



Behaviour Policy

June 2005

The Policy

Aim

Hanson has high expectations of the whole school community. Students and staff with the support of parents/carers, will promote positive behaviour and also enable high quality teaching and learning in a safe and secure environment.

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. The ABC of positive behaviour (Appendix B).
This should be discussed with students at the start of each school term and referred to regularly by all staff.
3. Guidelines for staff on the sanctions that are used in the school (Appendix C). These **must** be applied consistently by all staff.
4. The steps in the disciplinary code are set out in Faculty Behaviour Plan and Pastoral Behaviour Support Programme (Appendix D & E).
5. The rewards system (Appendix F).
Staff must be fully familiar with its content and utilise it consistently and fairly.
6. Rights and Responsibilities (Appendix G).
7. On Call System (Appendix H).

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Rewards and Sanctions

Encouraging Positive Behaviour

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.

To maintain good social behaviour it is important that we recognise and reward achievement and improvement. This may be done by:-

Promoting Positive Behaviour

Rewards

Rewards **must** be given wherever appropriate for students' work, attitude and conduct. Staff should always endeavour to make use of rewards to bring out the best in students. Suitable rewards are:

- Verbal praise.
- Good comments in journals
- Credits
- Positive callouts/Faculty praise week
- Sending good work to the Head Teacher/SLT praise
- Letter/postcard/phone calls/text messages home
- Mention in assembly
- Mention in newsletter
- Certificates
- Prizes
- Trophies (sporting/academic)
- Presentation evening
- Becoming Seniors/Buddies/Student Leaders
- Media Publicity
- Achievement Displays

It is important that staff use rewards throughout Keystage 3, 4 and 5 and across all ability levels. They should be issued fairly and consistently and by all staff across the school community.

(The school rewards policy can be seen in full in Appendix F.)

Rights and Responsibilities

In order to safeguard staff Rights to teach and students the right to learn in a safe and secure environment students should be made aware of their responsibilities which are integral to the ABC Behaviour Code (Appendix I). All students will have a copy of their Rights and Responsibilities (Appendix G) in their journals.

Unfortunately there are times when encouragement alone may not be sufficient to improve a student's behaviour and further action will need to be considered.

Any sanctions adopted will depend upon the individual circumstances, but will generally follow the Faculty Behaviour Plan and the Behaviour Support Programme (Appendix D & E).

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Appendix A

EFFECTIVE CLASSROOM MANAGEMENT AND STRATEGIES FOR PROMOTING APPROPRIATE BEHAVIOUR IN THE CLASSROOM

1. *Teaching is more likely to be successful if:*
 - Aims are considered and lessons have an overall theme and demonstrate continuity.
 - Each lesson has specific objectives which are clearly conveyed to students. These should be challenging but achievable.
 - Work is well prepared, including specially differentiated materials for all students which provide engaging and varied tasks. Students often behave inappropriately because they are bored or under-challenged or if the work is too easy, too difficult or irrelevant.
 - Marking is regular and thorough in line with department and whole-school policy.
 - The lesson is split into smaller time segments as students find it difficult to concentrate for long periods of time on the same task.
 - Homework is set regularly, is appropriate and suitably differentiated and supports and extends learning. This should be written before the end of the lesson. Teachers need to check students are recording their homework.
 - Homework is written on the board so students can copy it down. This should be written before the end of the lesson. Teachers need to check students are recording their homework.
 - Different learning styles are acknowledged.
 - Students have targets and clear paths to learning.
 - Staff are positive about the learning experience.
 - Staff are positive with rewards.

2. *When teaching, the students' attention can be better sustained by:*
 - Standing prominently in the room, although not always in the same place.
 - Knowing and using the students' first names gives students a sense of belonging
 - Treating students as responsible and valued human beings gives them respect and in turn encourages them to be respectful.
 - Demonstrating involvement with the subject: enhancing the meaning with vocal variations reinforced by bodily movements and facial expressions.
 - Using eye contact or a hand gesture to express disapproval at inappropriate behaviour as well as a positive tool to encourage good behaviour (a smile, a nod, thumbs up etc).
 - Looking for and responding to feedback from students.

3. *The momentum and smoothness of the lesson will be improved by:*
 - Being in the classroom ready to receive students, ensuring a prompt start.
 - Making sure the room is laid out as you want it and that all materials and equipment are ready for use (always leave your classroom tidy for the next person).
 - Establishing and insisting on routines for:
 - entering the room
 - seating arrangements
 - putting bags out of the way
 - explaining the task ahead
 - equipment needed
 - giving out books/work/equipment
 - setting out work

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- listening to the teacher
 - listening to other students
 - asking and answering questions
 - stopping work
 - summarising the lesson
 - writing all homework on the board and allowing time to write in journals.
 - clearing up
 - packing up and leaving the room.
- Introducing a main theme clearly - avoid dealing with side issues, unnecessary repetition of points already understood.
 - Ensuring extension work is available for faster learners.
 - Not attending to individuals or small groups at the expense of the whole class
 - Using questions as a means of keeping students alert and accountable and checking their understanding.
4. *Inappropriate behaviour which interrupts students' learning can be avoided by:*
- Adhering to the Faculty Behaviour Plan.
 - Sharing good practice with colleagues.
 - Establishing clear expectations for the behaviour of the group as a whole and for the individual.
 - Using clear rules and applying them consistently.
 - Having a quiet word with the student that the behaviour is inappropriate and should stop.
 - Describing the effects of the behaviour and not the behaviour itself: 'When you call out it disturbs the others'; 'when you make a noise the class can't hear what I am explaining'.
5. *Challenges to one's authority are more likely to be avoided by:*
- Planning your approach carefully before you act. When you do act be consistent stick to it and show the student that you are not going to give in to misbehaviour. You may need to revise your plan as the situation continues.
 - Giving one clear warning and, if misbehaviour continues, apply sanctions.
 - Staying positive in your approach to any provocation. Try to focus on the behaviour in question and not on the student in question.
 - Finding time to talk to the student about the problem. Remind the student of the behaviour that is required in school and what you will do to help.
 - Looking at our own behaviour. Teachers often need to change how they behave in the face of disruption or challenge if they are to change the students' behaviour
 - Trying to maintain a good level of humour.
6. *Teachers will be less likely to contribute to unwanted behaviour if they ensure that the following are avoided:*
- Starting the new lesson before all the students are ready.
 - Talking above the background noise.
 - Shouting.
 - Making sarcastic or hurtful comments to or about a student.
 - Dealing with disruptive behaviour or setting targets for behaviour in front of other students.
 - Allowing students to sit where they want.

