

# Hanson Academy

## Behaviour Policy

**September 2016**

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## Mission Statement

### “We will do whatever it takes”

#### At Hanson Academy We Will Build and Strengthen Our Learning Organisation By:

1. Never limiting what our students and staff can learn and achieve.
2. Creating safe and transparent learning environments for students and staff where we engender an enjoyment and love of learning, free from cynicism.
3. Enabling learner autonomy by teaching all learners how to apply learning from one curriculum subject/area to another through consistent 'Linking of Learning' approaches.
4. Developing and growing outstanding, transformational staff and student leaders and leadership from out of outstanding classroom practices.
5. Actively celebrating diversity and pluralism through an inclusive curriculum and pastoral programmes.
6. Ensuring that all students and staff understand that self-reflection, self-improvement and CPD are an 'expectation' as well as an 'entitlement'.
7. Building and developing key skills which ensure all students and staff are more able to adapt to change, sustain resilience, work independently and interdependently in solving problems in often complex situations.
8. Building and celebrating quality and pride into all that students and staff do from start to finish.
9. Enabling all students and staff to learn from one another and providing a culture and environment for effective and reflective teamwork.
10. Breaking down barriers to communication and transparency and recognising that each individual, team or department serves other individuals, teams and departments.
11. Measuring the performance of students and staff through the 'learning journey' rather than the people behind the process and thereby replacing any 'culture of personality' with methods of coaching.
12. Building 'character' through methods of coaching and mentoring with both students and staff.
13. Rewarding and celebrating the achievements of unique members of our school community appropriately and consistently.
14. Not depending on 'inspections' as the sole arbiter of quality, but continuously work on improving our quality of provision, structures, lines of communication, systems and processes by always considering the end users' experiences first.

## The Policy

### Purpose

**The primary purpose of Hanson School is very simple;** we sit right at the centre of our community for the purpose of 'adding value' to the life chances of our students, their parents and carers and our school's wider stakeholders.

**Our secondary purpose is also simple;** to 'add value' to each others' professional lives, through developing experiences, knowledge, skills and professional attributes in order to **serve** our primary stakeholders more effectively.

### Objectives

1. To encourage a positive environment for learning and teaching.
2. To encourage self discipline and engender self esteem.
3. To encourage high achievement, effective communication and positive behaviour of all students.
4. To provide a clear system to recognise and reward students work and behaviour.
5. To provide clear guidelines to colleagues on the consistent use of rewards and sanctions.
6. To ensure students and parents are aware of the rewards, sanctions and behaviour support routes.

### Procedure

Rewards and sanctions procedures must be followed by all members of staff. They must be familiar with the following:-

1. Guidelines for effective classroom management and strategies for promoting positive behaviour in the classroom (Appendix A).
2. Guidelines for staff on the tariffs that are used in the school (Appendix B). These **must** be applied consistently by all staff.
3. The behaviour monitoring system (Appendix C).
4. Inclusion Support (Appendix D).
5. Rewards System (Appendix E).
6. Rights and Responsibilities (Appendix F).

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## **Guidelines for effective classroom management and strategies for promoting positive behaviour in the classroom**

### **Encouraging Positive Behaviour**

#### **i) Rewards**

Staff should ensure that the school community is a praise dominated environment. Effective use of praise and rewards is the most significant factor in raising self regard and achievement. Where sanctions are necessary they should be applied calmly, firmly and consistently.

The rewards pyramid can be found in Appendix F.

#### **ii) Promoting Positive Behaviour**

### **Guidelines for Classroom Teachers**

1. Staff are to highlight a minimum of three positives per lesson on SIMS. This is a minimum expectation. Staff may give out more than three positives if they feel it is appropriate. Points are to be allocated by teacher discretion but with the focus on rewarding achievement, not just meeting basic expectations.
2. Staff are responsible for rewarding positive behaviour both in and out of lessons.

### **Guidelines for Head of Department**

1. Heads of Department are responsible for checking that staff within their department are distributing positive points on SIMS for their classes. These needs to be reviewed on a fortnightly basis (possible links to KPI's) to ensure staff in all departments are promoting positives to ensure the whole school promotion of praise and achievement.

### **Guidelines for Achievement Mentors**

1. Form tutors are responsible for showing weekly achievement points to students through SIMS on their admin morning (Wednesdays). Mentors are then responsible for ensuring that all members of their form group update the on going weekly achievement point total on the form group notice board.
2. Form tutors are responsible for awarding a 'star of the week'. This can be from a direct result of the pupil who has gained the highest amount of achievement points during that week or it may be due to an exceptional achievement that week.
3. Form tutors are responsible for notifying the Progress and Behaviour Leaders via email when pupils reach specific achievement totals (e.g. 100 achievement points – Bronze Award).

### **Guidelines for Progress and Behaviour Leaders/Progress Managers**

1. Progress and Behaviour Leaders are responsible for holding achievement assemblies at the end of each half term. During this assembly, Progress and Behaviour Leaders will present students with certificates/rewards for achieving specific awards (e.g. bronze award).
2. Progress and Behaviour Leaders/Managers are responsible for promoting achievement within their year groups to motivate/challenge students.

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3. Progress and Behaviour Leaders/Managers are responsible for making contact with parents/carers when students achieve a specific award. This can be through a relevant agreed method (e.g. achievement letter/text message)

### iii) Think and Choose

'Think and Choose' is designed to give students choices. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the student's own learning or that of others. If unchecked, this sort of behaviour wrecks lessons and undermines the authority of the teacher. 'Think and Choose' is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

'Think and Choose' works in conjunction with the range model, a progressive system of structured intervention designed to address underlying causes of poor behaviour and disengagement, wherever possible. The range model is a preventative mechanism which enables the school to target intervention for those students who have been identified as losing too many days of learning or are at risk of being permanently excluded. It sets in motion a systematic programme of intervention for students accruing reflection room and restart referrals or large numbers of behaviour points and/or Fixed Term exclusions with the range model and the impact or intervention for a student signifies the movement from one level to the next which increases the intensity of the monitoring and intervention.

When a student is first issued with a Fixed Term exclusion they are immediately placed onto the range model (they may already be on one though due to previous behaviours), which is kept up to date by the Progress & Behaviour Teams and is monitored closely by the Assistant Vice Principal for Behaviour. Any resulting impact of the intervention is also recorded on the model, giving a personalised profile of an individual student.

The Progress & Behaviour Leader and Assistant Vice Principal will become involved in the intervention with students who are accruing points by receiving lots of behaviour points or reflection room and restart referrals or Fixed Term exclusions or a combination of all four. Various strategies will be used depending on who the student is and what their needs are.

The Assistant Vice Principal for Behaviour has an overview of the progress of these students with regular feedback from Progress & Behaviour Team (Inclusion Panel) on a weekly basis. It is also their responsibility to keep the Senior Leadership Team informed of the progress of students on the range model.

