

Hawkley Hall High School



Interim Behaviour and Safety procedures and expectations for staff, students and parents for the September 2020 full school re-opening in Year group 'bubbles'

In line with government COVID 19 guidance published August 2020

August 2020

Introduction

HHHS closed in March 2020 following Government response to the COVID-19 global pandemic.

As was permitted under the Government guidelines, throughout the school closure we safely continued to provide child care for a group of students whose parents/carers are Key workers. Students classed as vulnerable were also entitled to this care and a number parents/carers decided to send their children in to school as they felt it was in their best interests. In addition, in terms of students accessing the school site, after careful and meticulous planning, we were also in a position to safely provide on-site education for Year 10 students using a staggered approach.

Our expectations for both staff and students in terms of behaviour and safety for all who were on-site during the school closures was at the forefront of everything we did. We now look forward to welcoming students back to HHHS in September and we have again planned meticulously to ensure that school can re-open safely to all students. However, school routines must continue to be adapted significantly to ensure the school is as safe as possible within the community. Although all students will be on site, many of our usual arrangements and procedures will have to be different. Whilst we fully appreciate the hard work of many of our students as they have studied at home with the support of their parents and carers, it is important to remember that the vast majority of students have not been to school for over five months and it will be of great importance that we remind them of our Hawkey expectations.

It is therefore vital that all members of our school community read, accept and agree to follow the procedures outlined in this document. This document will be reviewed regularly and should be read in conjunction with the wider school reopening Risk Assessment and our other key school policies found on our school website: <https://hhhs.net/our-policies-key-documents/> including safeguarding, medical, anti-bullying and attendance policies. We must all remember the core set of principles that underpin our school values and the mutual respect that flourishes in our school community.

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 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

Behavioural expectations when travelling to and from school

- Student using school buses will need to behave sensibly and not jeopardise the safety of others by intentionally invading the personal space of others/touching/purposely coughing/breathing on others. They must queue sensibly for buses and keep a reasonable distance where possible. Consequences will be put in to place for students who purposely do not follow this rule (more about this later).
- Students in different year groups will have different coloured uniform cards to enable the bus driver to identify which year group they are in. They should have these on their person at all times.
- To avoid over-crowding on buses, where possible we would prefer students to walk, cycle or be brought to school by car. Pre-arranged taxis for some of our students will still arrive as planned.
- If students are walking to school or riding bikes, they should be calm, sensible and courteous towards others. Again, do not make physical contact with others. Additional bike storage areas have been provided to help maintain appropriate distancing.
- Students should not congregate at the shops or on the corners, creating 'pinch points'. They should come straight to school and leave school in the same orderly fashion. They should not wait for friends but go straight home.
- Students will have had an 'orientation' session with SLT to establish protocols around behaviour expectations and safety/hygiene. Students will need to remember not to 'greet' their friends as they usually do. There must be absolutely no physical contact.
- We will encourage parents who are dropping off and collecting students to maintain their distance and only park in the permitted areas. Parents should stay in their cars. It may be appropriate to wait for your child away from the main entrance and streets around it to ease congestion.
- Staff will be present at the school gates as students arrive and as they depart. Groups of students have staggered start times to avoid a 'bottle neck' situation. They will be expected to use their specific year group entrance.

Behavioural expectations for the start of the day and the 'Engagement period'

As you will already be aware, the start of the day will be staggered to allow for the Year group 'bubble' idea to run effectively. :

Start time**	Entrance	Head of Year* and SLT
Year 7 - 8.30am	Entrance A (normal school gates)	Mrs Holland (HOY7); Mrs Ali (AHOY7) and Mrs White attached SLT
Year 8- 8.45am	Entrance A	Mrs Coupland (HOY8); Mr Abrahams (AHOY8) and Mr Holt attached SLT
Year 9- 9am	Entrance B (back of car park near flashes)	Mr Cassidy (HOY9); Mrs Waites (AHOY9) and Mr Smith attached SLT
Year 10- 9am	Entrance A	Mrs Notere (HOY10); Mr Reece (AHOY10) and Mrs Knowles attached SLT
Year 11- 8.45am	Entrance B	Mr Finch (HOY11); Miss Beckett (AHOY11) and Mr Fiddler attached SLT

*The Engagement period will last until 9.10am for all year groups and so will vary in length for different year groups (Year 7 will have the longest Engagement Period).

If parents/carers need to meet with their child's Head of Year, a member of SLT or any other member of staff then it will be on a pre-arranged appointment basis only. Parents/carers will not be allowed to wait in reception area without an appointment.

- **STUDENTS SHOULD NOT ARRIVE EARLY TO SCHOOL.** They should aim to arrive 5 minutes before their start time.
- Students will not be greeted by their usual form tutor but by attached SLT and Head of Year and, following on from our handwashing routine will be expected to file sensibly and carefully in to their allocated bubble block and classroom. This is where they will be taught for the rest of the day.
- The Engagement period will be led by period 1 teachers except where the period 1 teacher is a Head of Year. A member of staff who is not teaching period one will cover the forms instead in place of Heads of Year. These have already been timetabled.
- Different teachers will be taking the 'engagement' period on different days. Consistency of expectations and behaviour is crucial.
- Because of the staggering, some year groups will have longer Engagement periods than others. **HOWEVER** the usual expectations for what was once known as 'form time' apply:

The role of staff

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 attached SLT, 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, 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 on the first bell
- 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. Students should be free of make-up, false nails, jewellery and should be wearing correct footwear/coats (plain black only).
- 4) Students stand behind chairs with equipment and uniform cards 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 the class is sat down and settled then the student should be marked as 'Late' using the L code.** Students arriving after form time will sign in at the main office and will receive a late mark. If they arrive after 10am the mark will be a 'U'. Assistant Heads of Year and Heads of Year will issue 30 minute detentions after school for those who have 2 or more 'late marks' in a week.
- 6) Sanctions for uniform infringements will be given to students by form tutors who are regularly flouting the Hawkley expectations and these will be held after school in the Year group bubble detention room.
- 7) The daily bulletin is shared with students each day.
- 8) Reflective Friday and other key tasks are 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, take part in Student Parliament and celebrate achievement/attendance.
- 11) We are unlikely to be having 'normal' assemblies at this time but form tutors will ensure that students have access to these which will occur virtually.

- 12) They support the school Attendance Officer by using data provided to challenge poor attendance, contacting parents where necessary.
- 13) Overall ensure students are set up for a productive day at school.
- 14) Attached staff will be asked to carry out specific duties by the Heads of Year and attached SLT during form time and this may include mentoring, attendance and punctuality monitoring, parental contact and equipment checks.

Promoting positive behaviour to support the Hawkley Way

Poor behaviour will not be ignored or excused, however in many instances it is felt that negative behaviours and confrontation can be avoided.

Teachers plan lessons carefully and this helps to prevent issues arising in the first place. We will promote high expectations in terms of routine, attitude to learning and expected standard of work, so that there are no surprises to the student when he or she is challenged. Teachers will be safely in control to ensure that all students can progress with their learning.

Students should accept authority and respect adults in school, thus building positive relationships.

Students respond to routines

Following hand washing, students entering the classroom will be greeted by staff. In the mornings, students will be expected to enter the classroom in a calm, orderly manner and stand behind chairs with equipment on desks. Uniform should be checked in every lesson throughout the day (not just in the Engagement period). The teacher addresses the class and deems the students ready to learn. Teachers will have an activity or task ready at the start of the lesson in order to engage students from the very beginning of the lesson whilst the register is being taken.

This sort of consistency from one lesson to the next reinforces expectations and therefore students are less likely to deviate. Staff will make sure that they follow up and carry out what they say will happen.

Staff will explain consequences and the reasoning behind their decisions and so 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.

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.

Consider the individual

Whilst it is of utmost importance to maintain consistency of approach with regards to the procedures, 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.


How will staff deal with behaviours that do not support the Hawkley Way?

It is important that all staff and students familiarise themselves with the processes outlined in the flow charts below. They are different to the ones we are used to because of our Year group 'bubbles' plan. Whilst the flow charts provide guidance, it would be impossible to cover absolutely every eventuality.

- **ALL INCIDENTS TO BE RECORDED ON CLASS CHARTS BY TEACHING STAFF**
- **HEADS OF YEAR, HEADS OF DEPARTMENT AND HEADS OF FACULTY WILL BE MONITORING AND ANALYSING PATTERNS ON CLASS CHARTS ON A DAILY BASIS.**
- **ANY MEMBER OF STAFF WITH ADDITIONAL NON-CONTACT TIME ON THEIR TIMETABLE MAY BE DIRECTED TO ASSIST WITH BEHAVIOURAL ISSUES IN YEAR GROUP BLOCKS THROUGHOUT THE DAY**


Low level classroom disruption

If a student fails to settle after three warnings in the **same** lesson , the Head of Year (if available) or SLT member will remove and speak to the student and give them a chance to improve/'cool off' before they return to their lesson.



If student fails to improve during this period, they will be sent to work in another classroom within the year group bubble for the rest of the period (it might not necessarily be within the same subject). **The original class teacher will record on class charts and phone home on the same day.**

The student will be given a chance to return to the classroom for next subject/lesson of the day after this. **However**, if the process has to be repeated during other lessons then the student may have to work in the Year group isolation room which will be supervised by a member of teaching staff.




Heads of Year, Heads of Faculty and Heads of Department will analyse Class Charts daily for patterns of behaviour of individuals.

The next day, the Head of Year and SLT member will assess how many times the student was removed from the classroom in one day. Providing class teachers have contacted home about the disruption that occurred the previous day, a text will be sent by the SSO informing parents/carers of detention length to be served.

One instance = 15 minute detention **after school** , two instances = 30 minutes and three instances = 45 minutes. **These will occur on Tuesdays and Thursdays in the year group block and will be recorded in the folder by the HOY or SLT. The duty rota will be supervised by teaching staff on a rota. THERE WILL BE NO BREAK OR LUNCH DETENTIONS AT THIS TIME.** See next flow chart for how 'no shows' will be dealt with.

There will also be an additional SLT detention held on Wednesdays after school for an hour and will be used at the discretion of SLT.



If a pattern of persistent disruption during two or more weeks emerges across three or more subjects, the **Head of Year** will invite the parent/carer in for a behaviour meeting and place the student on report (see reporting system).

If the negative behaviour pattern is related to a particular subject then it will be up to **the Head of Department or Faculty** to hold a meeting and place the student on subject or faculty report. It may be appropriate to invite the member of staff to the meeting. **MEETINGS CAN ONLY BE HELD AFTER SCHOOL AND IN DESIGNATED OFFICES. ONLY ONE PARENT CAN ATTEND.**

Negative behaviours linked directly to Covid-19 School Safety Rules

We take the safety of all members of our school and local community very seriously and we wish to avoid an outbreak of COVID-19 at all costs. For this reason, behaviour of any student(s) which puts others at risk because he or she is purposely acting in a way that may break our rules on social distancing, Year group bubbles or physical contact with others will not be tolerated.

Some examples of student behaviours that **will not** be tolerated in relation to COVID-19:

- Intentionally coughing or spitting near or at others (including in school and to and from school)
- Refusing to sanitise/wash hands
- Intentionally invading the personal space of others and/or grabbing or putting their hands on others
- Touching the possessions of others
- Crossing 'bubbles' in to other year groups and not staying with their own year groups. This includes at breaks, lunches as well as during learning time
- Refusing to leave the school site at the specified time for their year group
- Being 'out of bounds'
- Making jokes about issues relating to the virus which may be upsetting to others

At the discretion of SLT, a student who is found to be behaving inappropriately in this way will be kept separate from other students and a decision will be made about how best to move forward. Depending on the severity of the infringement, this will include one or more of the following:

- Detentions after school
- Loss of free time
- Parental contact or meetings
- For instances of serious defiance related to COVID-19 measures, **it could mean the loss of the right to come to school for one or more days**. If this occurs, student will be expected to work from home on-line and will be taught virtually by teachers. Home visits and/or phone calls will be carried out on a regular basis.
- Exclusion

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.

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. **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 PLUS an external EARLY HELP will be set up and be sent to the LA	6 weeks / Reporting to Head of Year twice a day. A review of targets and ATL will take place regularly and involve parents and outside agencies as well as safeguarding/ attendance staff where appropriate. The Team Around The Child is vital at this stage in order to provide additional intervention.	Parents invited in for meeting with Head of Year for initial yellow report and Early Help set up. Class teachers again indicate 'acceptable' or 'unacceptable' against set targets and continues to issues sanctions. At this stage it may be likely that the student is receiving additional support from the Inclusion team and may also have access to Behaviour mentors as well as with outside agencies such as Startwell. The Early Help process ensures that appropriate targets are set and that parents are met with on a regular basis.
IF STUDENT SHOWS VAST IMPROVEMENT IN ATL, Parents informed and student is taken off report. The Early Help may continue where appropriate. However, If student fails to improve:		
Red ATL Report put in to place Early Help will often continue and	6 weeks/Reporting to attached SLT member. A review of targets and ATL will take place regularly with parents and the student.	At this stage, the student will more than likely have been flagged up to the LA again. If a student shows no sign of improvement on red report, the Assistant Head teacher for pastoral will set up a 6 week respite placement at another school within the borough, or alternatively seek help from the Wigan Engagement Centre.

additional outside support established.	<i>Student may begin an AP (Alternative Provision pathway).</i>	
If the student continues to display extreme behaviours with no signs of improvement despite multiple additional interventions and the child is at risk of permanent exclusion:		
PSP (Pastoral Support Plan) put in to place	Up to 16 weeks/Reporting to SLT. Child at serious risk of Permanent Exclusion.	Strategies include respite placement, Behaviour Interventions, Engagement Centre, and Alternative Provision, intense work with parents/carers and outside agencies.

Attendance monitoring

In order to promote outstanding attendance alongside reward, the Attendance Officer will monitor attendance data and will disseminate data to Form Tutors, Student Support Officers and Heads of Year on a weekly basis. Form tutors and attached staff take an active role in sharing and monitoring attendance data and students should record this weekly in their planners.

- 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 and officer from the Local Authority 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. We will of course take in to consideration genuine reasons for absence and the team Around the Child will put in to place a personalised plan. This will be very important now, in light of COVID-19.

Behaviour mentors

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 for one half term. A review will follow the intervention to decide next steps.

Purpose:

- For students who are consistently finding themselves being excluded 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.

Students will work through pre-written packages/schemes of work on themes such as emotional resilience, anger management, bereavement, substance misuse 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 student.

Fixed Term Exclusions and Permanent 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 may include:

- Verbal or physical abuse of staff and students
- 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
- Serious concerns that the safety of others is being compromised by having a particular student on site

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 will usually 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 Provision Map (see Appendix item 1). Some students will spend a period of time with behaviour/learning mentors 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. **At this time, it will be necessary to wear PPE when carrying out a 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 and it should be recorded on Class Charts.

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 (e.g. energy drinks) will be returned at the end of the academic year.

E-cigarettes, cigarettes and lighters will be stored by A.O'Brien and may only be collected by parents/carers (appointment only).

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 stored in the main office and may be collected from the main office at the end of a half term. Complaints about searches will be dealt with through the schools complaints procedure.

Use of force to control and restrain

We have a duty of care to ensure that we prevent serious physical harm to staff and students from occurring. We will only use physical contact to control/ restrain if there is immediate danger of injury. This could include examples such as self-harm or fighting. In a split-second situation, there may not be time to put on PPE. Specific

staff in school are trained in Team Teach and it is recommended that these staff members are called upon to assist where needed if possible although in reality, there may not be time in an emergency. These staff include:

A O'Brien, P Smith, C Knowles, F Holmes, M Ratcliffe, A Brewder.

Communication with parents and carers

At Hawkley, we pride ourselves in maintaining positive relationships with parents and carers.

Whilst the use of text, email, 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 leaving school that day. This will usually ensure that incidents do not carry over in to the next day, potentially making them worse.

With the current COVID-19 situation, parents will need 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. Parents/carers should not turn up at the school reception with a query unless they have an appointment.

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.

Recognition of positively following the Hawkley Way and going above and beyond

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 variety of rewards. A large number of students were rewarded with vouchers at the end of the Summer term in July for their on-line engagement throughout the school closure.

We will hold virtual/online assemblies where students will be rewarded and where they will be able to gain recognition for outstanding achievement and effort. Within these assemblies, students will 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 which are sent home (both electronic and traditional style).

Involvement in enrichment activities also earns students additional points on *Class Charts*. These types of activities include sports, drama, charity work, enterprise, student parliament etc. Some of these activities may unfortunately have to be put on hold for the moment but we will look for ways to build these in to school life as the year progresses.

'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 half term on their uniform card.

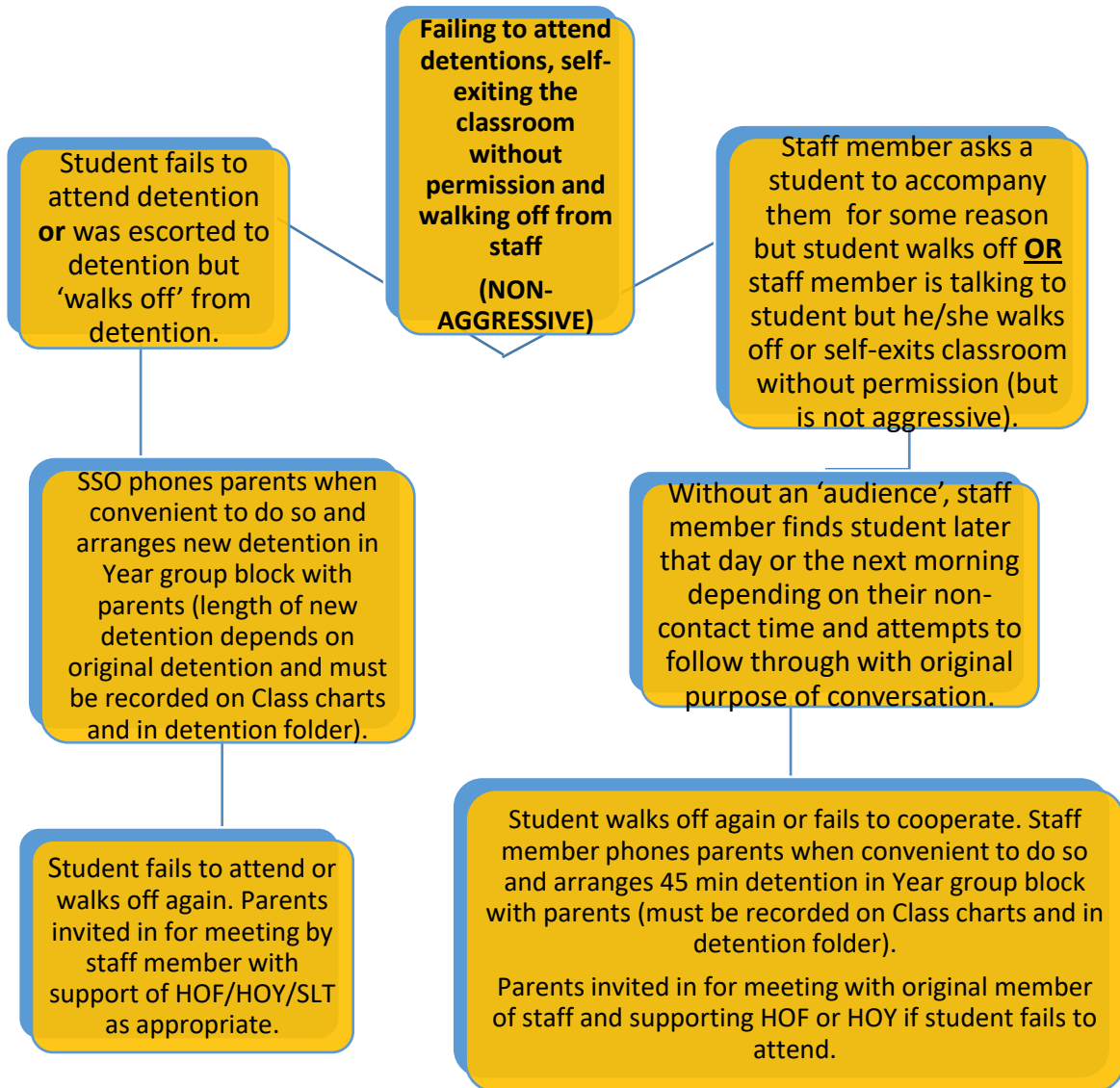
At the end of the academic year there is an Achievement and Celebration Assembly. Students who have made an outstanding contribution to school life and lessons in each year group are rewarded, as well as those who achieve 100% attendance.

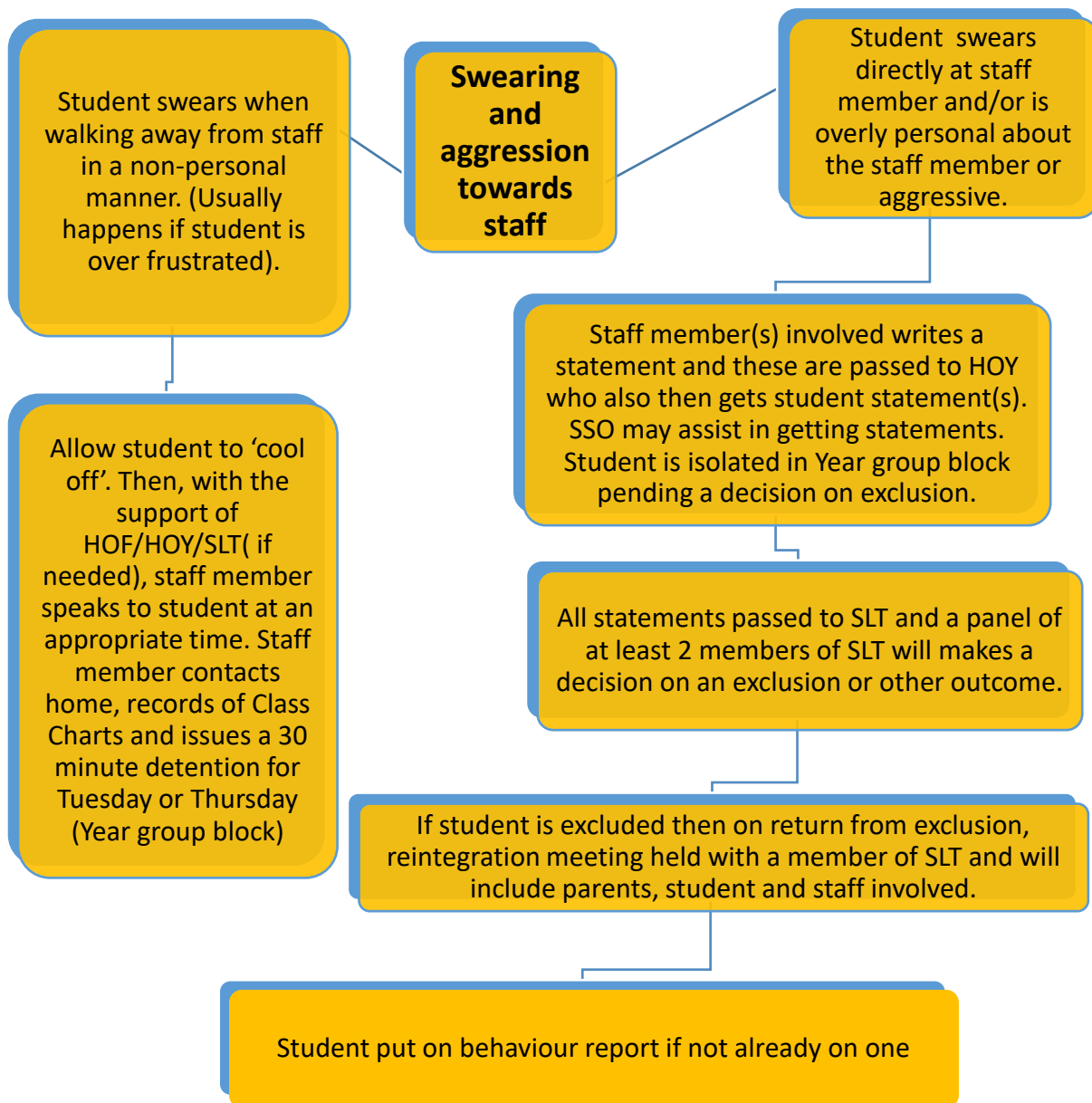
Sporting achievement is usually recognised and celebrated at an additional celebration event organised by the PE Faculty. Students in Year 11 also usually have a formal celebration of GCSE success in the Autumn term after they complete their studies. The Inclusion Faculty hold an annual award ceremony to celebrate the achievements of students that regularly work with or are supported by the faculty. These sorts of events will be held **if** the Government guidelines and safety measures on social distancing permit us to do so. We will endeavour to look at safe alternatives where possible.

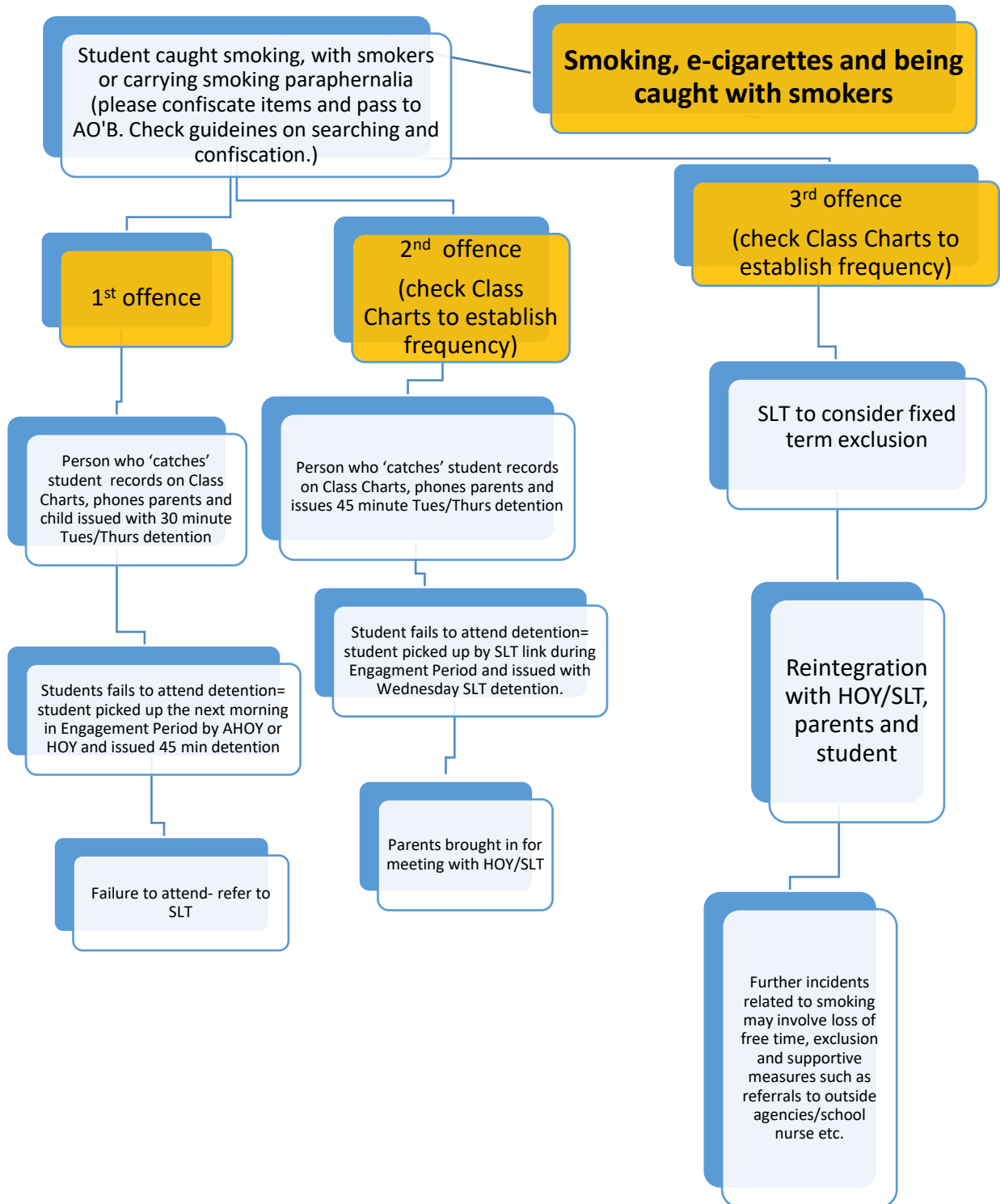
Parent/Carer Contracts

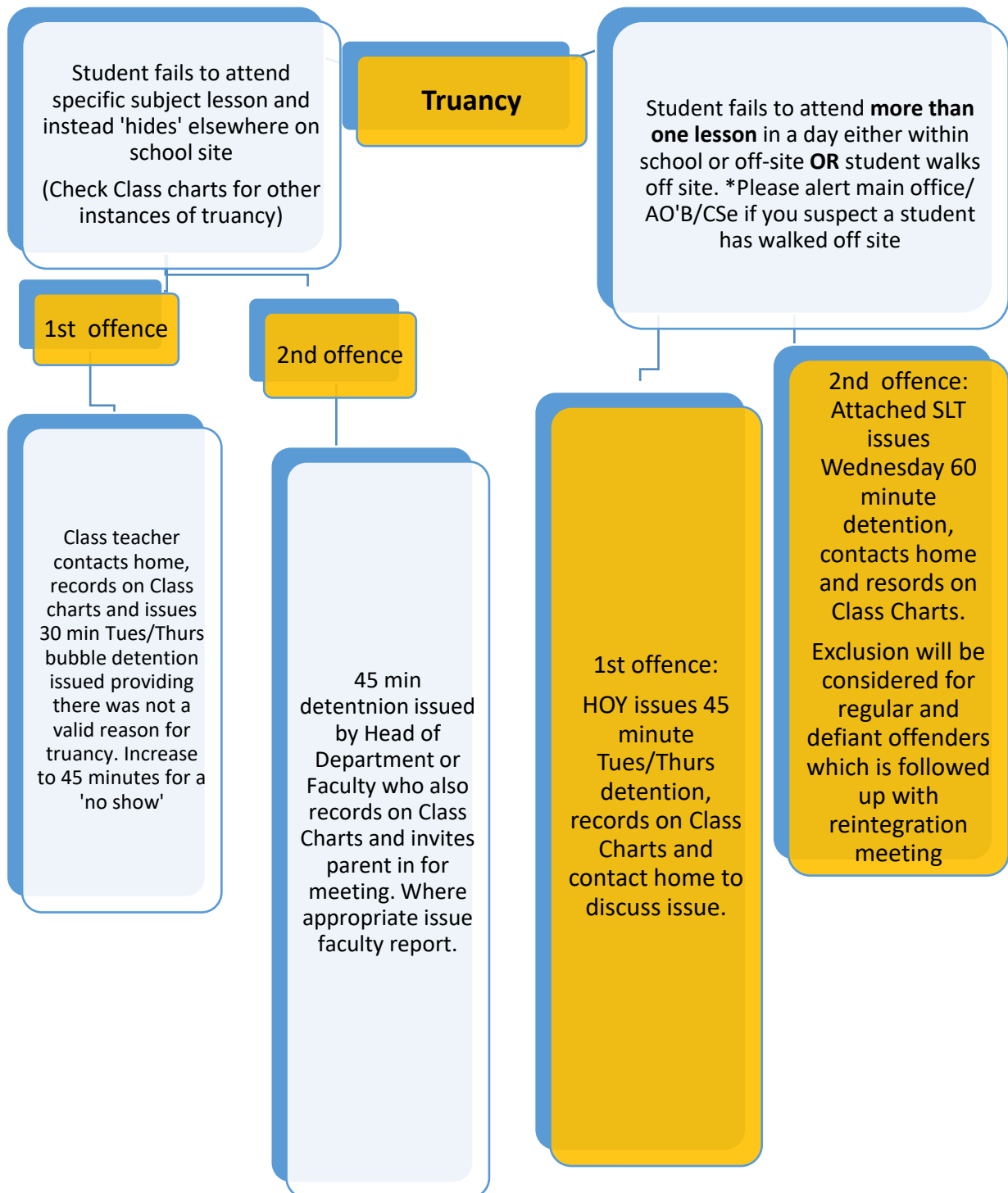
All parents/carers of Hawkley students will be required to reply to a contract via ParentMail to say that they have read, understood and fully support the behaviour, safety and medical procedures outlined in this document. As a school, we fully value the support of our parents and carers.

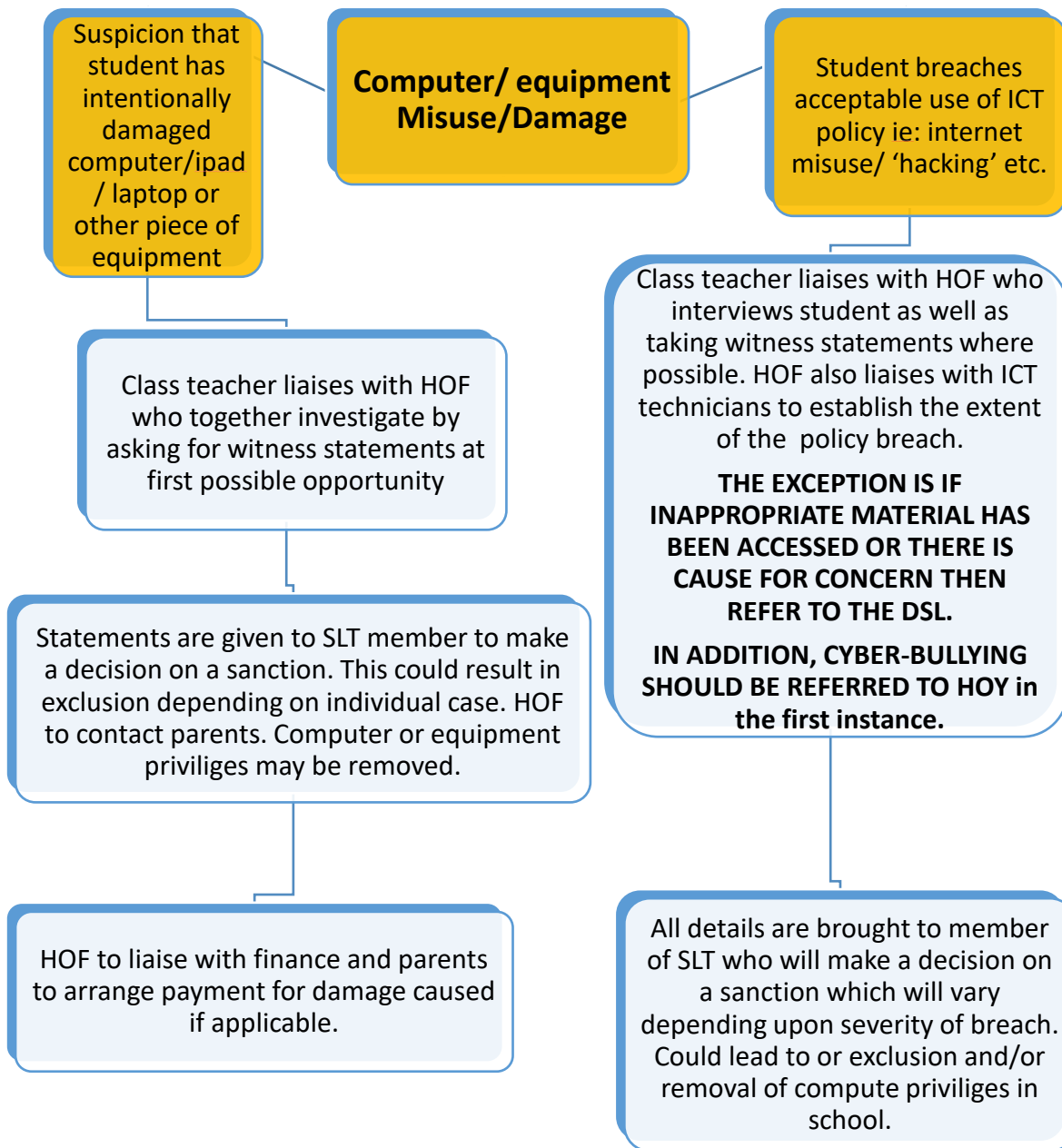
Please ensure you also read the flow charts below

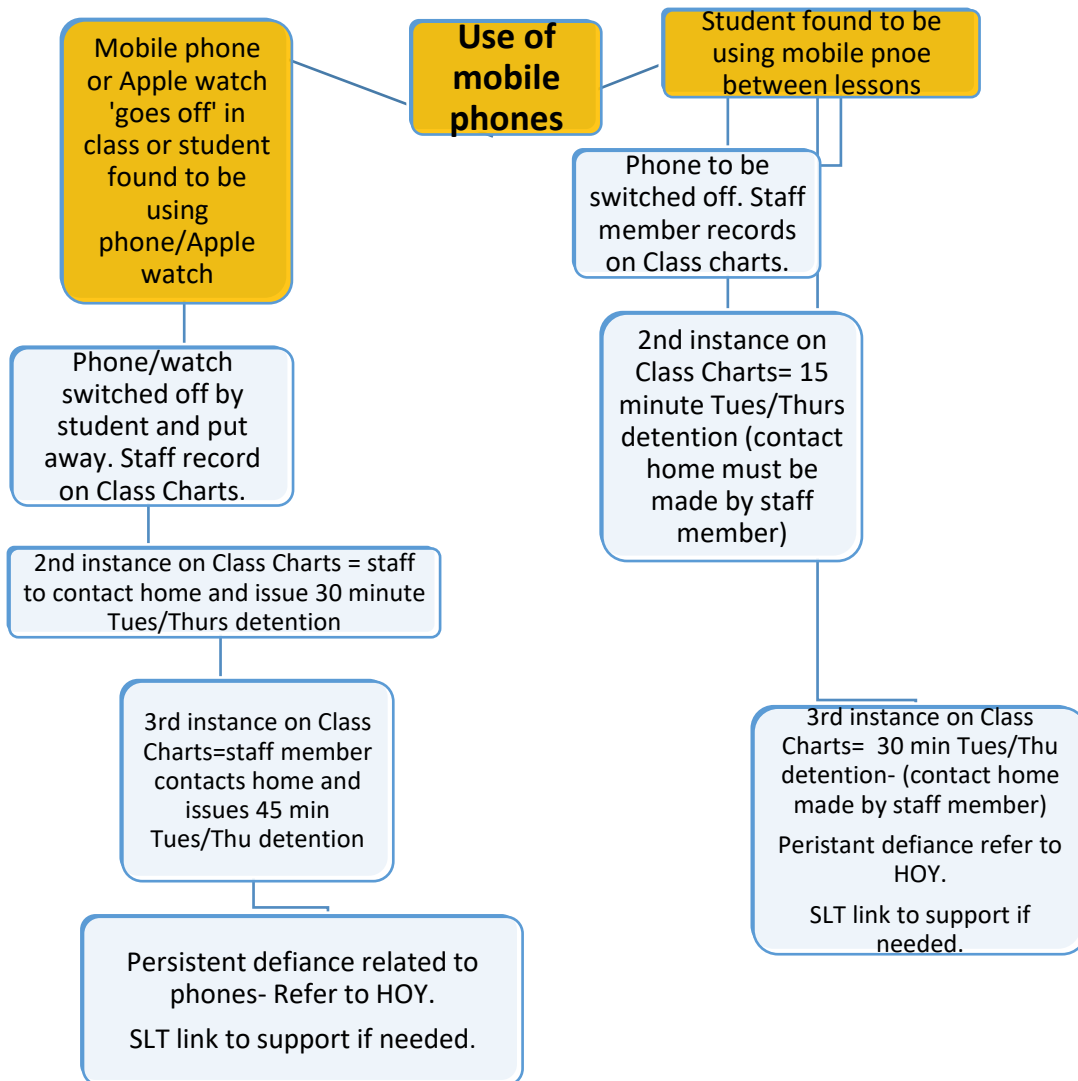


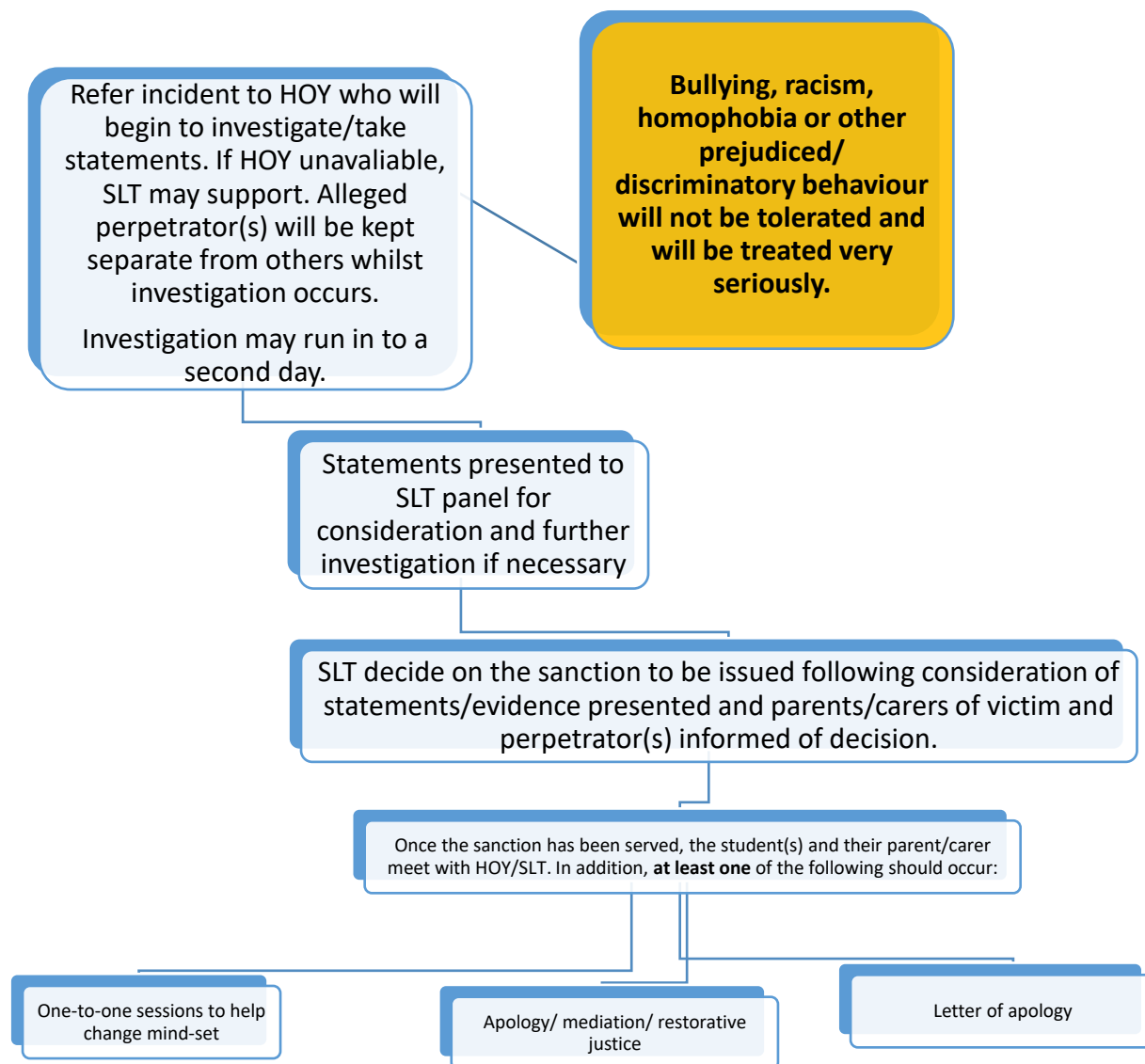












*The student who has been subjected to the abuse will be monitored closely by their Head of Year or other trusted member of staff and encouraged to speak to him/her if any further problems should arise. In some cases, another student may be appointed as a 'buddy' or mentor.