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- Allowing students to wear coats, leave bags on the table or move places without permission.
- Finishing a lesson in a rush without summarising what has been covered.
- Drawing unnecessary attention to inappropriate behaviour.
- Provoking confrontation.
- Making physical contact with the student.
- Interviewing a student in a classroom alone.
- Threatening sanctions and then not carrying them out or overreacting suddenly and severely.
- Leaving a class unattended.

7. *Sanctions are more likely to suppress inappropriate behaviour if they:*

- Are in proportion to the incident.
- Are clearly understood and accepted by the student and his parents/carers are seen as fair and reasonable.
- Do not make the student a martyr within the peer group or family.
- Are within the guidelines of the school behaviour policy.

Where negative behaviours are displayed all staff must follow the Hanson Behaviour Management Steps (see below).

HANSON BEHAVIOUR STEPS

Step 1	Verbal Warning	(with a choice and a consequence)
Step 2	The Consequence	(Could be one of the following comment in journal move the student extra work set detention etc.)
Step 3	Final classroom warning <div style="border: 1px solid black; padding: 2px; display: inline-block;">Purple Slip</div>	(verbal think and choose)
Step 4	Exit to Faculty Referral room <div style="border: 1px solid black; padding: 2px; display: inline-block;">Yellow Slip</div>	(See Faculty Behaviour Plan. There will be at the least a Faculty detention issued in addition to any consequence issued by the class teacher.)
	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Blue Slip</div>	- Student exit themselves - Call reception and complete blue exit slip - this is equal to Red exit in terms of consequences. (Behaviour Officers will try to find students and refer them to Remove)
Step 5	Staff Emergency Call out <div style="border: 1px solid black; padding: 2px; display: inline-block;">Red Slip</div>	- Student will at least be placed in Remove - Issued with a Senior Staff detention and maybe issued with further a sanction

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This will facilitate monitoring and intervention strategies by faculty's year managers and senior staff.

Parents will automatically be informed when their child's behaviour reaches Step 4 and 5 or when a blue exit occurs

Appendix B

- **STUDENTS COPY IN THEIR JOURNALS**
- **1 COPY IN EVERY CLASSROOM FOR DISPLAY**

THE ABC OF EXPECTATIONS

- A** **A**ccept responsibility for our own conduct.
- B** **B**ehave at all times in a way which shows respect for each other.
- C** **C**reate an environment which allows students to learn and teachers to teach.

Accept responsibility for your own conduct. This means:

1. *Show consideration for others by moving around the buildings quietly and carefully, e.g.:*
 - Walk on the left-hand side of corridors.
 - Always walk - remember running and pushing others causes accidents.
 - Open or hold open doors for other people.
 - Line up quietly outside your classroom unless instructed to enter by a member of staff.
 - Arrive at lessons on time.
2. *Arrive at school in the correct uniform.*
 - In Key Stages 3 and 4 you are expected to wear the school uniform as follows:
Black tailored trousers or a black skirt or black shalwar and pinafore and black hijab.
Black blazer with Hanson Logo
Optional Black V necked jumper
White plain school shirt
Hanson tie
Black shoes or plain black trainers, boots may be worn under trousers
 - In Key Stage 5 sensible informal clothing is acceptable with a smart outfit for formal occasions. Security passes should always be visible.

Behave at all times in a way which shows respect for each other. This means:

1. *Behave in a courteous and orderly manner:*
 - Always try to understand other people's point of view.
 - Speak politely to everyone and use a low voice - shouting is always discourteous.
 - Respect other people's property.
 - Respect the school and its property.

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2. *Show consideration for each other by keeping the school clean and tidy.*
 - Clear up your own mess and leave things clean and tidy for the next person/group.
 - Put chairs under desks at end of lessons or up on tables at the end of the day.
 - Put all rubbish in the bins provided.
 - All food bought at school should be consumed in the dining areas once opened.
 - Take responsibility for any untidiness/litter you come across.
3. *Remember that your behaviour out of school creates the reputation by which you and your school are judged.*

Create an environment which allows students to learn and teachers to teach. This means:

1. *Working to the best of your ability in lessons and not disturbing the learning of others.*
 - Sit down and get ready to work as soon as you enter the classroom.
 - Follow instructions first time and respect the particular rules and expectation of each member of staff.
 - When the teacher talks to the whole class, you must be quiet and pay attention.
 - Fully participate in classroom activities.
 - Complete all class and homework to the best of your ability.
 - Put up your hand to answer questions.
 - Wait until you are invited by your teacher to answer questions - calling out distracts from the learning.
 - Avoid distracting or annoying others in the lesson.
 - Look after your own property ensuring that you do not interfere with the property of others.
 - Drinking and eating is a break/lunchtime activity only. Water can be drunk in lessons
 - Pack away only when your teacher tells you.
 - Make sure the area where you have been working is clean and tidy before you leave the room.
 - Always seek permission from your teacher before leaving the room.
2. *Arriving punctually and well prepared for each lesson:*
 - Arrive on time for registration and lessons - the morning session starts at 8.15am, the afternoon session starts at 1.25pm.
 - Bring the necessary equipment - writing equipment, books, homework, journal and PE kit etc.
 - Try to attend every day unless you are ill - if you are absent telephone the school and you must bring a note to give to your Form Tutor on the day of your return.