Hanson School is keen to ensure a fine balance is met, between the use of fixed term exclusions to deal with persistent disruption, and their impact on the individual's ability to re-engage with their learning.

For this reason, the school has elected to use a maximum fixed term exclusion period under the Think and Choose system, of 5 days for any single incident in the process, recognising that the range model runs in conjunction with these. As a school, we may give 5 days in the first

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instance, allowing an investigation to take place and the potential to extend the exclusion beyond 5 days if appropriate. Fixed term exclusions through Think and Choose will be:

<b>Fixed Term Exclusion</b>	<b>Number of days of exclusion</b>
First	1
Second	1
Third	1
Fourth	2
Fifth	2
Sixth	2
Seventh	3
Eighth	3
Ninth	3
Tenth	4
Eleventh	4
Twelfth	4
Thirteenth	5
Fourteenth	5
Fifteenth	5
Total	45

After 45 days of exclusion in any one academic year, the Governing Body recognises that the school is likely to have exhausted the strategies available to it to deal with the persistent disruption to the learning of others presented by these students. In addition, the governors recognise that the individual concerned will have lost so many days of learning it would be unlikely that the school could offer any other reasonable support. At this point the Headteacher would be likely to look at a permanent exclusion.

The Headteacher retains the right, at any time, to permanently exclude those students who persistently cause disruption to the learning of others.

For further information please see:

- range model and examples of intervention strategies at all levels.

#### **iv) Fixed Term Exclusion**

‘Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Headteachers in using exclusion as a sanction where it is warranted.’

(DfE Exclusion from maintained schools, academies and pupil referral units in England 2012).

All decisions to exclude are serious and are only taken as a last resort or where the breach of the school rules is serious. The following are examples:

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- Failure to comply with a reasonable request from a senior member of staff. (Failure to wear school uniform which has been provided (where possible) for a student who is in incorrect uniform is regarded as failure to comply with a reasonable request.)
- Breaches of health and safety rules.
- Verbal abuse of staff, other adults or students.
- Possession of drugs and/or alcohol related offences.
- Failure to comply with the requirements of the 'Think and Choose' system (see section iii above).
- Wilful damage to property.
- Homophobic or racist bullying.
- Bullying.
- Sexual misconduct.
- Theft.
- Making a false allegation against a member of staff.
- Persistent defiance or disruption.
- Minor assaults or fighting that is not premeditated or planned.
- Other serious breaches of school rules.

## **v) Permanent Exclusion**

A decision to exclude a pupil permanently should only be taken:

- In response to serious or persistent breaches of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.

(DfE 'Exclusion from maintained schools, academies and pupil referral units in England 2012).

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one off' offence. These offences might include:

- a. Serious actual or threatened violence against another student or a member of staff;
- b. Sexual abuse or assault;
- c. Supplying, carrying or under the influence of an illegal drug;
- d. Carrying or misuse of an offensive weapon;
- e. Making a malicious serious false allegation against a member of staff;
- f. Persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

The Governors' Guidance on Offensive Weapons – the school has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into school. In addition to knives, axes, BB guns, air guns, GATT guns, catapults, slings etc, will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Headteacher or the Governors to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners etc.

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In addition, the Governing Body also considers the following to be serious incidents resulting in the permanent exclusion of a student:

- a. Deliberate activation of the fire alarm without good intent.
- b. Repeated or serious misuse of the school computers by hacking or other activities that compromise the integrity of the computer network.
- c. Repeated verbal abuse of staff.
- d. Persistent defiance and disruption that may or may not be directly linked to the Think and Choose system.

In add instances of exclusion, Hanson follows Bradford Education's Policy for Exclusion.

## **vi) Partial Timetables**

As an alternative to exclusion a Headteacher may, in limited circumstances, make use of a partial timetable to support a student or to use Alternative Provision to support the student's progress in school and their social and emotional needs. This will be agreed with parents/carers as part of a personalised approach and every effort will be made to ensure the student is able to achieve their potential. This acts as a 6-8 week intervention.

## **vii) BAC**

As part of the range model, students may reach a point where they have exhausted strategies to succeed within Hanson School but clearly have the capacity to succeed in a mainstream school. Students reaching this point will be referred to the Behaviour and Attendance Collaborative, where their needs will be discussed. A likely outcome at this stage will be referral to either a short term pupil referral unit or for the student to make a managed move to another school. Both of these are temporary strategies in the first instance, are done in consultation with parents/carers and exit strategies are always agreed and reviewed.

Please see the Bradford Education Managed Move Protocol for further information.

## **viii) Provision of Education for Students Excluded for a Period Exceeding 5 days**

The school recognises the need to keep fixed term exclusions short wherever possible. It is therefore anticipated that exclusions would not exceed 5 days fixed term. Where these do, provision will be made within the BAC network, at a local school or within authority provision.

## **ix) Screening, Searching and Confiscation**

Please refer to the DfE guidance, 'Screening, Searching and Confiscation advice for Headteachers, staff and governing bodies'. There is a specific policy to support this document.

In addition to the practice identified in the DfE guidance, Hanson Academy also bans the following items and as a result, staff are able to search students for them:

- Any item brought into school with the intention of the item being sold or passed on to other students which, in the Headteacher's opinion will cause disruption to the school community or be detrimental to school practice.

## **x) Confiscation**

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- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
- Staff should hand the confiscated item to the relevant House Team as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the student and the member of staff's name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.
- Any items which staff consider to be dangerous or criminal, i.e. drugs, must be brought to the attention of a senior member of staff immediately.
- Items confiscated by the school can be collected by parent/carers except where the school has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol. Students cannot collect any item themselves until the end of the half-term period i.e. if a student has their mobile phone confiscated then their parent/carer can collect the phone that evening or a subsequent day. A student, however, cannot collect their phone for themselves until agreed with the parent/carer or at the end of the half term period.
- The School's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.
- The Headteacher will use their discretion to confiscate, retain and/or destroy any item found as a result.
- Where alcohol has been confiscated the school will retain or dispose of it. This means that the school can dispose of alcohol as they think appropriate (or return it to a parent/carer but this should not include returning it to the student).
- Where the school finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Headteacher thinks there is a good reason to do so.
- Where the school finds other substances which are not believed to be controlled drugs, these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Headteacher thinks that there is a good reason to do so.
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that the school can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the student.

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- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the school carries out its own investigation.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found, it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item which is banned under the school rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst the school carries out its own investigation.

## **xi) CCTV**

Hanson School may use CCTV for the purpose of maintaining discipline and managing behaviour and safety.

## **xii) Use of reasonable force**

Please refer to the DfE guidance 'Use of Reasonable Force. Advice for Headteachers, staff and governing bodies'. Please see a separate policy which covers this.

