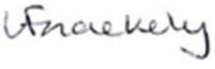
Hawkley Hall High School

POLICY NAME: Behaviour Policy

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SIGNATURE: 

The Rowan Learning Trust

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1. Aims and purpose

This guidance aims to:

- Provide a consistent approach to behaviour management that promotes inclusion.
- Define what we consider unacceptable behaviour while recognising individual needs.
- Summarise roles and responsibilities in our school.
- Outline our system of rewards and consequences, ensuring reasonable adjustments for students with SEND needs.
- Improve students' social, emotional and behavioural skills, thereby raising standards of achievement and enhancing social and educational inclusion.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2024'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written Behaviour Policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their Behaviour Policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association. DfE guidance explaining that this policy is to be published online.

The school recognises its duties under the Equality Act 2010 and SEND Code of Practice to make reasonable adjustments for students with SEND and to ensure that behaviour expectations are applied fairly and inclusively.

3. Definitions

School is defined as:

- Education on site in Hawkley Hall High School
- Education arranged off site such as alternative provision, trips, field trips and visits

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, traveling to and from school and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to learning
- Deliberate incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/ or videos, or sharing of unwanted explicit content
    - Up skirting

- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Assault
- Possession of any prohibited items. This list is not exhaustive but may include the following:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images

- Lighters, Grinders and electronic cigarettes/vaping devices
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Suspected incidents of bullying can be reported to any member of staff who will inform the pastoral team and the DSL as required. These allegations will be investigated by our pastoral team through conversation, other sources of intelligence and through the use of student statements. Following investigation sanctions (Please see section 7 of this document) will be put in place and interventions introduced as appropriate for students involved.

Students who have been bullied or who are vulnerable to bullying are identified for intervention through our inclusion faculty. Interventions can include Bully Busters, small group work, counselling and 1 to 1 sessions.

Hawkley Hall High School believes in a proactive approach to bullying prevention through education. This includes curriculum planning, form time, assembly, lunchtime clubs.

5. Role and Responsibilities

5.1 The Local Governing Committee

The governing committee (LGC) is responsible for monitoring the effectiveness of this guidance and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing and approving this Behaviour Policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the Behaviour Policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students when applying sanctions or rewards and ensure reasonable adjustments are made where appropriate.
- Recording behaviour incidents on Arbor

The senior leadership team and pastoral team will support staff in responding to behaviour incidents where necessary.

5.3 Parents

Parents are expected to:

- Support their child in adhering to the Hawkley Way
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the form tutor/ subject teacher in the first instance followed by the Head of Year/ faculty, mentor or members of the senior leadership team

5.4 Students

Students are responsible, as individuals and part of the community, to adhere to the Hawkley Way. They are expected to support each other and promote positive behaviour for themselves and others.

Students are expected to:

- Follow the Hawkley Way
- Wear full school uniform with pride this includes full PE kit during PE
- Wear blazers at all times unless they have requested permission to remove their blazer in a lesson
- Have a school bag large enough to carry their A4 school books and their PE kit
- Refrain from wearing make-up. This includes false eyelashes and false nails

6. The Hawkley Way

Hawkley Hall High School students, in collaboration with staff and the wider community developed 'The Hawkley Way' (See appendix 1). This is the school ethos and is based on mutual respect. It outlines expectations so that learning can take place in a calm, purposeful and supportive environment. It is based on the core values of respect, honesty and kindness.

Students are expected to:

- Look after equipment and facilities across the school
- Be kind and understanding to others and collaborate in class and beyond
- Speak appropriately and respect individuality
- Protect the reputation of our school with actions in the local community
- Always try hard and take ownership of their learning
- Be committed to completing all work to the best of their ability
- Be willing to try new things and challenge each other to go beyond their comfort zone
- Identify long term goals and regularly reflect on their performance
- Embrace feedback
- Admit mistakes and learn from them
- Have a positive attitude
- Be proud of who we are

In addition to the above core aspects of 'The Hawkley Way' students are expected to:

- Arrive on time to school and lessons
- Move around school sensibly, adhering to any one-way systems or rules in different blocks
- Place litter in bins and keep the school site tidy
- Queue in an orderly manner at break and lunch

7. Rewards

An ethos of encouragement is central to the promotion of good behaviour. It is essential that there is an emphasis on praise rather than consequences. The school aims to recognise, acknowledge and celebrate good behaviour along with a pupil's effort and achievement, regardless of ability. The aim of reward points is to create a fair and consistent whole school reward system. Behaviour points and rewards can be viewed on Arbor by parents/carers and pupils.