Following the ABC brings its own rewards:

- Praise
- Journal Comments/Stickers
- Credits
- Letter/Telephone/Text call home
- Certificates

Failing to follow the ABC will bring consequences

- Quiet word
- Formal warning
- Journal comment
- Moved elsewhere in the class
- Removed from class
- Detentions / community service / extra work
- Head of Faculty / Year Manager involvement
- Parents involved
- Extreme cases could lead to an exclusion.

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Appendix C

IN CLASS

The following types of behaviour are no way intended to be exhaustive. However, they should assist in recognising a hierarchy of levels within the behaviour support system.

Level 1 Behaviour	Examples of possible sanctions - Classroom Teachers/Support Staff
<p>A student may:</p> <ul style="list-style-type: none"> • Have difficulty in organising themselves for learning. • Fail to complete homeworks and / or meet deadlines. • Fail to use journal effectively. • Show a negative attitude to work on a few occasions. • Be easily distracted from tasks. • Be lazy. • Show negative attitudes toward teacher prompting. • Fidget and disturb others. • Annoy others by messing with their equipment. • Call or shout out despite teacher reminders to the contrary. • Behave in an irritating manner e.g. foot or pencil tapping. • Disrupt the learning of others by inconsiderate actions. • Arrive late to lessons on more than one occasion. • Fail to attend a detention. • Have a mobile phone out in class. 	<p>The staff take responsibility for implementing sanctions in a calm fair and consistent manner e.g.:</p> <ul style="list-style-type: none"> • Verbal warning – link to ABC code • Reseating • Journal comment • Stay back • Detention / extra work / community service • Referral to line manager to follow Faculty Behaviour Plan / Behaviour Support Programme with continued involvement of staff. • White slip completed and as a consequence negative behaviour points issued
<p>Level 2 Behaviour</p>	<p>Line Manager with Classroom Teacher / Support Staff</p>
<p>An intensification in frequency and severity of those identified in Level 1. A student may also:</p> <ul style="list-style-type: none"> • Swear or be verbally abusive toward peers. • Be quarrelsome with staff. • Deliberately annoy staff. • Be scornful toward others on a regular basis. • Fail to accept consequences/sanctions. • Display inappropriate ethical behaviour toward others. • Be hyperactive. • Attempt to dominate proceeding. • Require extensive adult contact. 	<ul style="list-style-type: none"> • As for level 1 however, follow Faculty Behaviour Plan, where Year Managers are involved the Behaviour Support Programme would be engaged which may include Removal/Exclusion Room. • Appropriate behaviour slip and negative behaviour points issued • Swearing leads to placement in Remove • Failure to accept consequences leads to placement in Remove • Truancy (internal) leads to placement in Remove

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Level 3 Behaviour	Refer to HOF / Year Manager / Leadership Group
<p>Further intensification of behaviour identified in Levels 1 and 2. A student may also:</p> <ul style="list-style-type: none"> • Aim physical violence at staff or peers. • Force others to do things against their will. • Deliberately damage or destroy the property of others. • Steal from others. • Display unacceptable ethical behaviours. • Partake in the abuse of drugs. • Show no regard for the rights of staff and peers. • Be unsustainable in class without full-time adult supervision. • Swear at staff 	<p>Sanction</p> <p>Journal comment/letter home/parents invited into school</p> <p>Detention/Community Service</p> <p>Extra Work</p> <p>Referral to Pastoral Staff- Tutor - Year Manager</p> <p>(Behaviour Support Programme/attendance procedure)</p> <p>At Level 3 referral to Year Manager / Leadership Group</p> <p>Remove/ER</p> <hr/> <p>In extreme cases the ultimate sanction will be exclusion and/or Exclusion Room</p>
Level 4 Behaviour	
<ul style="list-style-type: none"> • Persistent and deliberate failure to meet school expectations (see above). 	<p>Behaviour Panel 4</p> <p>In extreme cases, the ultimate sanction will be permanent exclusion</p>

Out of Class Behaviour

With out of classroom behaviour the levels again relate to the intensity in terms of **frequency and severity**.

- Swearing – Remove
- Lateness to school
- Truancy - Remove
- Boisterous corridor behaviour
- Anti social behaviour towards peers
- Unethical behaviour towards peers
- Smoking on site - Remove
- Leaving site without permission - Remove
- Bullying
- Rude/inappropriate responses to staff and misuse of dining facilities

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Other Behaviours

Certain behaviours are immediately categorised as Level 3 or 4

Level 3

- Involvement of theft.
- Physical abuse of staff.
- Planned violence towards peers.
- Drug abuse.
- Sexually inappropriate behaviour.
- Tampering with or activating fire safety equipment.

Level 4

- Serious actual or threatened violence against another student or member of staff.
- Racially motivated assault.
- Possession of an offensive weapon.
- Drug abuse - possession, use and/or supply.
- Repeated sexually inappropriate behaviour / sexual assault.
- Repeated tampering with or activating fire safety equipment.
- Setting a fire in school.

Level 4 behaviours could lead to a permanent exclusion.

