whenever a period of close and continuous supervision is required.

Green report card (Level1)

- Parents are informed by phone or letter that their child has been put on a report and the reasons for this action.
- The student's behaviour is monitored and commented upon by the class teacher after each lesson

- If the behaviour of the student has been unsatisfactory the teacher should give brief details and indicate what action was taken to discipline the student, as well as recording the incident on Prefeb.
- The HoKS may impose a sanction e.g. loss of free time if unsatisfactory behaviour is indicated on the report card.
- The student will be expected to report to the HoKS at the start of the day and at least one other designated time during the day.
- Parents sign the card each day.

A green report card is issued in the first instance for a period of **2 weeks**. If there is an improvement in the behaviour of the student the report is removed. Green report (Level1) can be revisited on a further 2 occasions (6 weeks in total throughout the course of the academic year).

Yellow report card (Level 2)

If there is insufficient improvement in behaviour/work whilst on the Green report card the student will be placed on a yellow report card (Level 2) This allows a fuller monitoring through teacher comment on specific aspects of student attitude, behaviour and application to work. The student is given a period of 6 weeks within Level 2 although in some exceptional circumstances this period may be extended by the HoKS through discussion with SLT).

Students are expected to report to a named member of SLT at least once per week in addition to daily reporting to their HoKS. Parents will be requested to attend a meeting with the HoKS. They will be asked to sign the report card on a daily basis

Red Report Card (Level 3)

If the above procedure fails to be effective the student will be placed on a red report card (Level 3) by the HoKS after discussion with the Assistant Headteacher (Pastoral).

The red report card may be regarded as a final warning prior to initiation of a Pastoral Support Programme. The student is given a period of 6 weeks within Level 3. The student will be expected to report to the HoKS twice daily (usually break and 3pm) and the Assistant Headteacher once a day (usually during lunchtime).

At this stage the student and parent(s) will be requested to attend a meeting with HoKS and Assistant Headteacher. They will be expected to monitor and sign the report card on a daily basis.

Pastoral Support Plan

If the Pastoral report system as indicated above fails to be effective the student will be considered to be at risk of permanent exclusion.

The student and parent(s) will be requested to attend a meeting with the Assistant Headteacher, HoKS and a local authority representative (usually the link teacher from

the Behavioural Support Team). The PSP is usually reviewed at 8, 12 and 16 weeks.

If the PSP does not appear to be working then an initial 6 week respite will occur in another school. If on returning to school the PSP continues to fail than a supported transfer to another school will be investigated, to avoid a permanent exclusion. Throughout this process the parents of the child will be consulted and involved in the choice of school as far as possible.

School Based Police Officer

The SBPO works alongside the discipline structures within school and complements them. Appropriate incidents may be referred to the SBPO through the Gatekeeper for further investigation. In extreme cases and only if necessary the school will support the prosecution of individuals who have breached criminal law as well as school rules.

However the intention is to avoid unnecessary criminalization of students and therefore warnings (formal and informal) and Good Behaviour Agreements are used to support the student in modifying their behaviour.

Monitoring

The Headteacher and SLT monitor the effectiveness of this policy on a regular basis. They will report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvement.