Hawkley Hall High School will use the following to promote and reward positive behaviour:

- Verbal encouragement and praise
- Positives recorded on Arbor
- Positive phone calls home
- Student of the lesson
- Student of the week
- Rewards assemblies at the end of each term
- Attendance awards
- Invitation to termly events/trips
- Special privileges e.g. early lunch passes, free breakfast

Rewards will be adapted where necessary to ensure inclusivity for students with SEND and SEMH needs.

8. Consequences

Hawkley Hall High School has a staged approach to sanctions, and these are based on the severity or persistent nature of the misbehaviour. These are set out below but all staff follow general guidance for our detention system. Sanctions will consider any SEND needs, or other vulnerabilities.

8.1 List of sanctions

- A verbal reprimand
- Negative points on Arbor
- Detention at break or lunchtime, or after school (see appendix 2)
- Removal of a student from class to the Restart Room
- Expecting work to be completed at home, or at break or lunchtime
- Referring the student to a Head of Year or senior member of staff
- Letters, phone calls home or parental meetings
- Putting a student on, 'report card' and/or a pastoral support plan

We may use the Restart room in response to serious or persistent breaches of this policy. Students may be sent to the Restart room, at the discretion of a senior leader, during lessons if they are disruptive, and they will be expected to complete the work provided. Students who fail to attend a given detention will be up scaled to the next stage on Arbor. If they persistently fail to attend a detention, they will be placed into Restart and will still be required to complete the detention. Students who are late to school will also receive an appropriate sanction related to how late they are and/or how many times they are late.

8.2 Off-site behaviour

Consequences will be applied to any student that is misbehaving off-site when representing the school, such as a school trip, fixture, performance, on the bus or on the way to and from school.

8.3 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy. Please refer to our safeguarding policy for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

8.4 Sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored, as per the school's Child Protection Policy.

9. Behaviour management

The Hawkley Way is based on mutual respect, honesty, and kindness. In all lessons and throughout school this should be promoted. We believe that building strong relationships and positive interactions are fundamental to the ethos of the school.

9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the Hawkley Way
- Develop a positive relationship with students, which will include:
    - Meeting and greeting students in the morning/at the start of lessons
    - Establishing clear routines including at the end of lesson following school guidelines
    - Communicating expectations of behaviour
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Follow the school's rewards and consequences.
    - Using positive reinforcement

9.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Key members of staff are qualified in Team Teach**: https://www.teamteach.co.uk/about-us/**

https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

9.3 Searching and screening

The Headteacher and staff have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (listed in section 3) or any other item that the school identifies that could be a risk to the safety of the school. Any students found with prohibited items may be subject to daily searches or random searches at the discretion of the Headteacher.

All searches will be carried out using the guidance issued from the DfE.

https://www.gov.uk/government/publications/searching-screening-and-confiscation

9.4 Confiscation

Any students found with any items (listed in section 3 or against school uniform policy) may be confiscated. If an item has an age restriction, then this **will not** be returned to the student (e.g. vapes, cigarettes, alcohol etc). Other items may be returned to students following a discussion or meeting with parents.