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Appendix D

FACULTY BASED BEHAVIOUR PLAN

Best Practice

- 1) Are School/Faculty based Behaviour Codes displayed and referred to in all rooms? (**ABC** code).
- 2) With reference to the faculty referral system:
 - Individual to deal with incident - use of behaviour tool kit e.g. language of choice. (Staff should share best practice through 'What if exercises' and other strategies embedded from Behaviour Strategy Group, inset or external training.)
 - Individual detention/consequence.
 - Faculty 'on call'/parking system - if so, is it displayed in classrooms/mark books.
 - Referral to HOD/HOF.
 - Faculty detention.
 - Faculty report/targets.
 - Contact with parents - telephone/letter/interview - copy of call log / letter to Year Manager.
 - Short term isolation.
 - Longer term placement in other group.

NB Some faculties may consider a behaviour 'mentor' - a person who can support colleagues with best practice.

- a) Is there a system to:
 - i) Report to Year Manager
 - ii) Refer to Year Manager for joint action -if so, at what stage of the process?
- b) Are all staff especially new staff and **supply**, aware of referral system?
- 3) Is there a strategy for supporting the 'Hard Class'?
- 4) Is there a recognition of **positive** behaviour?
 - Verbal praise and reinforcement of positive behaviour
 - Merits / Credits / Green slips
 - Informing parents - postcard/phone call
 - Report to Year Manager
 - HOF on call for praise
- 5) Choose where students sit (ideally - boy, girl)

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Appendix E

BEHAVIOUR SUPPORT PROGRAMME

Faculty Support Strategies

(See individual faculty policy)

Behaviours

Pastoral Support Strategies

*Liaison with
Tutor and
parent (joint
action)*

Level 1

Students exhibiting
lower level risk
concerns

Form tutor targeting and
behaviour support strategies
Liaison with parents.
Sharing strategies with staff
Form tutor report
Liaison with Year Leaders
Rewards and sanctions
Use of Remove

*Liaison with
Tutor, Year
Leader and
parent (joint
action)*

Level 2

Students exhibiting
medium to high
level risk concerns

Tutor and year leader action.
Behaviour support strategies.
Hierarchy of reports.
Individual pupil profile (to
include behaviour profile).
Behaviour Target Group
Internal and/or external
behaviour panels 1 and 2.
Develop Pastoral Support
Plan which may include
referral to Student
Development Centre.
Referral to SENCO.
Use of Student Development
Centre
Use of ER

*Liaison with
Tutor, Year
Leader,
parent and
external
agencies*

Level 3

Students exhibiting
high level risk
concerns

Year Leader and Senior Staff
action.
Continued use of Behaviour
Target Group and support
strategies.
Behaviour panels including
Pastoral Support Plan review
(possible inclusion of
external agencies). Further
use of Student Development
Centre.
Use of alternative provision
on and off site.
Manage Move
Behaviour panel 4 (pre-
exclusion action plan).
Use of twilight school.
Use of offsite provision ACE
centre

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- Keep reports and targets simple and achievable.
- A day with Year Leader - to illustrate that good behaviour is achievable.
- Use of other adults to monitor reports i.e. 'escape' the Year Leaders.

Appropriate Exit from Report System

- All agree that the aim is to exit students from system where and whenever possible. We hope to avoid students becoming "trapped" into the reporting sequence - except in the most extreme of cases:
- Set clear targets by which students can exit system - be consistent!
- Removal from more intensive report following a single day of success? Back onto the less intensive procedure.
- 'Fresh start' policy adopted with students following positive meeting with parents - no need to place immediately back on report.
- Realistic expectations - are we expecting perfection or significant improvement.
- A different approach KS3 - KS4. KS4 more likely to be 'negotiated'.

NB. Other reports available include punctuality, homework and lunchtime monitoring.

Where positive strategies meet with limited or no response we must focus upon behaviour modification - both positive and punitive.

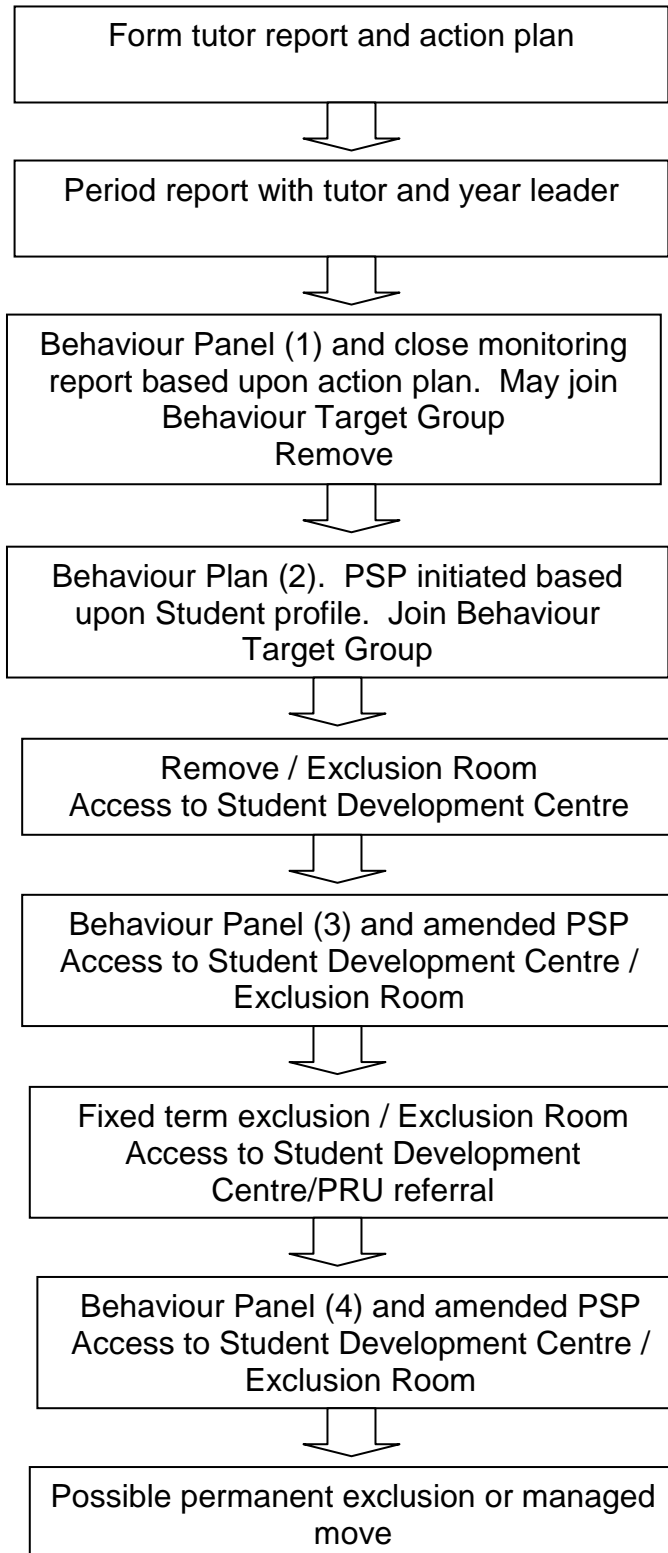
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BEHAVIOUR SUPPORT SYSTEM