**All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers, cover staff or parents/carers accompanying students on a school organised visit**

## **xiii) Discipline beyond the school gate**

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the school premises and which pose a threat to a member of the public or a student to the police as soon as possible.

If a member of the public, school staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to a school member of staff, the Headteacher or Deputy Headteachers must be informed. In the vast majority of cases they will involve the school's Safer Schools' Officer, who will then follow agreed police and school procedures. (See Police/SSP section). In addition, if the Headteacher/Deputy Headteachers consider that the misbehaviour is linked to a child suffering or being likely to suffer significant harm, the school's safeguarding policy will be followed.

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For health and safety reasons, very high standards of behaviour are expected on school residential and day trips. The school will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the school site. All students attending a school trip will be expected to comply with behaviour expectations and to sign a behaviour agreement.

**Where bad behaviour occurs when a student is travelling to and from school, the school reserves the right to issue a consequence, or a fixed term or permanent exclusion, particularly in relation to violent conduct, e.g. a physical assault or bullying incidents. The full 'Think and Choose' system will apply.**

Students are encouraged to wear their school uniform correctly when travelling to and from the school and must not be involved in behaviour that could adversely affect the reputation of the school, e.g. misbehaviour on the school bus will result in the school behaviour policy sanctions being applied

## **xiv) Behaviour Committee of the Governing Body**

A meeting of the Behaviour Committee will be convened by the Governing Body Discipline Committee Clerk when:

- A student has received over 15 days' exclusion in one term;
- A recommendation of permanent exclusion is made by the Headteacher for a one-off incident, or through the 'Think and Choose' system.

The Behaviour Committee will comprise of three members of the Governing Body who can hear the case impartially. If a member has a connection with the student, or knowledge of the incident that led to the exclusion which could affect his or her ability to act impartially, he or she should step down.

The Behaviour Committee can uphold an exclusion or direct the student's reinstatement, either immediately or on a particular date.

The meeting must be convened between the 6<sup>th</sup> and 15<sup>th</sup> school day after the date of receipt of notice to consider the exclusion. The Clerk will circulate the paperwork for the Discipline Committee meeting to all parties invited to attend, at least 5 days in advance of the meeting.

The parent/carer has the right to attend the meeting and/or to make written representations. This should be submitted to the Clerk as soon as possible before the meeting. The parent/carer may bring a friend or a legal representative if they wish.

The Headteacher, a member of the Senior Leadership Team and the student's Progress Leader may also be invited to attend the meeting. Parents/carers have the right to invite the Local Authority representative to attend the meeting.

Within one school day of the meeting, a letter will be sent detailing the decision of the behaviour Committee. Following a permanent exclusion, the letter will also detail the procedure for appeal, which will be heard by an Independent Appeal Panel convened by the Local Authority. The parent/carer has 15 school days after the day on which notice in writing was given of the Behaviour Committee's decision.

## **xv) Independent Appeal Panel**

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Hanson School will have in place an Independent Appeal Panel and a parent/carers' right to appeal to this Independent Panel will be outlined in the letter following a permanent exclusion being upheld by the Governing Body. Hanson School will, at their own expense, arrange for this Independent Appeal Panel Hearing to review the decision of the Governing Body not to reinstate a permanently excluded student.

The legal time frame for an application to appeal to the Independent Panel is set out in the DfE guidance.

## **xvi) Police**

Hanson School will involve the police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, Hanson School will inform the police of any intelligence which may support them in preventing or tackling criminal activity.

A student and his or her family have the right to contact the police if they feel that a criminal offence has been committed.

## **xvii) Safer Schools' Partnership Officer**

The Central BAC, including Hanson School, will employ, where possible, a Safer Schools' Partnership (Police) Officer (SSPO) and a PCSO to work at the school.

An SSP is a formal agreement between the Central Behaviour and Attendance Collaborative and the police to work together in order to keep young people safe, reduce crime and fear of crime and improve behaviour in the school and their communities.

All SSPs aim to ensure:

- The safety of students, staff and the school site and surrounding areas;
- Help for students to deal with situations that may put them at risk of becoming victims of crime, bullying or intimidation and to provide support to those who do;
- Focussed enforcement to demonstrate that those who do offend cannot do so without facing the consequences of their actions;
- Early identification, support and where necessary challenge, of students involved in or at risk of offending;
- Improved standards of student behaviour and attendance and less need for exclusions;
- More positive relations between students and the police and between students and the wider community; and
- Effective approaches to issues beyond the school site that negatively impact on student safety and behaviour.

### **Students will:**

- Feel safer, knowing that a Police Officer or PCSO is on hand to help resolve conflicts and respond to harmful behaviour;
- Learn more effectively as they grow more confident that they can attend school in safety;
- Find out how to avoid being drawn into crime and anti-social or extremist behaviour and learn more about what the Police do in the community;
- Receive support if they have been victims of crime and learn new skills to avoid being victims and be safer on journeys to and from the school; and
- Benefit from a positive role model through contact with the SSPO/PCSO.

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## **Hanson School will:**

- See improved student behaviour and attendance and potentially fewer exclusions and better academic achievement;
- Be helped to identify, challenge and support students most at risk of causing harm and offending, through benefiting from the professional expertise a Police Officer can bring;
- Receive support to identify and help students most susceptible to the messages of violent extremism and/or gang culture, if these are particular issues in the area;
- Benefit from the specialist support the Police can offer in dealing with screening students for weapons, searching students for certain items, dealing with intruders to the school (including any violent or abusive adults and dealing with incidents where physical force is needed to control or restrain a student);
- Experience a calmer school environment which is more conducive to learning and achieving and where all members of the school community will feel safer;
- Integrate better within multi-agency teams, helping to support more effective interventions with students and families, and
- Build better relations with the local community.

## **The Police will:**

- See reductions in youth crime and anti-social behaviour, through identifying and dealing with issues at an early stage in the school;
- See improved public confidence in local policing as a result of the relationships built through SSPs;
- Achieve improved efficiency and better use of Police time in terms of prevention and early intervention;
- Be able to better support and monitor prolific and other priority young offenders through working with the school and multi-agency teams;
- Be able to identify and support children and young people who feel threatened by crime and anti-social behaviour;
- Have the opportunity to talk to young people about local crime issues – including if there are problems around gang culture or group offending, weapon carrying or risks from violent extremism, and
- Build better relationships with young people and their parents/carers, which will have significant benefits in the wider community.

## **Parents/carers will:**

- Be more confident about their children's safety in an SSP school and on journeys to and from the school;
- Be reassured that any particular tensions in the local community such as racism, gang culture or weapons issues will not be allowed to intrude on the school;
- If their child is at risk of involvement in anti-social behaviour or crime, know that the Police presence in school will help deal with this in an appropriate way;
- Be reassured that staff have the support of the Police in ensuring good student behaviour and attendance, and in tackling bullying, and
- Know that their child is being encouraged to trust the Police and to take a responsible attitude towards issues around crime.