9.5 Fixed Term Suspensions and Permanent Exclusions

The vast majority of behaviour is managed in school however there may be occasions where a student's behaviour is persistent or in serious breach of this behaviour policy. In these instances, it may be necessary to issue a fixed term suspension or permanent exclusion. The following list provides some, but not all, examples of behaviour that could lead to a fixed term suspension or permanent exclusion:

- Repeated breeches of the behaviour policy
- Verbal or physical abuse of staff
- Bullying
- Sexual harassment of any kind
- Prejudice on grounds of race, age, gender, sexuality, disability and others
- Carrying an offensive weapon
- Use or sale of alcohol or other mood changing drugs
- Deliberate damage or theft
- Smoking/vaping in and around the building or while wearing school uniform

- Gambling
- Bringing school into disrepute
- Physical assault on others (including fighting)

In cases where the student refuses to leave, an appropriate adult will contact parents and, if necessary, other agencies such as the police or social care. Suspensions and exclusions are at the discretion of the headteacher and will usually be no longer than 5 days. The process for suspensions and exclusions is as follows:

A full and thorough investigation will take place following any serious incident. This may include, interviewing students and viewing CCTV footage where available. Statements from students and staff will be collated where possible. Where deemed necessary, statements from students may not be submitted as permanent exclusion evidence but reference to these may be made. This is to protect the wellbeing of the students who have given evidence. The headteacher will give full consideration to a range of sanctions before considering permanent exclusion.

Up to five-day fixed term suspension – parents are contacted by phone and a letter sent home. In some cases, it may be beneficial to take the student home after contacting parents. The matter is always fully discussed with the parents prior to the student's return to school in the "Return from Suspension" meeting with a senior member of staff. The suspension or exclusion is recorded on file and the chair of the LGC. The LA may also be notified. Students are not sent home before the end of the school day unless contact with parents has been made. The return from suspension meeting is an opportunity to discuss and reflect on the incident that resulted in the suspension. Standards, expectations and further potential consequences are shared prior to the student returning to mainstream. Students will spend time in the Restart room following a suspension and until such meeting can take place. In some cases, students will also spend their social time with a member of staff. In the case of a permanent exclusion, the headteacher will notify the Chief Executive Officer, LGC and the Local Authority immediately of:

- A permanent exclusion (including where a fixed term suspension is made permanent)
- Suspensions which would result in the student being excluded for more than 5 school days (or more than ten lunchtimes in a school term); and
- Suspensions which would result in the student missing a public examination or national curriculum test

For all other suspensions and exclusions, the headteacher will notify the LGC and the Local Authority on a termly basis and give the reason for and duration of the suspension or exclusion.

10. Student Transition

To ensure a smooth transition to the next year, information related to student behaviour issues may be transferred to relevant staff, where appropriate, at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools. Key staff have access to all ATL and behaviour points records on Arbor.

11. Proactive interventions

Personalised interventions will be offered to students to identify the triggers of their inappropriate behaviour and help students make better choices. These interventions aim to reduce the number of suspensions or behaviour incidents. There are a range of interventions that can be offered both internally and externally. These will be discussed with parents as and when they are needed. The school acknowledges that behaviour can sometimes be the result of unmet educational needs, mental health issues, or other vulnerabilities. These will be addressed through an individualised graduated response, including reasonable adjustments and targeted support.

11.1 Supporting students with SEND

Hawkley Hall High School recognises our duty under the Equality Act 2010 to prevent learners with protective characteristics from being disadvantaged, so our approach with challenging behaviour may be differentiated to cater for the needs of individual students.

The school's SENDCO will consider if students needs are being met in regular reviews and through each child's provision map. Where necessary, support and advice from external agencies will be sought e.g. medical professionals, educational psychologists etc.

12.Mobile Phones and Yondr Pouches

Purpose

Hawkley Hall High School is a mobile-phone-free environment. This approach supports safeguarding, reduces distraction, improves social interaction, and ensures that learning time is protected. To achieve this, the school uses the Yondr pouch system, which securely stores mobile phones throughout the school day.

Expectations

• All students must place their mobile phone into a Yondr pouch upon arrival to engagement under the supervision of their form tutor.
• Phones must remain locked in the pouch until the end of the school day.
• Students may carry the pouch, but opening, tampering with, or damaging the pouch is prohibited.
• Smart devices with similar functionality (e.g., smartwatches capable of messaging/recording) are subject to the same expectations.