Referral flow diagram - pastoral guidelines

A range of interventions and support strategies should be implemented at various stages to facilitate **successful behaviour modification and exit** from the referral system.

A student may **return** to the system should behaviour dictate, however, this does not necessarily mean they join at the stage previously reached - **individual discretion required**.



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BEHAVIOUR SUPPORT PROGRAMME

Guidance on Behaviour Panels

Behaviour Panels should be initiated within the sequence of support offered to individual students. These meetings are aimed at identifying the nature of challenging behaviour, establishing clear targets for improvement and developing the support strategies to be utilised.

- **Internal Behaviour Panel - 1**
 - To be held when a student has failed to respond to faculty and tutor based support strategies at level 1.
 - Tutor, Year Leader, parent and student to attend.
 - Action plan agreed.

- **Internal Behaviour Panel - 2**
 - To be held should a student fail to comply / meet targets identified in Panel 1. Student may have progressed to level 2 behaviour.
 - Year Leader, Leadership group support, possible involvement of Mentor/SENCO. Parent and student to attend.
 - Pastoral Support Plan developed.
 - Student to join Behaviour Target Group.
 - Access to Student Development Centre.

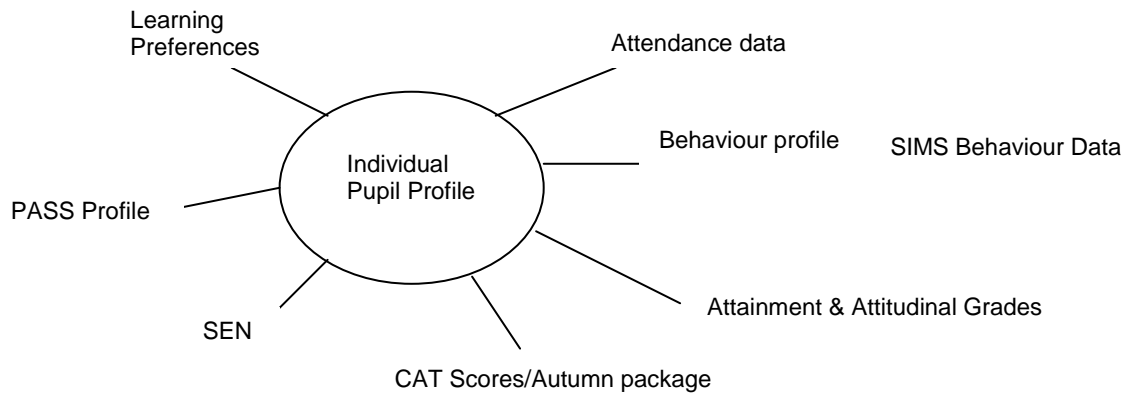
- **External Behaviour Panel - 3**
 - To be held should a student fail to comply/meet the targets identified in PSP at panel 2. Students may be progressing toward level 3 or remain within level 2. Year Leader, Leadership group support, possible involvement of SENCO/Mentor/Connexions PA and external support agencies.
 - Pastoral Support Plan reviewed.
 - Access to Student Development Centre.

- **External Behaviour Panel - 4**
 - To be held should a student fail to comply/meet the targets identified in the PSP at Panel 3.
 - Year Leader, Leadership group support, parents, student and all other supporting staff/agencies to attend.
 - Pre-exclusion action plan initiated as part of PSP.
 - Access to Student Development Centre.

As students progress through the hierarchy of support we should **develop an increasingly comprehensive Student Profile. Provision mapping can be discussed and reviewed at Behaviour Panel and Social Inclusion Team meeting.**

Within behaviour panels 1 and 2 we should be able to utilise some or all of the following information in order to help plan support effectively:

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Further information may become available through the intervention of Student Development Centre, SENCO, Mentors, Connexions PA and any external agencies involved.

NB Though confidentiality is an issue to be considered as more information becomes available.

Action Plan / PSP

The behaviour panel should identify the targeted areas requiring support. This may include one or a combination of:

- Behaviour needs
- Emotional needs
- Learner needs

Intervention strategies to support the student are available to include as a part of the action plan / PSP (see behaviour support strategies and intervention map.)

The action plan / PSP should be reviewed and amended at the next behaviour panel or, as would be hoped, at a meeting to congratulate student and parent upon successfully achieving targets.

There is no prescribed time-scale for intervention strategies and/or review of PSP's. However, good practice may be a 12 week (or termly) intervention and review period.

