

Hawkley Hall High School

Behaviour Policy

July 2022



INTRODUCTION

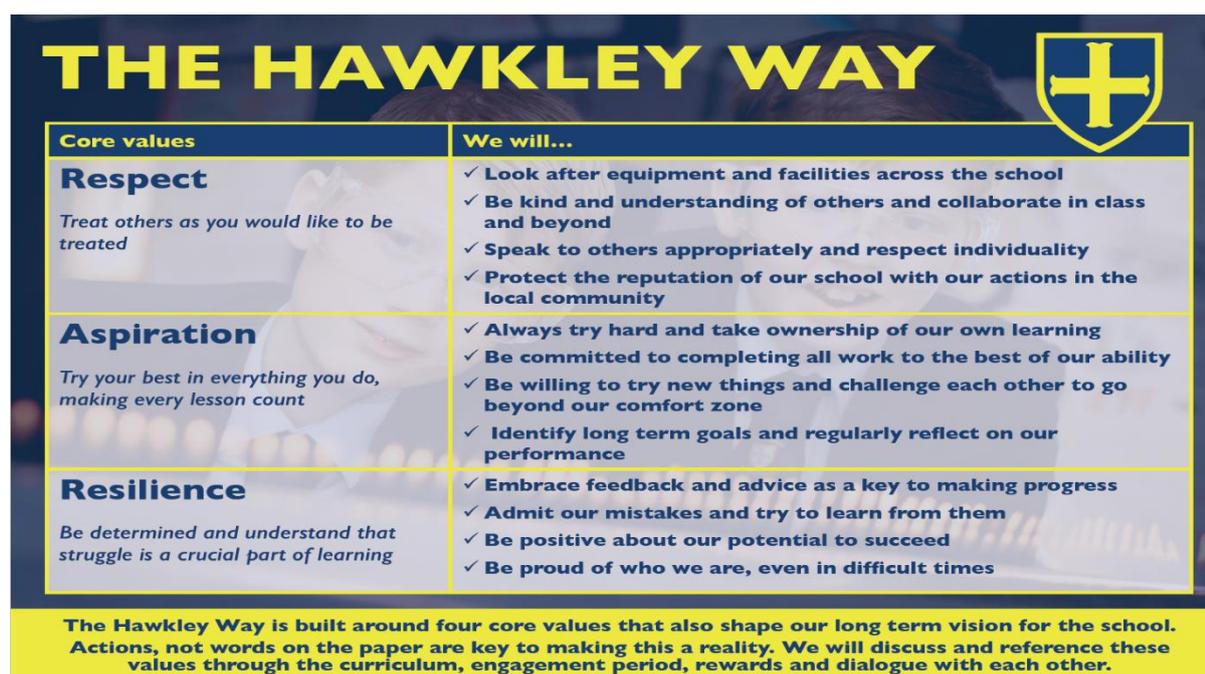
The Hawkley Hall High School ethos is built on mutual respect. The behaviours and attitudes we expect our students to display are built around the mind-set that *teachers have the right to teach and students have the right to learn.*

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 but 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, including parents/carers and staff. 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.

We would encourage parents to 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

Core values	We will...
Respect <i>Treat others as you would like to be treated</i>	<ul style="list-style-type: none">✓ Look after equipment and facilities across the school✓ Be kind and understanding of others and collaborate in class and beyond✓ Speak to others appropriately and respect individuality✓ Protect the reputation of our school with our actions in the local community
Aspiration <i>Try your best in everything you do, making every lesson count</i>	<ul style="list-style-type: none">✓ Always try hard and take ownership of our own learning✓ Be committed to completing all work to the best of our ability✓ Be willing to try new things and challenge each other to go beyond our comfort zone✓ Identify long term goals and regularly reflect on our performance
Resilience <i>Be determined and understand that struggle is a crucial part of learning</i>	<ul style="list-style-type: none">✓ Embrace feedback and advice as a key to making progress✓ Admit our mistakes and try to learn from them✓ Be positive about our potential to succeed✓ Be proud of who we are, even in difficult times

The Hawkley Way is built around four core values that also shape our long term vision for the school. Actions, not words on the paper are key to making this a reality. We will discuss and reference these values through the curriculum, engagement period, rewards and dialogue with each other.

PURPOSE OF THIS POLICY:

The purpose of the policy is to provide a simple, practical guide for staff, students and parents/carers 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

This policy should be read in conjunction with the **Anti-bullying policy**, the **Attendance policy** and the **Safeguarding policy** which can be found on the school website. All staff should ensure that they consider the needs of the individual at all times whilst having the highest regard for safe practice.

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 variety of rewards. 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 which are sent home (both electronic and traditional style). Letters of commendation are also sent out from the Senior Leadership Team.

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.

'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 pages within their planner.

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 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. Students prefer to learn in a relaxed yet purposeful atmosphere where adults are safely in control and where they can progress their learning. Students 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. In addition, staff should also consider the behavioural 'triggers' of an individual in relation to a particular area of SEND.

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 the Engagement Period). 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 SEND/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 subject faculty will have responsibility for linking with the Inclusion faculty. Staff should remember to use a graduated approach so that the individual is able to make even the slightest incremental progress each lesson and this should be seen as a big achievement.