Daily Procedure

• Students arrive to school and unlock their Yondr pouch at the designated station before engagement period.
- Years 7, 8 and 9 students line up at their designated areas and lock their phones into their Yondr pouch.
- Years 10 & 11 students arrived to their form room and once inside lock their phones into their Yondr pouch.

• Staff visually check that pouches are locked.
• Students keep their pouch with them throughout the day.
• At the end of the school day, students unlock their pouch at the official unlocking stations before leaving the site.

Non-Compliance

Non-compliance with the Yondr system is treated as a behaviour breach. This includes:
• Failure to pouch a phone.
• Opening or attempting to open the pouch.
• Damaging the pouch or magnet.
• Using a phone on site at any time.
• Carrying a phone outside of a pouch during the school day.

Sanctions will follow the school's behaviour escalation framework and may include:
• Confiscation of the phone until a parent collects it.
• Removal of social time.
• Internal inclusion.
• Suspension.
• Escalation to senior staff for repeated breaches.

Searching & Confiscation

Where a student is suspected of concealing a phone outside the pouch, staff may conduct a search in line with the school's Searching, Screening and Confiscation policy and DfE statutory guidance.
Confiscated phones will be stored securely and returned only to parents/carers.

SEND, Safeguarding & Medical Exceptions

Exceptions may be granted where a mobile device is required for:
• Medical monitoring
• SEND-related communication needs
• Specific safeguarding circumstances
Any exception must be authorised by the Senior Leadership Team and recorded.

Communication with Parents

Parents are expected to support the Yondr system and ensure their child brings their pouch daily.
Urgent messages to students will be passed through the school office.

13. Continuous Professional Development (CPD)

All staff are provided with training on managing behaviour as part of their induction process. They also receive training on the use of Arbor. We provide regular updates through our teaching and learning programme and on INSET days. Where necessary individual teachers can apply to attend external courses or observe colleagues in order to develop classroom management. Staff also receive specific training on understanding and supporting students with SEND needs to ensure behaviour is managed consistently and inclusively.

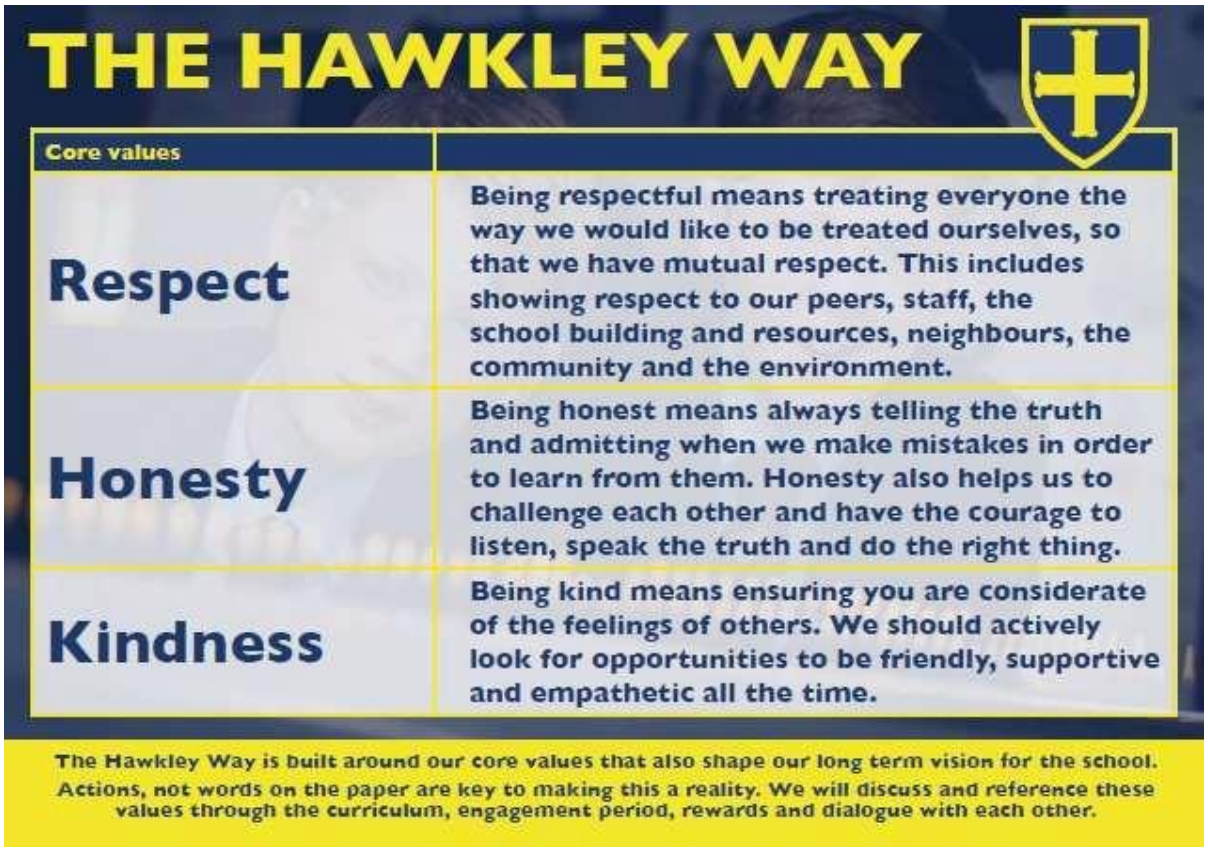
14. Monitoring and evaluation

The behaviour policy will be reviewed annually and updated when necessary. At each review the policy will be approved by the headteacher and governing body.

15. Links to Other Policies

- Safeguarding and Child Protection Policy
- Uniform expectations
- Attendance policy
- Anti-bullying policy
- Parent Handbook
- SEND Policy and Information Report

Appendix 1


THE HAWKLEY WAY
Core values
Respect
Being respectful means treating everyone the way we would like to be treated ourselves, so that we have mutual respect. This includes showing respect to our peers, staff, the school building and resources, neighbours, the community and the environment.
Honesty
Being honest means always telling the truth and admitting when we make mistakes in order to learn from them. Honesty also helps us to challenge each other and have the courage to listen, speak the truth and do the right thing.
Kindness
Being kind means ensuring you are considerate of the feelings of others. We should actively look for opportunities to be friendly, supportive and empathetic all the time.
The Hawkley Way is built around our core values that also shape our long term vision for the school. Actions, not words on the paper are key to making this a reality. We will discuss and reference these values through the curriculum, engagement period, rewards and dialogue with each other.

Appendix 2

DETENTION PROCEDURES & ROUTINES

HAWKLEY HALL HIGH SCHOOL

Detention Stages

Stage 1	Disruption to learning	Usually, a conversation at break or lunch. Completed by the class teacher, logged on Arbor.
Stage 2	Stage 1 not completed or continued disruption to learning, or student has been removed.	Up to a 20-minute detention completed with the class teacher (at the teacher discretion). Class teacher contacts home to inform parent/carer and logs on Arbor.
Quality assurance of procedures from Head of Department/faculty		
Stage 3	Stage 2 detention not completed.	30-minute faculty detention with the head of faculty/ department. Head of faculty/department contacts home to inform parent/carer and logs on Arbor.
Quality assurance of procedures from HOY/Senior pastoral lead		
Stage 4	Stage 3 detention not completed or serious incident (SLT discretion)	45-minute whole school detention with HOY/SPL. Telephone call from the HOY/SPL to inform parent / carer and logs on Arbor
Quality assurance of procedures from Senior Leadership Team		
Stage 5	Stage 4 detention not completed or serious incident (SLT discretion)	1 hour detention completed with a senior member of staff. Telephone call from the HOY and logged on Arbor

In the majority of cases staff will ensure that parents are informed of any detentions via a phone call, message or through communication using the student planner. However, it is also the responsibility of each child to inform parents of any detentions.

There may be occasions where students are kept on the same day. If this is the case, parents will be informed.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Beha viour_in_schools_guidance_sept_22.pdf