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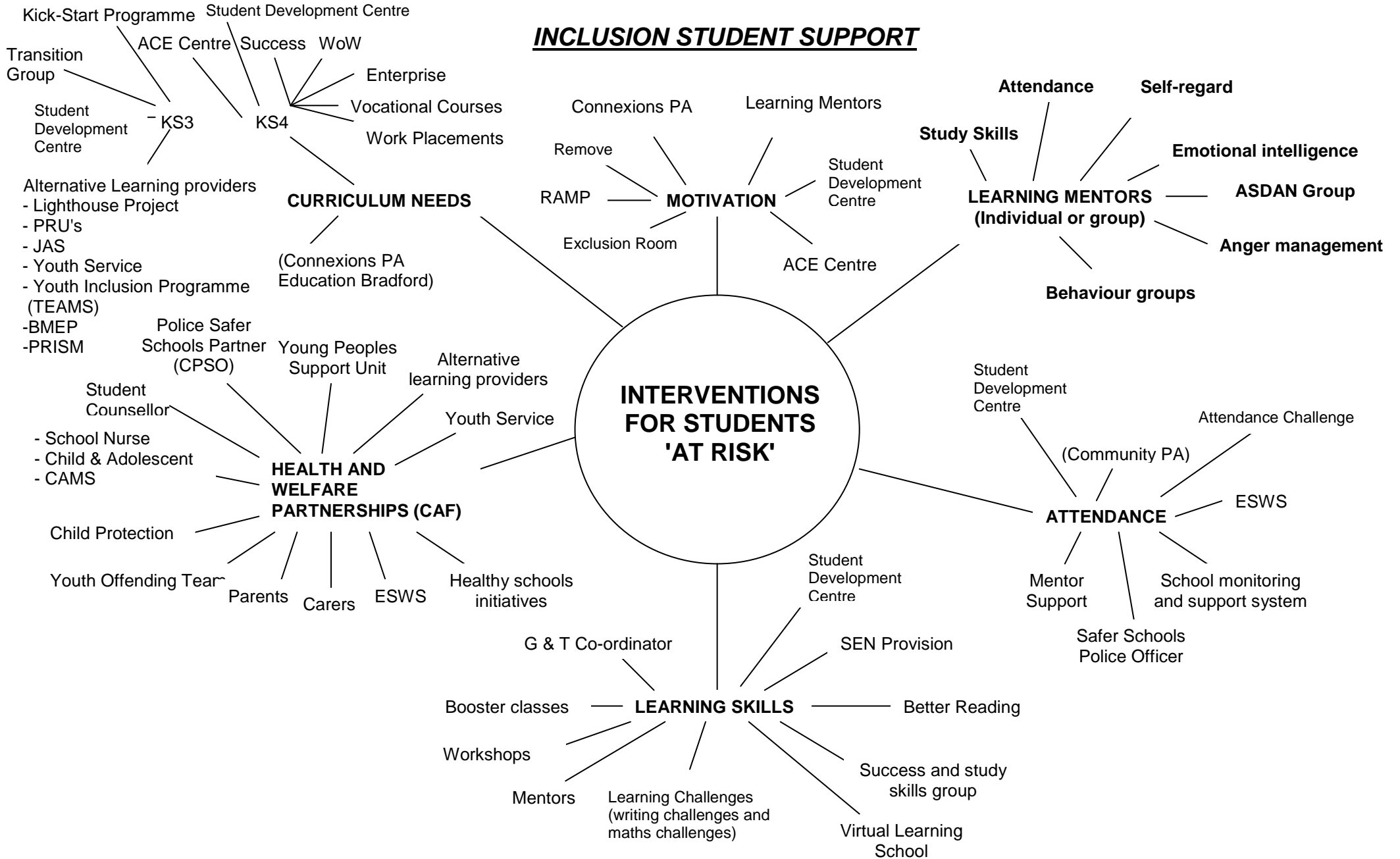
BEHAVIOUR SUPPORT PROGRAMME

Behaviour Support Strategies

Again a hierarchy of strategies can be established pending the nature of the challenging behaviour: Students exhibiting high level or persistent behaviour concerns should form a part of the Behaviour Target Group. Provision for these students can be discussed at the Social Inclusion Team meeting.

- The most significant resource = Pastoral team i.e. the relationships we build with students - the emotional bank account etc. Also, bringing parents 'on side' - a partnership to improve behaviour.
- Report hierarchy (see attached)
- 'Finding a way in' extra curricular activities.
- Behaviour activity sheets with HOY e.g. Chalkface
- Detentions/Lunchtime report.
- Year Group work.
- "Behaviour Buddies" - use of KS5 students on a lunchtime basis.
- The Conduct File
- KS3 strategy approaches (solution focussed thinking).
- Mediation with faculties
- Withdrawal/exclusions
- SEN Support Group - Autistic, dyslexia
- Year 7/8 positive behaviour group
- Referral to Learning Mentor
- Referral to SENCO
- Residential experiences.
- Kick-Start programme - Year 8/9 - alt curriculum for KS3
- Individual student profiles to include behaviour profiling (CAT's; attainment and effort; attendance; PASS; learning preferences)
- Behaviour panels (internal and multi agency)
- Develop PSP following behaviour panel
- Remove
- Internal support through access to Student Development Centre.
- Reintegration programme (including Student Development Centre).
- Signposting to Connexions PA
- Use of external agencies: YPSU, PRU, Lighthouse Project
- Alternative work based provision
- Exclusion Room
- ACE Centre (alternative offsite provision)
- Part-time timetable with distance (virtual) learning
- Twilight school

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Appendix F

Hanson Credit System

Aim/Rationale

To increase and formalise the use of praise 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 translated into credits.

To establish a system whereby credits are translated into rewards.

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

Praise Pyramid

(see diagram)

This moves from low cost-high frequency reward to high cost-low frequency reward.