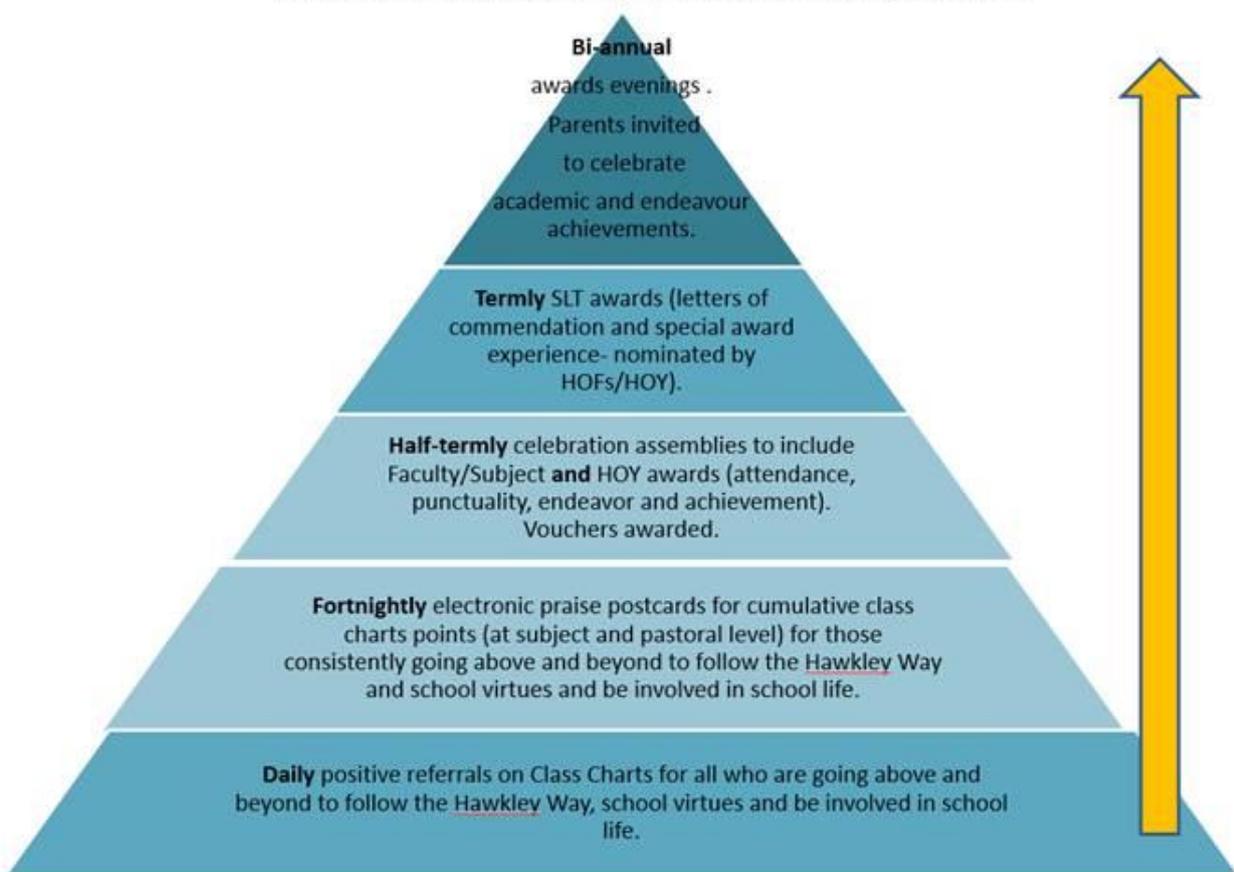
Consider the audience:

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. Again, has the member of staff considered the 'triggers' of a particular student?

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.

Whole school rewards structure



THE ENGAGEMENT PERIOD AND THE ROLE OF THE FORM TUTOR/ATTACHED 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 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 the Engagement period through the promotion of engagement in enrichment activities, charity work and the promotion of outstanding attendance and punctuality.

During the Engagement period, 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 the Engagement period
- 3) Uniform and conduct is checked as students enter the form block and that any uniform infringements are challenged and sanctioned with uniform sheets in planners being signed and Step 1 detentions being issued (see 'detentions' section of the policy).
- 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 to the form room after 8.45am then the student should be marked as 'Late' using the L code.** The school gates will close at 9am and students are to make their way around to their form room. After 9.10am students must sign in at the main office.
- 6) Student equipment and planners are on desks. Students should leave registration with pen, pencil, ruler, planner every day as a minimum and should be free of make-up, false nails/lashes, jewellery and be wearing correct footwear/coats. Equipment is available for students at this time if they have forgotten their equipment, although this should not be a regular occurrence. **Sanctions for not having equipment/planner should be given by form tutors and parents should be contacted for persistent offenders and this may help to establish individual circumstances (see guidance in student planner).**
- 7) The daily bulletin is shared with students each day.
- 8) All activities on the Engagement period carousel should be delivered by the tutor in an engaging manner, including PSHE, literacy etc. to the standard that they would in a subject lesson.
- 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) On assembly day form tutors and attached staff arrive on time to complete paper registers outside and 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. Tutors and attached staff arrive on time for the Engagement period following morning staff briefings.
- 12) They support the promotion of excellent school Attendance and punctuality by using data provided to challenge poor attendance, contacting parents where necessary.
- 13) Overall ensure students leave the Engagement period having been set up for a productive day at school. Students must be dismissed properly before the tutor leaves the form room.
- 14) Attached staff (such as Heads of Faculty and other post-holders) will be asked to carry out specific duties by the Heads of Year during form time and this may range include mentoring, attendance and punctuality monitoring, parental contact and equipment checks.

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 stepped approach to sanctions/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, or member or SLT.