## **Outside agencies and others will:**

- Benefit from the impact that SSPs can have on helping them reach a number of local and national targets, including measures on public perceptions of safety;

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- Benefit from effective exchange of information – school and children’s services working more closely with the Police leads to more effective safeguarding arrangements, and
- Receive support for effective multi-agency working, including early intervention and prevention strategies with students and families and (as appropriate) local Prevent and Deter arrangements.

A Safer Schools Partnership is a positive way for the schools to demonstrate their commitment to promoting a safe climate of learning and to preventing crime. One of the key aims of the SSP programme is to build more positive relationships between students and the Police. Giving students a chance to meet Police Officers in the school away from some of the influences of the street, can help to foster these relationships. This can then have benefits for the Police when encountering them in the wider local community.

SSPs can help local communities to meet their objectives measures by the National Indicator Set (NI). Key indicators for which SSPs can make a positive impact include:

- NI 17 – Perceptions of anti-social behaviour.
- NI 22 – Perceptions of parents/carers taking responsibility for the behaviour of their own children in the community.
- NI 69 – Students who have experienced bullying.
- NI 86 – Hanson School to be judged as having good or outstanding standards of behaviour.
- NI 87 – School persistent absence rate.
- NI 111 – First-time entrants to the youth justice system, aged 10 – 17.
- NI 114 – Rate of permanent exclusions from the school.
- NI 115 – Substance misuse by students.
- NI 72 – 78 and NI 93 – 101 – Attainment indicators.

The Headteacher and staff retain their responsibility for school discipline and behaviour; though look to their SSP for support and advice as necessary. The SSP remains an operational Police Officer and will make his or her own decisions on when and how to intervene, where the law is threatened.

Further information on the role of Safer Schools’ Partnerships can be found in the Safer Schools’ Partnership Guidance document available on the internet:

[https://www.education.gov.uk/publications/eOrderingDownload/Safer\\_Schools\\_Guidance.pdf](https://www.education.gov.uk/publications/eOrderingDownload/Safer_Schools_Guidance.pdf)

## **Appendix A- CONSEQUENCES OF BEHAVIOUR IN CLASSROOM**

In all classrooms we aim for praise to outweigh consequences. There should be an 80/20 ratio. We need to concentrate on positive aspects of behaviour.

***‘When students behave inappropriately give them what they don’t want – a cool, mechanical emotionless response. Save your emotion, passion, enthusiasm and excitement for when it has most impact – when students behave appropriately.’***

**Setting the scene for positive behaviour is key**

**Positive role model** - Be at the door, smile, and be enthusiastic about working with the students and about the content/context of the lesson. Discuss how successful learners deal

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with the frustrations and create a calm atmosphere. Think about spiritual, moral, social and cultural issues and how developing the 'big picture' with students allows them to think outside the box.

**Giving achievements and praise** – Apply achievements and praise with care – be sure you have explained why a student has received the achievement or praise, as some students may feel that individuals are given acknowledgements unjustly.

**Start each day with a clean state** – Making sure that incidents have been dealt with from prior lessons. (Please clean your 'Think and Choose' boards at the end of the day). Students should be spoken to in the 'Think and Choose' detention where possible.

**Be consistent** – Use this and only this approach with **all** students as they must perceive this as a predictable, reliable and consistent pattern. State the facts when you describe behaviour. Do not invite discussion by phrasing your comments as questions, e.g. "Why are you talking?" Rather, "I've asked you not to talk, T1". Ensure that students know it is your priority to maintain the pace of your lesson for the benefit of all students. The 'Think and Choose' system does not mean that effective behaviour management strategies are not used. Effective and efficient behaviour management should mean that the 'Think and Choose' system is not used because pace, challenge and positive reinforcement should sustain students and enthuse them. This doesn't just apply to KS3 and 4, it is important to challenge behaviour in Sixth Form. The same behaviour management strategies can still apply, however, a different system is in place.

### Key questions to ask yourself

- Have I planned my lesson appropriately and shared my learning outcomes with students?
- Am I praising and rewarding those who behave?
- Is the work challenging and exciting enough to engage students in learning?
- Are the resources appropriate and readily available so that pace is maintained?
- Have I greeted them at the door and made my high expectations clear at the beginning?
- Is my seating plan right and have I made my 'reasonable requests' clear?
- Have I taken control of the class on entry, during the lesson and at dispersal?

Consequences/Behaviour	Behaviour Dialogue/Strategies	Management
<p><b>Warning – Rule Reminder</b></p> <p>A warning can be given to an individual and also a group/class (if this is appropriate). Blanket warnings can be given for:</p> <ul style="list-style-type: none"> <li>• Chewing;</li> <li>• Swinging on furniture;</li> <li>• Shouting out;</li> <li>• General 'carrying on'.</li> </ul> <p>Where the behaviour is particular to one student a blanket warning cannot be given, e.g.:</p> <ul style="list-style-type: none"> <li>• Poor levels of work;</li> </ul>	<p>"Michael, you are talking, what is the rule about talking? If you choose to keep talking that is a T1".</p> <p>State what is happening and give rule reminders.</p> <p>Try and identify behaviour that is proactive/positive.</p> <p><b>You should not write the student's name on the board.</b></p>	

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<ul style="list-style-type: none"> <li>• Talking to another student across the classroom;</li> <li>• Distracting others.</li> </ul>	
<p><b>T1 – First negative behaviour</b></p> <p>Student’s planner removed from them at this point.</p>	<p>“Michael, you are now on a T1”.</p> <p>“Michael, you have continued to talk across the classroom”.</p> <p>Mark the moment of poor behaviour but then redirect behaviour with teaching and learning reminders. Raise expectations and defuse the situation by praising those who are working well.</p>
<p><b>T2 – Second negative behaviour.</b></p> <p>T2 is recorded in student’s planner.</p> <p><b>Teacher detention must be recorded in student planner.</b></p>	<p>“Michael, you have again continued to talk, you have now moved to a T2, you are on the verge of leaving the lesson because you are not behaving reasonably”.</p> <p>When you have given the verbal comment try speaking privately to the student. Getting down to the student’s eye level, being more personal, can help diffuse whole class communication. This will keep the class calm. Additional signals or non-verbal refocusing is useful.</p> <p>Set time markers for completing work, “You are here now and when I come back you should be here”, mark with the time. Moving seats – if this is possible. Offer different activities. Ask them to take a minute to think about their behaviour.</p>
<p><b>T3 – Third negative behaviour.</b></p> <p>Removal from the classroom in to the referral room.</p> <p>Work <b>must be</b> given to students to complete in the referral room.</p> <p><b>Subject detention sticker/note in planner given.</b></p>	<p>“Michael, you have now moved to a T3 because ..... which means you can no longer stay in the room. You need to go to the referral room, this is .....</p> <p>At this point, the student must leave the room to go to the referral room. If they become argumentative, then defer and ask for them to discuss this when they return.</p> <p>When they return, discuss with them their behaviour and strategies that will be put in place to support them next time. It could be some of the strategies above. This needs to be explained before next time so they can start with a clean slate.</p> <p>If a student does not attend a detention because they are ill, the student must</p>

## Hanson School Behaviour Policy

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	<p>rearrange the detention when they return.</p> <p>The detention can be given for the same night; or for the subsequent night.</p>
<p><b>T4– Failure to remain in the referral room</b></p> <p>If a student receives a T4, in a data capture cycle the highest effort grade they can receive is a 3.</p> <p>SLT detention given by the reflection room.</p> <p>Parents/carers need to be invited to Parents' Evening.</p>	<p>“Michael, you have now moved to a T4 because ..... which means you can no longer stay in the referral room. You will be collected by senior response and taken to the reflection room .....</p> <p>At this point, the student must leave the referral room and go to the reflection room. If they become argumentative, then defer and ask for them to discuss this when they return. Student will be given a WSD for being placed in the reflection room.</p> <p>If a student does not attend a detention because they are ill, the student must rearrange the detention when they return.</p> <p>The detention can be given for the same night; in most cases, this is given for the subsequent night.</p>

**Guidance for following a reasonable request** – Refusal to follow a reasonable request means that students are *persistently* not complying with a reasonable request. It does not mean that students are immediately given a T3/T4, but they are asked 3 times to comply:

“Michael, can you please ...?”

“Michael, I have asked you to ....., can you please do so?”

“Michael, are you refusing to follow a reasonable request to ...?”

“Michael, you have refused to follow a reasonable request, this has resulted in a T3”.

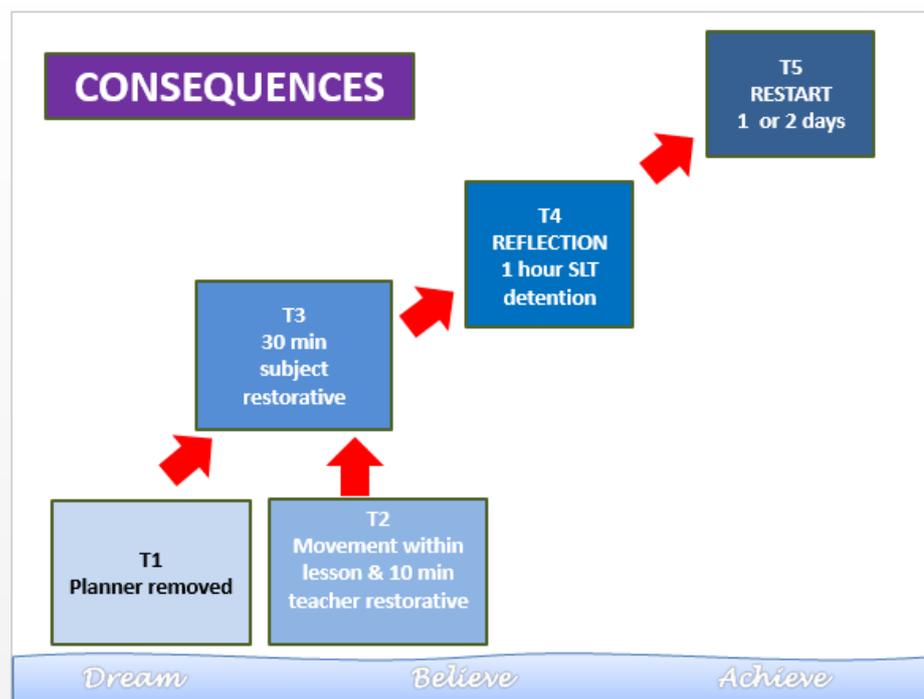
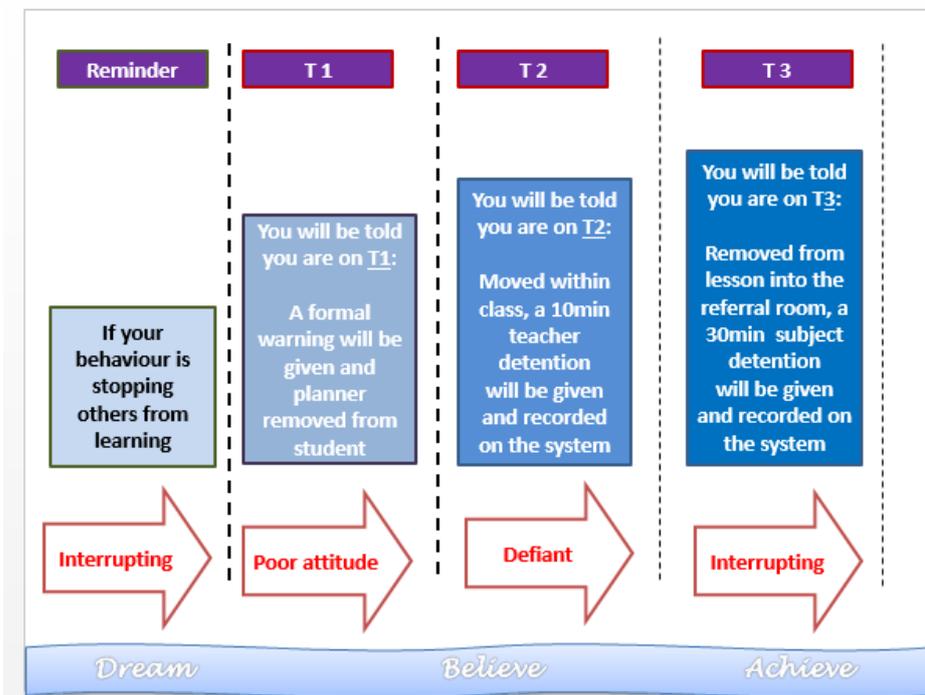
<p><b>T4 Reflection Room</b></p>	<p>Students are sent to the Reflection Room if they behave in a wholly inappropriate fashion. This needs to be logged in as much detail as possible. As much as possible, students must remain in lessons/ subject areas.</p>
<p><b>Re-integration meeting</b></p>	<p>Readmission meetings are held between a member of SLT, the Progress Team, the student and the parent/carers, when a student returns from an incident. At this meeting the student's behaviour will be discussed and, where required, an Individual Behaviour Support Plan will be created in addition to the range model.</p>

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**When do I call for further assistance?** If there is a serious incident, e.g. a health and safety issue, foul and/or abusive language directed at a member of staff, then a member of on call staff must be contacted through the radio system or 711 call out.

**Double lessons** – if lessons are joined together then the consequence lasts the length of 1 hour. If it is broken by break, lunch or a different teacher, then the process starts again. However, if the issue relates to health and safety the consequence carries forward even if there is a break.

**Smoking off site/general behaviour off site** - If students are in uniform and on their way to and from the school, they are our responsibility. Consequences can be issued and students should be tackled.



# Hanson School Behaviour Policy

## Appendix B- BEHAVIOUR TARIFFS

<b>LOW LEVEL BEHAVIOUR</b>	
<b>Senior Response is NOT an option</b>	
<b>ALL low level behaviour is to be dealt with and then recorded</b>	
<b>BEHAVIOUR</b>	<b>TARIFF SUGGESTIONS</b>
Late to form time	10 min form time restorative/detention
Late to lesson	Verbal warning/T1
Late to lesson (repeated)	HOD involvement/parent contact/subject attendance report/30 min teacher/subject restorative/detention (TD/SD)
Late to school after 8.15am	15-30 min attendance restorative/detention (AD) - held at lunch
Truancy	Returned back to lesson/30 min subject restorative/detention (SD)/parent contact
Truancy (repeated)	HOD involvement/attendance team involvement/year team involvement/parent contact/subject report/30 min SD/60 min whole school restorative/detention (WSD)
Leaving lesson without permission/self exit	30 min SD
Leaving site at break/lunch or 'out of bounds'	60 min whole school restorative/detention (WSD)
Inappropriate language	Verbal warning/restorative practice/30 min TD/SD or 60 min WSD/parent contact
Littering	Verbal warning/community service
Unacceptable pushing/contact	Verbal warning/restorative practice/30 min SD or 30 min year team restorative/detention (YD) or 60 min WSD/ parent contact
Peer conflict (single incident)	Restorative practice/30 min YD/parent contact
Inappropriate attitude to learning T1/T2	Movement within classroom/recorded in planner/parent contact
Inappropriate attitude to learning (T3)	Referral/30 min SD/parent contact/subject report
Refusal to comply - can vary in seriousness but should always be dealt with primarily at class teacher level	T1/2/3/ parent contact/referral/30 min SD/parent contact/subject report
Disruption - can vary in seriousness but should always be dealt with primarily at class teacher level	T1/2/3/ parent contact/referral/30 min SD/parent contact/subject report
No PE kit (once)	T2/warning/TD
No PE kit (twice in a half term)	T2/20 min TD/30 min SD/report/HOD involvement
Refusal to borrow PE kit	T3/30 min SD/report/HOD involvement
No homework	Parent contact/TD/parent contact/subject report
Smoking	60 min WSD/PCSO involvement/parent contact via phone call/letter
Smoking equipment	60 min WSD/PCSO involvement/parent contact via phone call/letter/confiscation
Mobile phone/iPod use in lesson	T1/2/3/ parent contact/referral/30 min SD/parent contact/subject report/confiscation
ICT- downloading or viewing unsuitable material	Verbal warning/30 min SD/HOD involvement/CP officer involvement
ICT- using another's password	Verbal warning/30 min SD/HOD involvement

## Hanson School Behaviour Policy

ICT- plagiarism	Verbal warning/30 min SD/HOD involvement
Plagiarism	Verbal warning/30 min SD/HOD involvement
ICT- misuse of school email	Verbal warning/30 min SD/HOD involvement/ removal of email account
Uniform/make up overuse	Form tutor report/year team report/reflection room/ parent contact/30 min YD/parent contact
Lack of equipment	T1/lend equipment/purchase from Tech shop/year team involvement/detention
No journal	Journal page/3 journal pages per half term/parent contact/year team involvement/purchase new journal/30 min YD
Packing up before the end of the lesson	T1/2/3/ 30 min SD
Failure to attend restorative/detention <b>*do not give up- collect student from lesson if required- persevere*</b>	Repeat restorative/detention/lengthen restorative/detention/parent contact

### MEDIUM LEVEL BEHAVIOUR

#### Senior Response MAY BE an option

**ALL medium level behaviour is dealt with and recorded, unless senior response is required**

Directed verbal abuse to staff/students/ visitors	Restorative practice between those involved/ reflection room for remainder of day/restart/ externally exclusion
Bringing the school into disrepute off site	Reflection room/60 min WSD/report/parent contact/exclusion
Theft	Parent contact/60 min WSD/payment for loss/SLT referral/PCSO involvement
Inappropriate sexualised behaviour	Parent contact/PCSO involvement/CP officer involvement/outside agency/exclusion
Fight or scuffle	30 min YD/60 min WSD/reflection room/restart room/report/exclusion/parent contact
Threatening behaviour	60 min WSD/reflection room/restart room/ exclusion/restorative practice/SLT referral
Vandalism/Graffiti	60 min WSD/reflection room/restart room/pay for damage/SLT referral/exclusion
Persistent absence	Parent contact/HSLO/year team report/30 min AD/ ESW involvement
Throwing items over the school balconies	60 min WSD/reflection room/restart room/ exclusion/restorative practice/SLT referral
Refusal to go to the referral room	T4 reflection room/parent contact/60 min WSD
Self exit	30 min SD/parent contact/restorative practice between student and department

### HIGH LEVEL BEHAVIOUR

**Senior response is an EXPECTATION and consequently the decision can only be made by SLT**

Physical assault	Senior response/parent contact/reflection room/60 min WSD/year team report/referral to inclusion panel/referral to outside agencies/internal or external exclusion
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## Hanson School Behaviour Policy

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Carrying a weapon	Senior response/parent contact/60 min WSD/year team report/behaviour contract/referral to inclusion panel/referral to outside agencies/internal or external exclusion
Threatening or using a weapon	Senior response/parent contact/60 min WSD/ referral to outside agencies/internal or external exclusion
Setting off fireworks/setting a fire	Senior response/parent contact/60 min WSD/ referral to outside agencies/external exclusion/ PCSO involvement/fire setters involvement
Drugs and alcohol - under the influence	Senior response/parent contact/60 min WSD/ referral to outside agencies/external exclusion/ PCSO involvement
Drugs and alcohol - on school site/Drug equipment	Senior response/parent contact/60 min WSD/ referral to outside agencies/external exclusion/ PCSO involvement
Drugs- supplying/dealing	Senior response/parent contact/referral to outside agencies/external exclusion/PCSO involvement
Compromising the safety of others safety - high level	Senior response/parent contact/referral to outside agencies/external exclusion/ PCSO involvement
Anti social behaviour	Senior response/parent contact/60 min WSD/ referral to outside agencies/external exclusion/ PCSO involvement/ referral to HIT
ICT - distributing inappropriate/indecent material	Senior response/parent contact/60 min WSD/ referral to outside agencies/external exclusion/ PCSO involvement/referral to HIT
ICT - making, viewing or distributing indecent images of children or young people	Senior response/parent contact/60 min WSD/ referral to outside agencies/external exclusion/ PCSO involvement/referral to HIT/CP officer involvement
ICT - hacking into others peoples accounts or wilfully damaging other peoples work or school systems	Senior response/parent contact/60 min WSD/ referral to outside agencies/external exclusion/ PCSO involvement/referral to HIT
Failure to attend WSD	Parent contact/RESTART room booking (10am- 4pm)
Repeated failure to attend WSD	Parent contact/exclusion/referral to HIT
Repeated defiance of school expectations	Parent contact/exclusion/referral to HIT

### Referral

You may wish/ need to remove a student to another room- this is classed as a T3. This is usually a department referral. Each department **will** have a department referral timetable. However, you may wish to establish a strategy with a classroom close. All of which **must** be recorded. If you deem a student to have **failed referral** (T4) then you may call 711- this will trigger a **senior response** whereby SLT/ ELT will arrive- that member of staff will **coach** the student into making the right decision. If this cannot happen then they will be removed from the situation. A decision will be made on their consequence by the **senior response**.

### Senior Response

Senior response **must** only be called when an immediate response is required.

### Restorative/Detention

# Hanson School Behaviour Policy

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Staff should take responsibility for a consequence given within their lesson. Before removing a student from your lesson all behaviour management techniques should be tried.

Form Time Detention (FD) - given by Form Tutor- generally 10 minutes at break

Attendance Detention (AD) - given by Attendance Team- 30 minutes at lunch

Year Team Detention (YD) – given by Progress & Behaviour Teams- 30 minutes at lunch

Teacher Restorative/Detention (TD) – given by teacher- 20 mins at lunch/after school

Subject Restorative/Detention (SD) – given by Subjects- 30 minutes at lunch/ after school

SLT detention (WSD) – given by ELT/ SLT- 60 minutes after school

## The power of SIMS

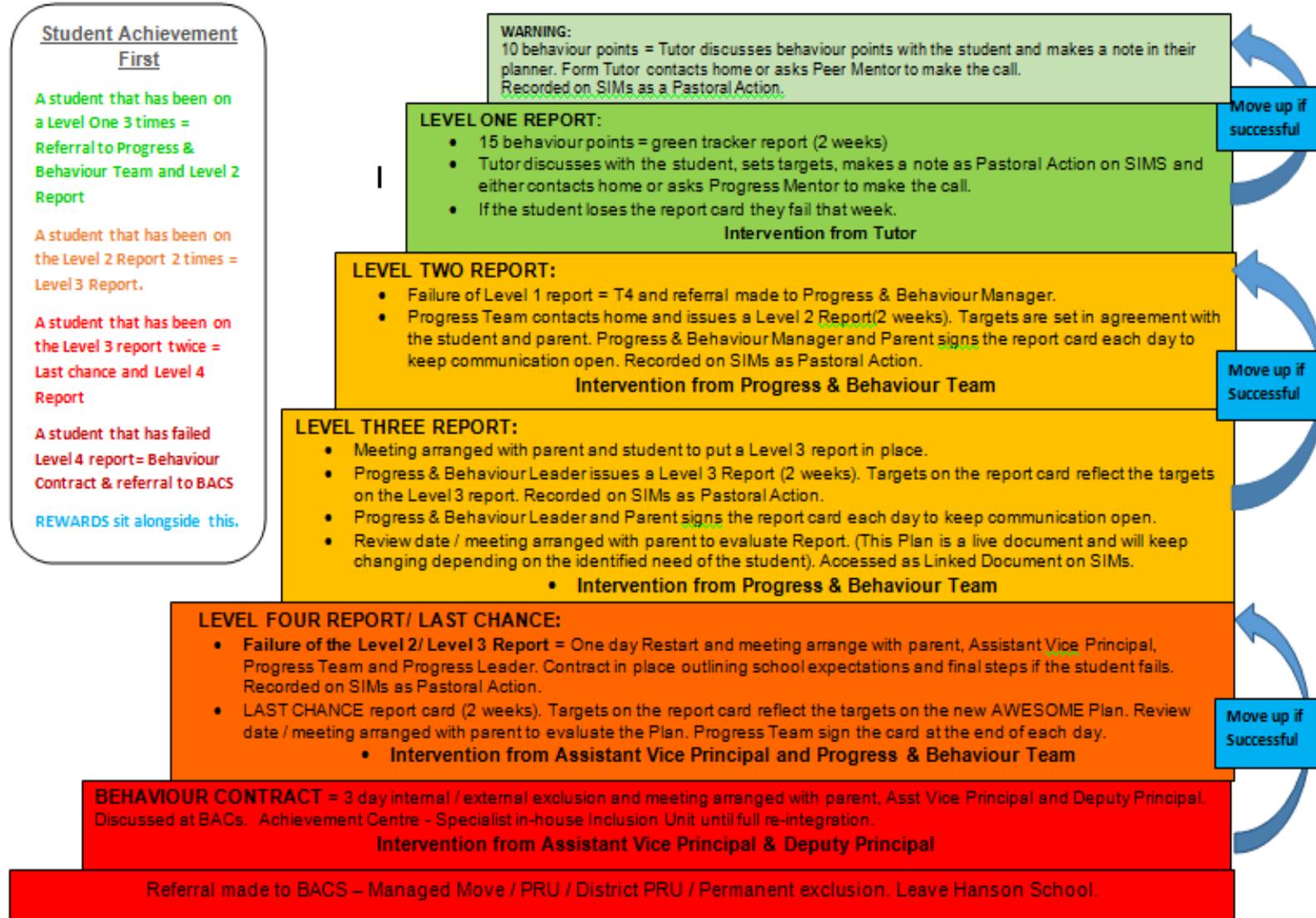
None of the above will effectively have an impact if behaviours are not recorded on SIMS. Each behaviour type above will reflect a 'behaviour stage/ tariff'. Without the recording, SIMS will not book students in for a 'consequence' and so reports cannot be ran. Any reports ran will act as a RESTORATIVE/DETENTION LIST.

## Criteria for the RESTART room

1. Most students will be **booked** into the restart room as a consequence for a poor choice the day **before** or as a reintegration phase after a FTE
2. Students that are **referred** to the restart room should only be taken for the following;
  - a. A serious offence (fighting, use of weapons, substances, high risk, serious vandalism)
  - b. Failed referral (this is for that **specific lesson only**)
  - c. Uniform (foot wear, lanyard twice or more in a half term, trousers, blazer, tie twice or more in a half term)
  - d. Serious verbal abuse to staff
3. RESTART should **not** be used for the following;
  - a. Truancy
  - b. Punctuality
  - c. Lack of equipment- this should be recorded and naturally students will receive a booking into the RESTART room

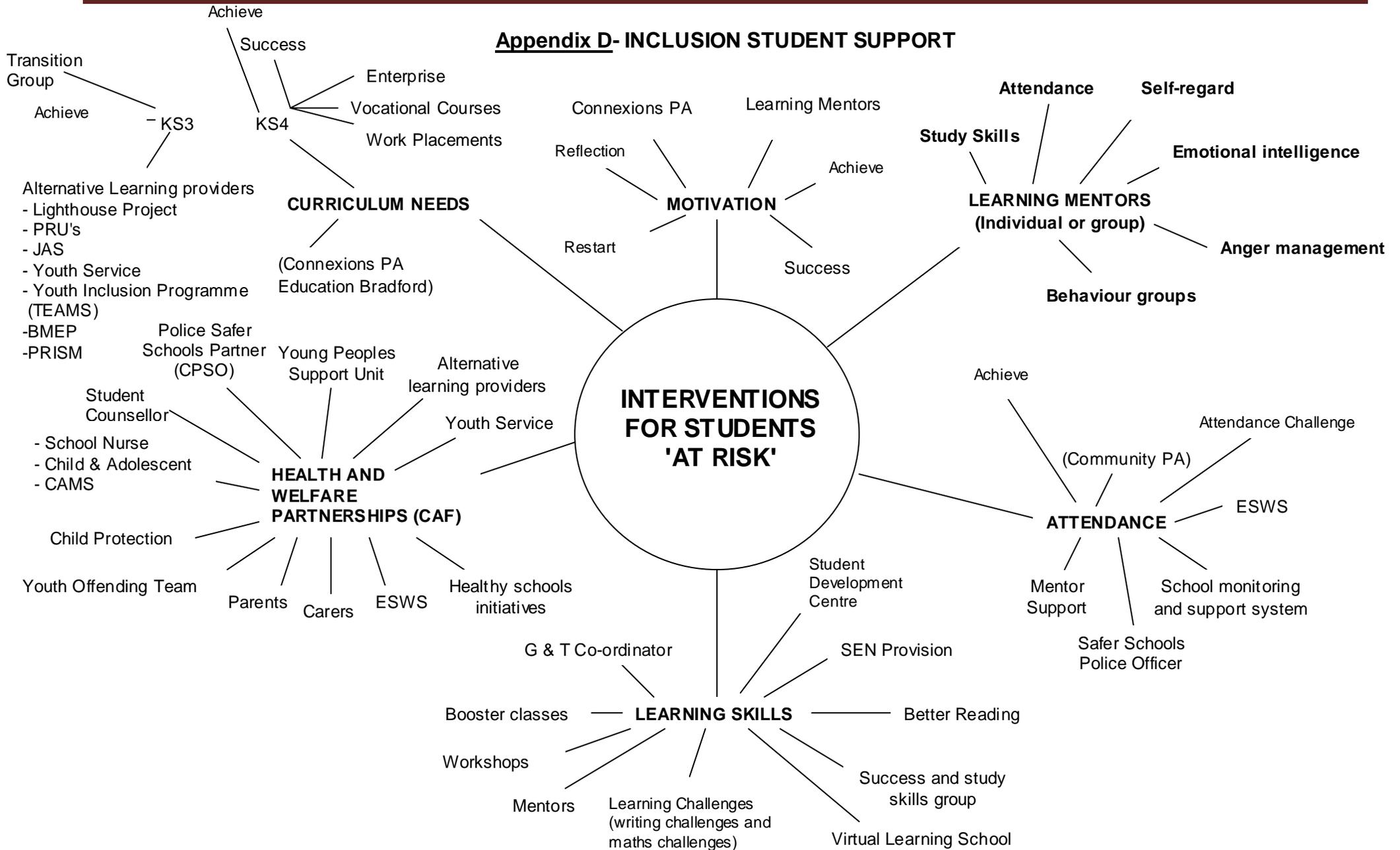
# Hanson School Behaviour Policy

## Appendix C- BEHAVIOUR MONITORING SYSTEM



# Hanson School Behaviour Policy

## Appendix D- INCLUSION STUDENT SUPPORT



### Appendix E- HANSON REWARD SYSTEM

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#### **Aim/Rationale**

To promote the use of praise and rewards in school.

To support a positive achievement ethos.

To raise the profile of achievement with our students.

#### **Objectives**

To introduce a system whereby a range of different types of behaviour are acknowledged by achievement points. These achievement points can then be collected to directly link into an end of year rewards day trip.

(From the outset it is intended that all adults working in school are involved in praising and rewarding students).

#### **Rewards Pyramid**



<b>Short Term</b>	<b>Medium Term</b>	<b>Long Term</b>
Daily achievement points on SIMS	Bronze, Silver, Gold achievement status	Rewards Day
Achievement group Star Student of the week	Certificates	Presentation Evening
Weekly achievement point totals	Letters home to parents	Bronze, Silver, Gold Status
Contact with parents/carers (phone calls/text messages)	Half Termly House achievement assemblies	Rewards Shop
Golden Scratchcards	Rewards Shop	
Rewards Shop		

**Pupils will collect achievement points across the year and these will be shared with students in achievement group admin time.**

**100 Achievement points = Bronze Award**  
**200 Achievement points = Silver Award**  
**300 Achievement points = Gold Award**  
**400 Achievement points = Platinum Award**  
**500 Achievement points = Double Platinum Award**

When students reach specific awards, certificates will be presented in achievement assemblies and letters of achievement will be sent home to parents. This is part of our drive to promote praise as a whole school priority.

Pupils overall achievement point totals will directly link in to the end of year rewards day. Examples of these rewards are shown below.

### Bronze End of Year Awards

- Films in Atrium
- Atrium Queue Jump

### Silver End of Year Awards

- Arcades
- Cinema Trip
- Bowling

### Gold End of Year Awards

- Theme Parks
- Stadium Tours
- Matinee Shows

### **Appendix F- RIGHTS AND RESPONSIBILITIES**

Everyone at school has the right to work and socialise in a safe environment.

We must all help to make this possible by recognising our rights and our responsibilities:

<b><i>We have the Right</i></b>	<b><i>We have the Responsibility</i></b>
not to be bullied in any way	not to take part in bullying and report any bullying we see
to feel safe at school	to behave in a reasonable manner which will not put others at risk
to an education and to be able to learn according to our ability	not to make fun of others or prevent anyone from learning
to be treated with respect and without prejudice	respect others in the school community
to have our own opinions heard	to let others express their opinions
to expect our possessions to be safe at school	not to interfere with the possessions of others and to report any theft or mistreatment we see
to choose our friends	not to force our friendship on others
to work within a calm and purposeful atmosphere	to do nothing that may disturb a calm and purposeful atmosphere
to be given clear precise guidance about your behaviour by teachers	to accept without, defiance, the instructions and decisions of the teachers
to have appropriate work explained, set and assessed	to complete on time all classwork and homework given
to be treated fairly and with respect	to treat everyone with fairness and respect