1 Achievement Wall/Newsletter

Students can earn a brick on the achievement wall and get their name mentioned in the newsletter in a number of ways. (Brick – see example)

- Achieve Bronze, Silver or Gold Credit Award.
(50 credits = Bronze / 100 credits = Silver / 150 credits = Gold)
- Receive a Faculty Postcard.
- Receive a praise letter/appointment.
- Receive a certificate in Assembly.
- Receive Headteachers Award
- Receive Governors Award (for next academic year to start the new wall).

PLUS

'Exceptional Performance' e.g. raising money for Charity, passing external exams, representative honours, winning school Maths Quiz, service to the school community etc.

These will be recommended by the Year Leader who passes it on, initialled, to Admin.

2 Rewards Shop - to be open after school

- Students may exchange credits for rewards.
- Students will be consulted as to the contents of the shop.
- Prices will be set at October half-term when it is known how many credits are being earned.
- Admin staff will run the shop, using the database to monitor numbers of credits earned by students.
- Each group will have one specific time per week to access the shop.
- Shop may include:-

Stationary, book vouchers, CD/DVD vouchers/JJB vouchers/memory stick or other computer software, water bottles, PE equipment, privilege cards such as 'jump the queue' or a lunch pass to watch a movie etc

3 Recommendations

- Tutors appoint 2 monitors to keep the weekly tally chart.
- Give students a set day each week when you will change stickers to credits and give one credit for 3 stickers (tick off stickers when they are accounted for)

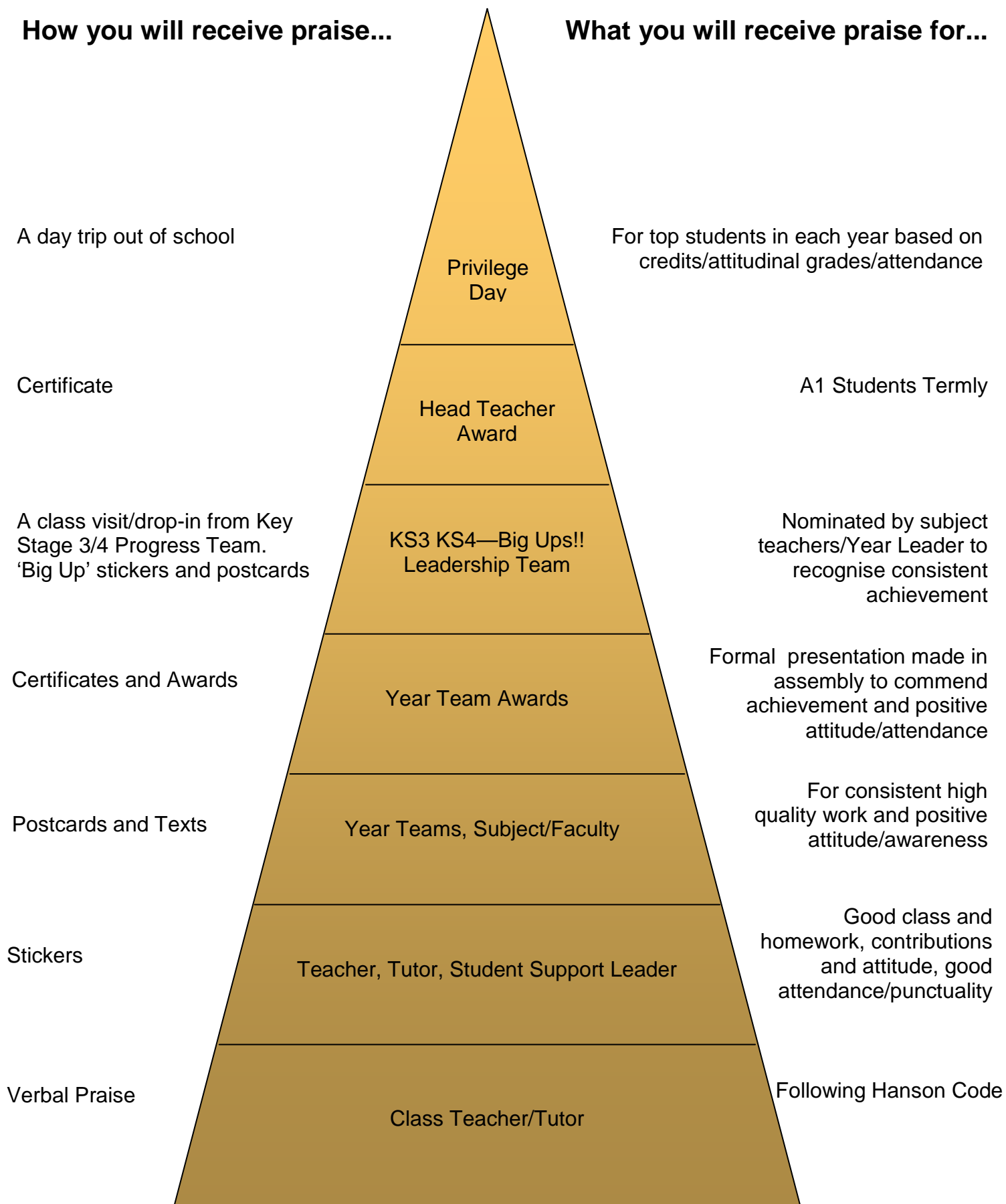
Also give one credit for a week with no negative comments. We suggest you aim to see 8 journals a day – sign and examine and tally. Spare good comments/stickers carry over to the following week.

- Your LSA should be involved in this.
- Monitors should hand tally sheet to the Student Office weekly.
- Students can record on-going credits tally on wall chart and on merit pages in journal.
- Additional credits will be awarded by others for attendance and praise. Every 3 weeks you will be given a printout so these students can update their personal tally. Display on wall.
- You can also request an update for you form from the Student Office as required.
- There may be focus weeks to enable you to give stickers for particular things e.g. perfect uniform.