The following protocols provide guidance as to how staff should go about dealing with some of the negative student behaviours that are seen around school. Whilst they do not cover every eventuality; they provide detail about the exact procedure to follow in many cases. Staff should always aim to ensure that they consider facilitating opportunities to restore a relationship that has broken down with a student and they should refrain from jumping too quickly to sanctions such as use of the Isolation room and suspension. In most cases, investigation will need to be carried out before a final sanction is decided upon.

As ever, parental contact is vital and in the majority of cases this should be made by the staff member who encountered the initial issue with the student.

SLT will always endeavour to support any member of staff who may be experiencing difficulty with a student or group of students but it is important that the staff member is willing and open to find a way to ensure that certain situations do not escalate again in the future.

Of course, a small percentage of students may struggle to change or improve their behaviour in the long term and in particular, verbal or physical abuse of staff, members of the community or other students will not be tolerated.

As a rule of thumb, 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.

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.

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.

Use of Class Charts in a consistent manner

- We use Class Charts as a way of tracking and monitoring attitudes to learning and conduct around the school site and community (both positive and negative).
- It is an expectation that any negative referral that is recorded on Class Charts has an appropriate sanction attached to it. **This must also be recorded and includes detentions and contact home with parents and carers.**
- In order to establish patterns and to make subsequent interventions, Class charts data must be analysed on a regular basis. The frequency is outlined below:

Form Tutors: Must check Class Charts on a weekly basis. You must know your form and have purposeful conversations related to behaviour and attitudes. Celebrate the positives on a weekly basis during the Engagement period.

Heads of Department and Heads of Faculty: Must run a Class Charts report on a fortnightly basis to look for patterns of issues with attitudes to learning within their subject(s) and take subsequent action as appropriate. This includes specific conversations with teachers and students, parent meetings and departmental/faculty report. These sorts of actions need to be recorded in the Teams pro-forma by the HOD/HOF. Positives should also be celebrated via the bi-weekly praise postcard rewards system. *SLT Line managers will hold discussions about findings and actions during line management meeting.*

Heads of Year (or may delegate to AHOY): Must run a report on a weekly basis to look at which students have a poor attitude to learning in three or more subjects. They will then take action as per the pastoral behaviour reporting system. These students are also discussed at the Team Around the Child meeting each Tuesday morning and subsequent actions are taken such as referral to the mentors, attendance, Engagement centre, parental interventions etc. Those with the best positive attitudes to learning will be rewarded through celebration assemblies as per the rewards structure.

Detention System

Faculty and Whole School Detentions- 4 step process

If you feel a student deserves a detention for their negative behaviour/attitude in the classroom please follow the steps below:

- Ensure that you have given warnings and that you have tried to diffuse any situation before issuing detention. You must have referred to the SEND profile of a particular student if they have and understood their 'triggers'.
- If behaviour continues and you feel you have applied a graduated response to the behaviours, again considering a child's SEND profile then follow the steps below:
- Step 1:** Issue a **class teacher lunch or after school detention (not break)**. This will depend on the severity of the issue. Ensure the detention is recorded in the detention section of the student planner. If a student fails to attend this detention move to step 2. **This must be recorded on Class Charts**. Staff must make every effort to have a restorative conversation with the student during the detention.

NB: Break time detentions should only be issued for very low level e.g. forgotten equipment, uniform signatures or a chance for a quick chat to get behaviour back to where it needs to be etc.

- Step 2:** Ensure a phone call home is made to explain that they have missed your detention and issue a **30 minute faculty detention after school**. The student needs to be collected on the day of the detention by someone in the faculty (preferably a post-holder). **If a phone call has not been made then then student cannot move to step 3 if they fail to attend.**

Faculty staff need to inform parents/carers of the non-attendance and issue a step 3 detention.

- Step 3: Leadership detention (held every day of the week)**. This will be **30 minutes** with a member of the middle leadership team (HOY/HOF/HOD/LPs/UPS3). SLT will also be present to support the detention and collect students. On most occasions it will be possible for a member of SLT/SPL to collect the students for detention.
- The member of staff/SLT on duty will check Class Charts to establish who should be in attendance as well as recording this on Class charts. If a student fails to attend, the staff member will 'escalate' the detention on Class charts and inform the relevant SSO that a text needs to be sent home informing parents of the step 4 detention or the rearranged Step 3 detention if the student is absent.
- Step 4: Headteacher's detention (held every day of the week)**. In the vast majority of cases where possible, SLT or SPL will collect the student and keep them for **60 minutes**. If a student fails to attend this detention or they 'walk off' then they will be suspended for ½ day for defiance. The return from suspension meeting should take place during the day of re-admittance to school where possible with a member of SLT/SPL.

If there is a valid reason that a student misses a detention then please take this into consideration when following the above steps. Students must be made aware if they miss a detention and we must ensure they are aware of the new detention. Do not presume that their parent will have informed them when they receive the text message..

All detentions must be recorded on Class Charts. If a student already has a detention scheduled at a certain time then that detention takes priority and you will need to find the next available date. You must record on Class Charts whether a detention has been attended or not.

Key points to consider when issuing sanctions:

- Consistency is key however it cannot and should not always be the case of 'one size fits all'. Teachers must use a graduated response when reacting to behaviours because they are the adults and should be able to control their emotions when a student sometimes cannot.
- Does the student have SEND? Have you made reasonable adjustments to cater for the particular SEND by checking the SEND profiles for their triggers? For example have you given a student processing time to change their behaviours before raising your voice and becoming more stern and sending a student out of the classroom?
- Is the activity you have given the class accessible to all or for example for those with ASC, SEMH or ADHD will it promote fidgeting, loss of concentration and misbehaviour because they cannot succeed in what they are doing?
- Have you truly given the student a 'clean slate' despite their perhaps poor attitude to learning the previous lesson with no grudges held?
- Is the student too embarrassed to ask for help in front of peers and as a result starts to misbehave?
- Have you ridiculed the child in front of their peers which has broken down the relationship?
- What is the reason a student does not thrive in your subject but does well in other lessons or with other teachers? Can you tailor your practice?
- A student should never be sent out of the classroom for longer than 5 minutes. DO NOT send a student out of the classroom without reasonable warnings being given and do not remove a student to another classroom without adequate chances given for a student to adjust their attitude/behaviour.
- Have you contacted home or are you putting this off because you do not feel confident in doing so?
- Have you enlisted the support of your HOD/HOF for ongoing issues and considered a parent meeting/faculty report?
- Have you attempted a meeting/restorative conversation before the next lesson or are you too 'busy'?

Conducting Step 1 and 2 Detentions at faculty level.

- Ask the student/ students to sit as they would in a normal lesson (ie: not slouched, facing the front and not 'chit chatting' with peers). If you have more than one student ensure that they are spread out in the room.
- As the staff member, don't engage in 'chit chat'.
- There should be a formal feel to the detention and the student should be provided with a written activity to complete related to the subject they are in. It should be accessible and could be as simple as spellings/writing out key definitions . As a faculty you may want to generate your own bank of activities.
- If/when you feel that there is an appropriate opportunity to do so, have a restorative conversation with the student. You may have asked your HOD/HOF to attend briefly to support you.
- Staff should not be having a communal lunch with other staff members whilst a student is on detention in their classroom.
- Students should not be asked to stand in the corridor outside classrooms at lunch time whilst staff are having their lunch because the detention needs to be purposeful.
- On a lunch detention, the student must not be kept for more than 15 minutes so that staff and students can eat and have an opportunity to use the toilet.
- At Step 3 and 4 level there will be mixture of different year groups and reasons why students are on detention but there should remain a formal feel with work provided.

Using Restorative Questions

- What happened?
- What were you thinking of at the time?
- Is there anything I could have done differently as the teacher?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?
- What can I do as the teacher to help you succeed in my class?

Faculty report and Isolation from a subject

If a student is persistently causing a disruption, or being defiant within a particular subject to the point where they have to be removed within the faculty then the HOD or HOF must make an intervention as follows:

- Arrange a parent meeting together with the class teacher.
- Put a student on faculty report for three weeks.
- Hold a review meeting if behaviour does not improve with their SLT line manager present.

EVIDENCE OF THESE INTERVENTIONS MUST BE RECORDED IN THE LOG FOUND IN MICROSOFT TEAMS

-For one off incidents in a subject or when a student is being disruptive but it isn't persistent over a number of lessons then the student may be isolated for that lesson (not the whole day). **You must always contact home the same day as an isolation and you must record this on Class Charts. Only HOD/HOF/HOY/LP/SPL/SLT may isolate a student.** For poor behaviour in isolation – refer to SLT/SPL – do not simply extend the time a student serves in isolation without speaking to SLT.

SLT, SPL and HOY will isolate students for a whole day for a variety of other infringements at their discretion. HODs and HOFs must always consult with SLT/SPL if they wish to isolate a student for a whole day or half a day and again the needs of the individual child must be considered – for example will putting a student with SEND in the isolation room for a whole day make matters worse and set them up to fail resulting in them becoming irate and then saying or doing something that escalates behaviour? Whilst in the main we would take a zero tolerance approach to rudeness to staff, we must make considered decisions related to the individual student.

How to speak to parents/carers

Below is some advice from Michael Linsin, founder of 'Smart Classroom Management'.

- Many teachers, even seasoned veterans, have a fear of talking to parents about their child's misbehaviour.

Generally, they're afraid of three things:

- The parent (or parents) will get angry and defensive.
- The parent will question their competence.
- The parent will complain and make demands.

These fears are well founded. While discussing behaviour, teachers tend to say things that rub parents the wrong way. And because the topic of conversation is their child, their beloved flesh and blood, parents respond by fighting back. Their protective instinct kicks in, their emotions flare, and in an instant you find yourself back-peddalling, apologising, and explaining away your decisions and methods. Or worse, you bristle at their angry tone, become defensive, and drive a wedge through the critical teacher-parent relationship.

Regardless of who the parents are, or how bad (or good) their reputation is at your school, it's possible to discuss behaviour in a way that leaves them both supportive of you and eager to help their child improve.

- **Be friendly-** It's a mistake to be grave or overly serious when speaking to parents, which causes them to put up a wall of defence before you even get to the purpose of your meeting. Put them at ease from the beginning. Say hello, smile (if face to face), and maintain a friendly attitude throughout the conversation.
- **Inform-** The sole purpose of talking to parents about behaviour is to inform. That's it. Keep your thoughts, opinions, and advice to yourself. Despite what you may think, sharing them isn't helpful. If, however, you're *asked* your opinion after the conference, then proceed cautiously.
- **Stick to the facts -**Tell the parent precisely what happened—or what has been happening—that prompted your call. Leave nothing out but add nothing more. Stick to only what you *know* to be true, leaving out any rumour, gossip, or innuendo.
- **Watch your tone-** A common mistake teachers make is that they affect an attitude of “so what are you gonna do about it” when speaking to parents. It's almost as if they expect parents to make sure that it doesn't happen again. You should have no such expectation.

Note: A core principle of Smart Classroom Management is to never take misbehaviour personally. This should come through loud and clear when talking with parents.

- **Shoot straight-** You can and should say, “This is the behaviour I'm seeing, and any behaviour, like this, that interferes with learning is not allowed in this classroom.” Don't hold back in this regard. Be a straight shooter. The plain, unvarnished truth is the most helpful and influential language you can use with parents.
- **Explain how you're handling it-** After giving the facts of the incident/behaviour, let the parent know how you're taking care of the problem at school. Include what rule(s) the

student broke and how he or she will be held accountable. Assure them that you're doing your part to help turn the behaviour around.

- **Be brief-** Your conversation with parents should last no more than five minutes. As soon as you finish explaining how you're handling the misbehaviour, say, "Thanks for your support. Call me or come see me if you have any questions." Then hang up the phone or lead the parent to the classroom door. (In our case we would be in a meeting room or office).
- **Talk To Parents With Confidence-**When you follow the guidelines above, you'll discover that conversations with parents are nothing to fear. You'll leave them with little to get angry over, complain about, or be unsatisfied with. In fact, they'll come away from your talk impressed with you and more willing than ever to support your classroom.

How to deal with lesson (internal) Truancy

- All students must be in the rooms/classes identified on their SIMS timetable
- Staff must mark students as late (L) in the register if they arrive later than the majority of the class.
- If a student is going to be removed from a class for an intervention then a removal from curriculum pro-forma must be completed and agreed with the relevant member of SLT. Christine Ashurst will then adapt the timetable on SIMS accordingly. Students must not be removed from lessons until SIMS has been changed.
- If a student is not going to access a lesson due to an incident on the day (this includes periods in isolation) **then the member of staff they are with must add a comment to the relevant lesson(s) in the SIMS register.** If that member of staff does not have the permissions in SIMS to do this via 'edit marks' then they must email the relevant SSO with the period the student will be missing and the SSO will record this with a comment on the SIMS register.
- If a student arrives during a lesson they will have a card/note explaining who they have been with and the time they left that member of staff, or they will be delivered to the lesson by the member of staff they were with. **If a student arrives more than ten minutes late without being delivered or without the card explaining lateness then they have truanted part of the lesson and the teacher should issue a 30 minute Step 1 detention after school. This will obviously need to involve a phone call home. Failure to attend will mean the detention goes to Step 2. *NB: the teacher must change the 'N' to an 'L' on the register*.**
- SSOs/KBR will monitor Ns in the register. Any student with an unexplained N means the student has truanted the full lesson. This will result in a **Step 3 detention** and the **SSO** will need to contact home to inform parents once the truancy is confirmed. Failure to attend means moving to **Step 4 detention**.

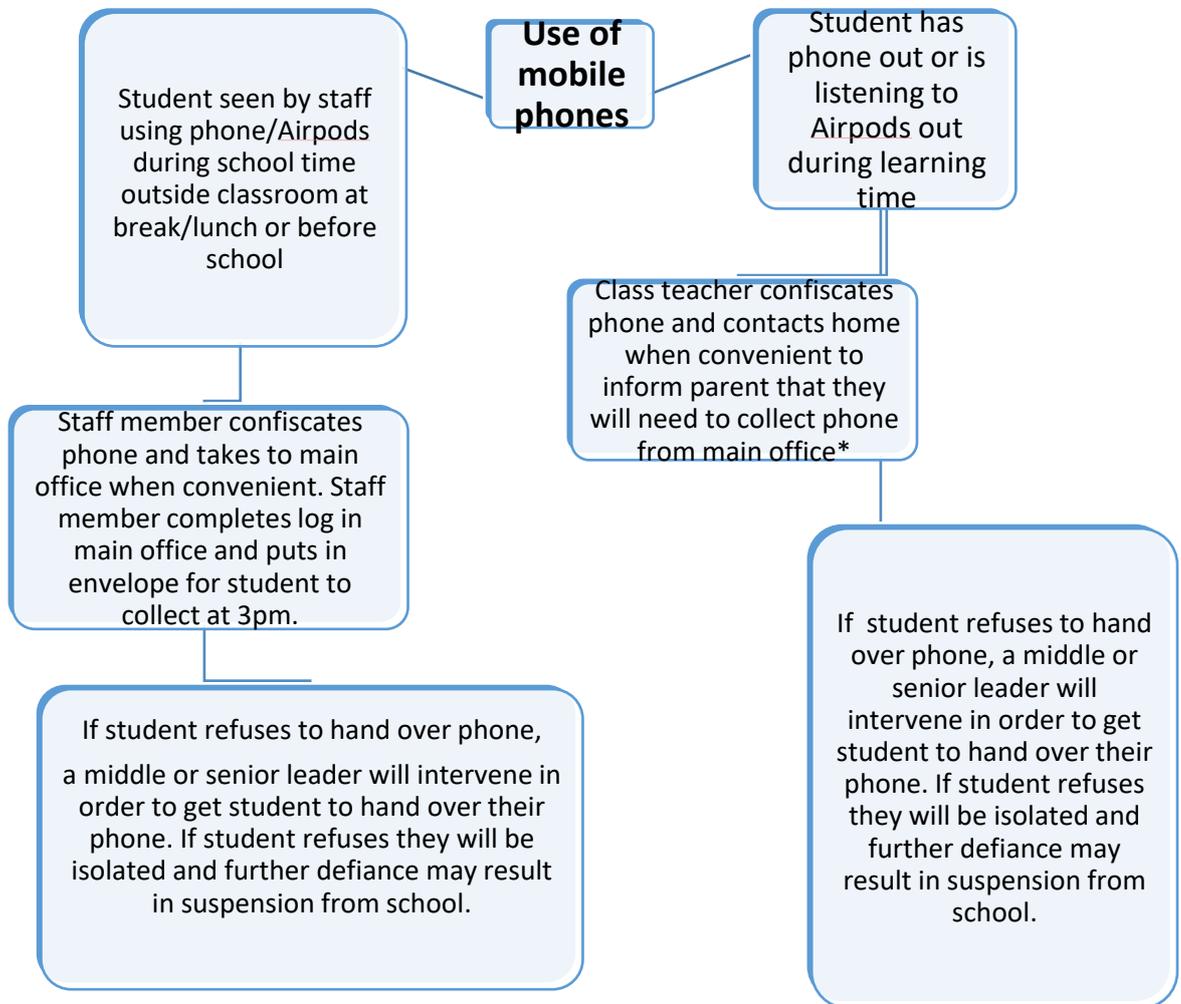
Persistent Truancy

- Heads of Year and Heads of Faculty/Department should monitor punctuality and internal truancy within their year groups and faculties and identify those students where faculty/department level sanctions aren't having the desired impact.
- Senior Pastoral Leader CFi should be made aware of these students for further intervention.
- CFi will meet with the student and begin the 'Persistent Lateness and Internal Truancy Intervention' monitoring below:

Persistent Lateness and Internal Truancy Intervention

- The student will be invited to an initial meeting and parents/carers contacted by phone. At this stage the student will have one week to improve. Paperwork will be completed to acknowledge this.
- If a significant improvement isn't made, a 4-week intervention will begin.
- Parents/carers will attend a meeting.
- Student will be placed on the 'Monitoring Report' with one target related to punctuality and attending all lessons.
- A mid-point review call home will be made.
- Student's punctuality and attendance in lessons will be closely monitored and communication with teachers made to ensure the correct sanctions are being applied.
- A final review meeting with parents/carers will occur to determine the success of the intervention.

Mobile phones and Air pods



*Note- if parent cannot collect phone due to work commitments for example, or if the parent cannot be contacted then the phone has to be returned to student at 3pm as this could pose a safety risk

Prohibited items

If you **see** a student with a lighter, cigarettes, matches, or e-cigarettes, (including to and from school) these items will need to be confiscated by a middle or senior leader. Parents will need to be contacted by the staff member who saw the student with the items. **The student will then need to be put on Step 4 of the detention system. This cannot happen without parental contact. The parent may wish to collect the items but these items must NEVER be given back to a child (legal age for cigarettes and e-cigarettes is 18).**

If you do not actually see, but suspect that a child has any of these items, please alert SLT/SPL who will organise a search. There must be **two** members of staff present and one of them must be the same sex as the student being searched. The search will not be an intimate search.

If you suspect that a student has something dangerous in their possession such as a knife, alcohol or drugs etc then **you must alert a member of SLT straight away.**

Parents must be informed of any searches. It may be useful to invite the parent/carer in to school for the search as this may coax the student in to agreeing to be searched. **If a student refuses to be searched, further sanctions will be applied by SLT. School has a right to search any student who could potentially have something on them that could harm themselves or others. It may be necessary to contact the police in extreme cases.**

Uniform Infringements

Students are not allowed to wear/have:

- PIERCINGS OF ANY KIND
- EXTREME HAIRSTYLES OR COLOURS (no shaved heads or half-shaved heads, 'top knots', patterns or unnatural colours)
- TRAINERS
- DOC MARTIN STYLE BOOTS OR HEELS
- HOODIES OR TRACKSUIT TOPS OF ANY DESCRIPTION OVER OR UNDER BLAZERS AND NO SLEEVELESS COAST/GILETS
- FALSE LASHES OR FALSE NAILS
- MAKEUP/FAKE-TAN
- ANY COAT OTHER THAN A BLACK COAT. COATS SHOULD BE LOGO FREE

As mentioned previously, form tutors need to check and sign uniform section of the planner and award Step 1 detentions for poor uniform. For the persistent wearing of trainers, jewellery, makeup, false nails, eyelashes, hoodies and any coat that is not plain black and if a phone-call home and detentions from form tutors in the first instance has not made a difference then the student will need to be referred to the Head of Year. Students also need

to bring a bag to school every day containing all of their equipment and their planner. The bag should be at least big enough to fit an A4 sized file/folder.

The Head of Year will need to hold a parent meeting to address the issue of persistent defiance in relation to uniform. They may isolate the student as they see fit for defiance and insist that correct protocol is followed.

The Head of Year may seek SLT support for persistent non-compliance in extreme cases.

Swearing and aggression towards staff

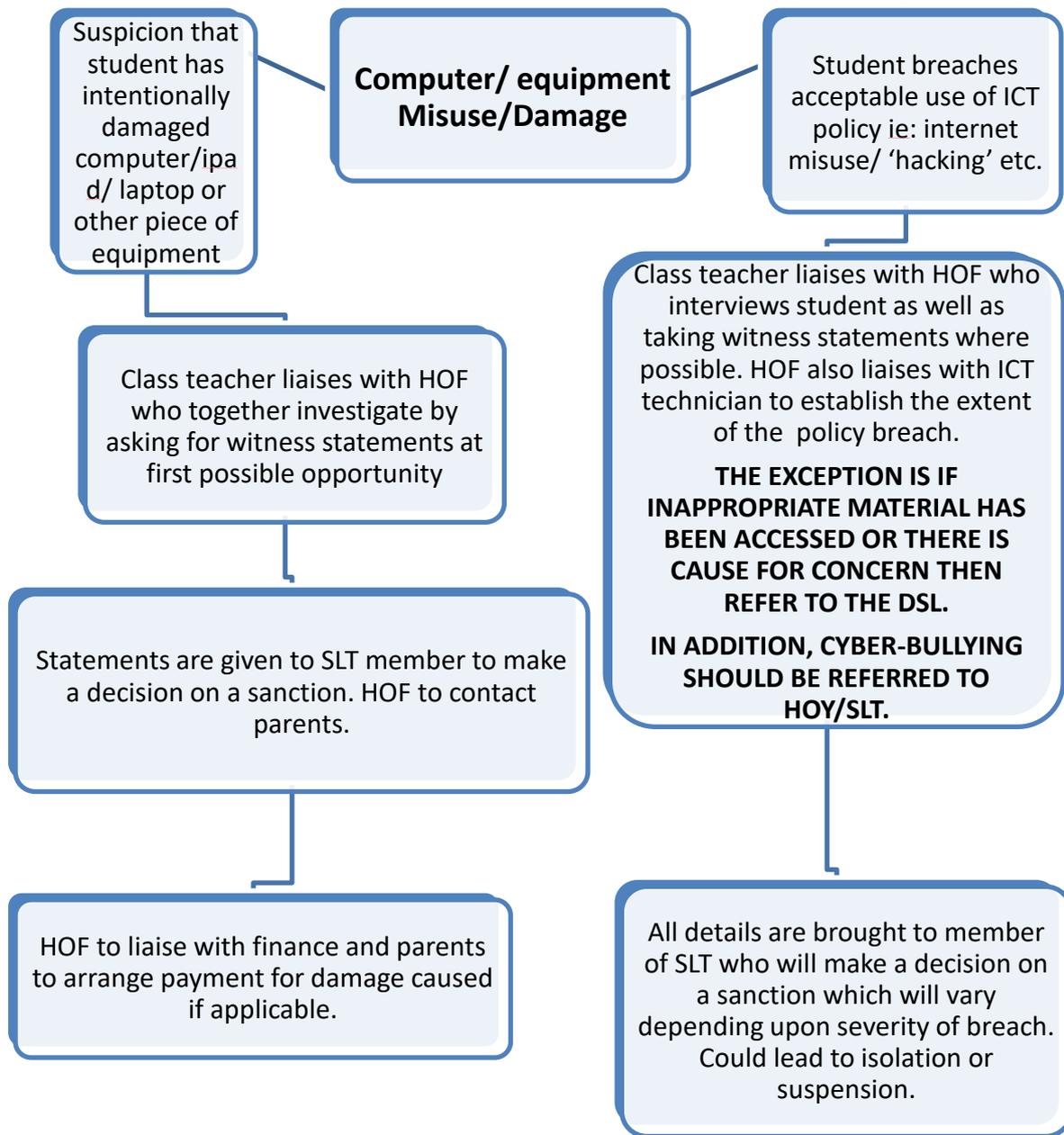
Staff member(s) involved writes a statement and these are passed to HOF (in faculty incident) or HOY who also then gets student statement(s). SSO may assist in getting statements. Student is isolated pending a decision on further sanction by SLT.

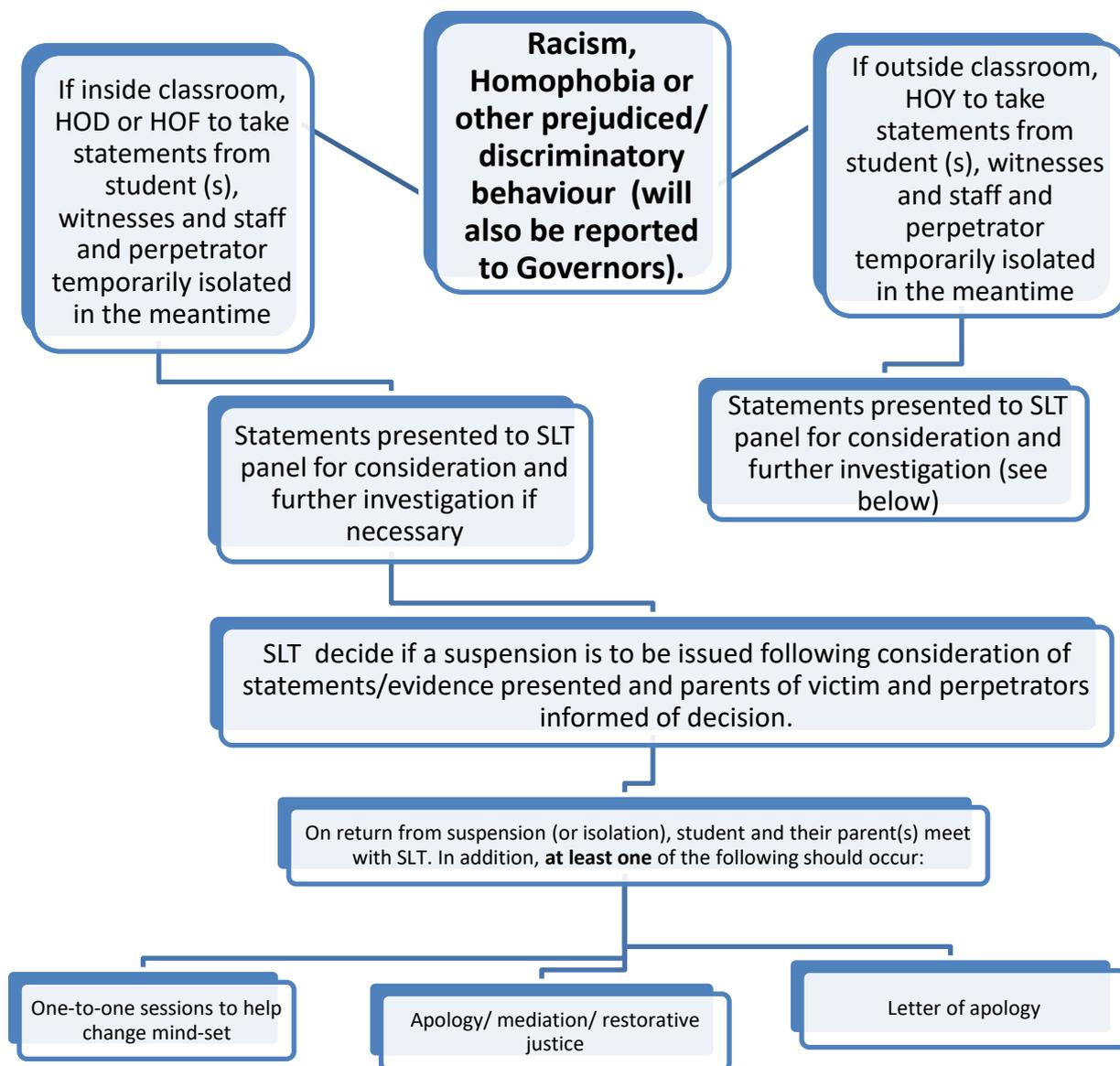
Student swears at staff member and/or is overly personal about the staff member and/ or is aggressive.

All statements passed to SLT and a panel of at least 2 members of SLT will make a decision on a suspension or other further sanction, or if the sanction should be isolation. SEND PROFILES MUST BE CONSIDERED AS WELL AS CONSIDERATION AS TO WHETHER DESCALATION WAS ATTEMPTED IN THE FIRST PLACE ie: why did the student become so angry to begin with?

If student is suspended then on return from suspension, reintegration meeting held with a member of SLT/SPL and will include parents, student and staff member involved where possible for restorative conversation.

Faculty or behaviour report depending on where student needs to improve.





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.

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 our 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 additional outside support established.	6 weeks/Reporting to attached SLT member. A review of targets and ATL will take place regularly with parents and the student. Student may begin an AP (Alternative Provision pathway or other intervention).	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 Centres.
If the student continues to display extreme behaviours with no signs of improvement despite interventions:		
PSP (Pastoral Support Plan) put in to place	Up to 12-16 weeks/Reporting to Assistant Head teacher. Child at serious risk of Permanent Exclusion.	Student will enter our on-site 'EVOLVE' centre (12 weeks) and a Governors behaviour panel will be held. If no significant improvement held then the student will be referred to the Headteacher for permanent exclusion.

2) 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. The Attendance policy

contains details of further interventions in relation to poor attendance and punctuality and this can be found on the school website.

3) Isolation Room

As has already been explained within this policy, the isolation room is to be used as a last resort when students are persistently defiant or persistently fail to follow The Hawkley Way.

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 Teams log and makes the Student Support Officer (SSO) aware via phone or email.
- 2) Students may keep their phone on their person but if found to be using their phone then usual procedure for mobile phones will apply.
- 3) All isolated students must be provided with appropriate work. Staff supervising the room must ensure that the students are able to academically access the work otherwise further poor behaviour is likely. Student SEND profiles must have been considered before isolating a student.
- 4) Students must not be wearing their coats and are not permitted to use the toilet unless absolutely necessary. Toilet trips must be recorded on the log.
- 5) 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 C8. Staff on lunch duty will then take over the supervision and will escort students back up to isolation at the end of lunch. At break time students remain in the isolation room and are supervised by the period 2 member of staff until half way through break when the period 3 member of staff takes over.
- 6) At the end of the day staff should ensure work booklets and exercise books/equipment are stored correctly.
- 7) Any students refusing to follow expectations in the isolation room should be referred to a member of SLT or SPL.

4) 'Evolve' Centre

Students at risk of permanent exclusion may be referred to our on-site Evolve centre for intensive 12 week support/intervention. Following this time if improvement is not show then a child will most likely be referred for permanent exclusion.

5) Fixed Term Exclusions and Permanent Exclusion

The vast majority of behaviour is managed in school however on occasion a student may be required to be suspended from school. 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. This is not an exhaustive list but reasons for suspension or Permanent Exclusion may include:

- Verbal or physical abuse of staff and students
- Bullying-physical, verbal, emotional
- Sexual harassment
- 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
- Persistent disruptive behaviour

A student may be issued with a suspension 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 suspension, work will be set via Satchel One 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).

Permanent exclusion may occur when a student has been involved in instigating or displaying extreme behaviour, persistent disruptive behaviour that disturbs the learning of others 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.

With both suspension and Permanent Exclusion the Headteacher will always take in to consideration the individual needs and circumstances of the student before making a decision.

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.

Glossary of abbreviations:

ADHD (Attention Deficit Hyperactivity Disorder)

ASC (Autistic Spectrum Condition)

ATL (Attitude To Learning)

HOF (Head of Faculty)

HOY (Head of Year)

LA (Local Authority)

LP (Lead Practitioner)

PSP (Pastoral Support Plan)

SEMH (Social Emotional Mental Health)

SEND (Special Educational Needs and Disabilities)

SLT (Senior Leadership Team)

SPL (Senior Pastoral Leader)

SSO (Student Support Officer)

TAC (Team Around The Child)

Appendix item 1

Reintegration Meeting (following suspension)

Any student who is suspended 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?	