HANSON PRAISE PYRAMID

How you will receive praise...

What you will receive praise for...



Hanson School Behaviour Policy

Appendix G

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:

<i>We have the Right</i>	<i>We have the Responsibility</i>
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

Appendix H

EMERGENCY CALLOUT

Leadership Group members are pleased to support colleagues who need our assistance in an emergency. This support should occur at the Red Exit stage of the Hanson Behaviour Steps.

If, on arrival at a classroom, we discover that the call out has been occasioned by a student's or students' inappropriate behaviour, we will speak to the student(s) concerned, usually outside the classroom.

We will then assess what is the most appropriate actions:-

- a) to return the student to the classroom. The class teacher may then impose an appropriate sanction.
- b) refer the student to HoD/HoF of the designated Faculty Referral Room. HoD/HoF, together with the class teacher, may then impose an appropriate sanction and may involve parents. A report is also likely to be given to the HoY who may decide that, particularly in the case of there being other concerns, withdrawal from class, Remove or exclusion is appropriate.
- c) in most cases the students will be taken to our Remove facility and will receive an additional detention. Following investigation, further sanctions may be issued.

ON CALL GUIDANCE

1) Positive Call Out

Staff on call are available should any member of staff require positive reinforcement of individual or group behaviour/learning.

It is likely that this may be more of a planned call out and can therefore be arranged in advance. Please provide details regarding the praise/rewards merited.

2) Negative Call Out - Red Exit

- Reception will contact a Behaviour Officer or the person named first, then the person named second (Leadership Group)
- Appropriate action will depend on the nature of the incident and the student(s) concerned.

Immediate action may include:

- Return to class / Referral Room (a return to learning is preferable where appropriate).
- Placement in Remove for duration of lesson.
- Immediate referral to HOF/HOY.
- Isolation outside senior staff offices of the staff room.

Follow up action may include:

- Faculty detention / Leadership Group detention
- Faculty report
- Faculty withdrawal
- Contact with parents
- Tutor or HOY report
- Remove/ER
- Exclusion

Guidance

It is advisable that staff on call attempt to:

- Adopt a non-confrontational manner whilst asserting the firm nature of school response. (Utilise language of choice. Speak quietly and calmly).
- Make absolutely clear the likelihood of more serious consequences should the student(s) choose not to cooperate.
- Seek further staff support should the situation deem it necessary.
- Suggest that the student and member of staff concerned meet prior to the next lesson in order to re-establish rights and responsibilities of all concerned. It is desirable to 'rebuild' any damage to the student-teacher relationship in the best interests of teaching and learning.
- Include completion of Red Exit in association with members of staff and this should be passed to Student Office, who will enter the incident on the SIMS database.

Hanson School Behaviour Policy

Our behaviour policy is an inseparable part of our whole school ethos. It links with several documents and policies (see below).

Written Documentation	Staff	Parents	Students	Journal	Display
Hanson Expectations	✓ Handbook/intranet	✓ Study Guide ✓ New Parent Guide ✓ Intranet	✓ Study Guide ✓ New Students booklet	✓	✓
Hanson ABC Code	✓ Handbook/intranet	✓ Study Guide ✓ New Parent Guide ✓ Intranet	✓ Study Guide ✓ New Students booklet	✓	✓ In all classrooms
Rights and Responsibilities	✓ Handbook/intranet	✓ Study Guide ✓ New Parent Guide ✓ Intranet	✓ Study Guide	✓	✓ In all classrooms
The Referral System	✓ Handbook/intranet				
Behaviour Support Programme	✓ Handbook/intranet				
Faculty Based Behaviour Plan	✓ Faculty Handbook				
The Learning Mentor Policy	✓ Handbook/intranet				
The Policy relating to Drug Related incidents	✓ Handbook/intranet	✓ Study Guide ✓ Intranet	✓ Study Guide		✓ Central Display
The Anti Bullying Policy	✓ Handbook/intranet	✓ Charter for Parents ✓ Intranet	✓ Charter for Students		✓ Central Display
The Policy for Dealing with Racial Harassment	✓ Handbook/intranet	✓ Study Guide Charter for Parents ✓ Intranet	✓ Study Guide Charter for Students		✓ Central Display
The Equal Opportunities Policy Statement	✓ Handbook/intranet	✓ Intranet			✓ Central Display
The Race Equality Policy	✓ Handbook/intranet	✓ Study Guide Charter for Parents	✓ Study Guide Charter for Students		✓ Central Display

Hanson School Behaviour Policy

Written Documentation	Staff	Parents	Students	Journal	Display
		✓ Intranet			

Hanson School Behaviour Policy

Written Documentation	Staff	Parents	Students	Journal	Display
Strategies for Raising Achievement	✓ Handbook/intranet				
Remove Policy	✓ Handbook/intranet	Intranet			
ER Policy	✓ Handbook/intranet				
Student Dev Centre Policy	✓ Handbook/intranet				
Child Protection Issues	✓ Handbook/intranet	✓ Intranet			
Attendance Policy	✓ Handbook/intranet	✓ New Parents Guide ✓ Intranet			
The Monitoring of Student Progress	✓ Handbook/intranet				
The Merit System	✓ Handbook/intranet				
The School Journal	✓ Handbook/intranet				
Home School Partnership	✓ Tutors sign	✓ Parents Sign ✓ Study Guide	✓ Students Sign ✓ Study Guide		✓ Central Display

Policy written: June 2005
 Endorsed by Governors: 5th July 2005
 Policy implemented: September 2005
 To be updated: Annually
 Last updated: July 2009
 Signed by Chair of Governors:
 Date:

