



Hanson

EST. 1897

Hanson Policy

Behaviour and Wellbeing Policy

Approved by the governing body: September 2020

To be reviewed: September 2021

Signed on behalf of the governing body:

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Hanson Mission Statement

Hanson believes every child has the right to learn in a happy, safe and stimulating environment, where all students have the ability to lay the foundations for a life-long learning journey which provides our children with the tools to achieve happy, fulfilling and successful lives.

Hanson is a setting where all staff and students alike feel safe, respected and valued. Everybody should feel a part of a continually growing school community aimed at developing pride within our school and surrounding areas and providing the best education and opportunities possible to our students.

We believe in a simple, firm but fair behaviour model, that engages both staff and students to work together and create harmonious learning relationships. We believe that everyone, staff and student alike will make mistakes but through our clear restorative system these issues can be calmly dealt with and allow each new lesson to start a fresh.

Our philosophy is that all students should spend as much possible time in lessons, engaging with staff and students and developing cognitively, socially and emotionally. Students will be taught by outstanding teachers and supported by a robust, experienced and well-rounded pastoral wellbeing structure. All time spent away from those lessons has a huge impact on this development and so our behaviour system is designed to work with the students and give them every opportunity to achieve their full potential.

Above all, we aim to produce intelligent, tolerant and understanding individuals who have high aspirations of making a difference to Hanson school and the surrounding communities.

Overview

The “I Will” pledge

Hanson School Staff expectations:

- I will meet and greet all students at the door at the start of my lesson.
- I will have an engaging and differentiated starter activity ready for them to start as they enter the classroom.
- I will treat all students with kindness and respect.

Hanson School Student expectations:

- All students will arrive to lessons on time and ready to learn.
- All students will apply 100% effort and focus into each lesson.
- All students will treat staff and peers with kindness and respect.

Hanson School Parent expectations:

- Parents will encourage their children to attend school 100% of the time if it does not hinder the health or safety of them or others.
- Parents will support staff with any issues concerning their child.
- Parents will treat all staff and students with kindness and respect.

Rationale

All members of the Hanson School community have a right to a safe and challenging learning environment. Mutual respect amongst all members of the school community lies at the heart of this policy. Hanson School expects behaviour to be of a high standard throughout the school day, when travelling to and from school and whilst participating on trips and visits. Good behaviour needs to be taught, modelled and rewarded. Poor or unacceptable behaviour needs to be sanctioned correctly but more importantly understood and dealt with to get to the root of the behaviour. Positive relationships between and with students are the key to good behaviour. Students learn best in an ordered environment. This is achieved when expectations of learning and behaviour are high and consistent amongst all staff. The self-esteem of all students is enhanced by praise, reward and celebration. This policy is based on recognition of the rights and responsibilities of all members of the school community, the importance of clear and consistent routines inside and outside the classroom which are always adhered to and create a culture of success.

The policy will therefore:

- Build upon the good practice that exists within the School.
- Support effective teaching and learning.
- Create new opportunities for students to experience and develop.
- Help members of the school community to distinguish between acceptable and unacceptable behaviour.
- Contribute to promoting mutual respect and tolerance in our multi-cultural and multi faith school community.
- Develop a culture of achieving and celebrating success at the School.

Forward planning and outcomes Hanson 2020/ 2021

Having looked at how behaviour has been managed and how we as a school can move forward in a positive, productive and effective way, staff will follow these clear steps towards making us an Outstanding school.

1. Providing clear direction

This will allow staff to deliver good practice in the classroom and in all other areas of school. All staff have a responsibility to lead and behave in a positive manner which will create a sound basis on which the school can move forward.

2. A rule is a DARE to be broken, whereas a procedure is not

Differences between rules and procedures:

Procedures can be adhered to without confrontation and can be used to de-escalate in most if not all confrontational issues. Using the word RULE is a known trigger word for poor choices and leads to defiance.

3. The importance of consistency in the application

Consistency is what a solid foundation is built upon, we need to show repetition and consistency in all aspects of the behaviour charter. This will allow a time period for procedures to be set, maintained and adhered to by both staff and students.

4. Proactive approach

Being proactive in our approach to both negative and positive behaviour will alleviate work loads. It will then give scope to engage students on a positive outcome to poor choices. This will lead to a more positive relationship between staff and students in a more robust and active way.

5. Change the norm

What has been is not our future. A failure to change will only result in the same outcomes and behaviour choices. This in turn will have a negative response not only from within school, but other outside agencies that will determine whether we are successful as a school or not.

6. Creating opportunities

We need to constantly look at how we can engage students outside of the classroom to forge positive relationships with both peers and staff. This can be achieved in many forms and with a willing and energetic staff group the limits are endless for lasting and respected relationships.

As we begin the new chapter, let us be intentional about modelling, preparation and establishing classroom patterns and procedures. That will have a lasting and positive outcomes for all our students and provide a safe environment where everyone is free to learn to flourish and be inspired.

Behaviour Systems

Classroom Behaviour System

All staff will adhere to consistently following the classroom behaviour system. Students behaviour will work on a 3-point system:

- **Verbal Warning**
- **Written Warning (in planner)**
- **Room removal**

This behaviour system is to be used collaboratively with other behaviour strategies and deescalating approaches to deal with the root of the poor behaviour and keep students engaged in lessons rather than moving the problem from one room to another.

Verbal Warning:

If a student displays undesirable behaviour within a lesson the member of staff will issue them a verbal warning. This is not to be announced in front of the entire class, however, needs to be issued quietly and respectfully. This will be left to the teacher's professional judgment as to how and where they determine is best to do this. The member of staff should then use their behavioural management skills and deescalating techniques to continue to engage the student and eradicate the source of the poor behaviour.

Written Warning (in planner):

If a student continues to display undesirable behaviour within a lesson the member of staff should then issue them with a written warning in their planner. Again, this should be done discreetly and respectfully. Staff should use their professional judgment and behaviour management skills to deescalate the situation and continue with learning in lesson.

Room Removal:

Should a student continue further to display undesirable behaviours within the lesson staff should contact the pastoral team who will attend to remove the student to work in the designated removal room.

Key points:

- It is still the responsibility of the staff member to provide appropriate work for the student to complete throughout the room removal.
- Upon being given a room removal this will be sanctioned with an automatic detention for that subject.
- Once in the removal room the student will complete a restorative relationship form.
- Staff will log any room removal in a single SIMS behaviour log and apply the details of the previous sanction leading to this in the comments area. Staff SHOULD NOT make more than one SIMS log per student per lesson.
- During the detention, the staff member will bring the restorative relationship sheet with them and spend 5 minutes rebuilding the relationship between them and the student in order to start the next lesson a fresh.
- Should a student refuse the room removal they will be escorted to isolation by a pastoral member.
- At the end of the room removal lesson a student will return to their next lesson. If any student is room removed twice in one day it will result in a 24-hour period in isolation. For example – if a student is room removed for the second time in a day during period 4, they will be moved to isolation and remain there until period 4 the next day.

(See Appendix 1)

Whole School Behaviour system

The whole school behaviour system outlines the levels of support that Hanson school puts in place for its students. Here at Hanson, we understand the need to sanction unacceptable behaviour, however we believe that with clear lines of support and our restorative wellbeing programme we can give all of our students the tools they need to make the right decisions and achieve their full potential.

(See Appendix 2).

Behaviour Sanctions and Exclusions

Level	Behaviour type	Sanction	Exclusion Status
L1	Lateness to school/lessons Incorrect uniform Selling of goods Littering Persistent low-level disruption	Note in planner Spoken to by member of pastoral team Phone call home	No Exclusion needed
L2	Smoking/E-cigarettes/being with others smoking Self exit without permission Room removal/refusal Defiance Misuse of school equipment	Detention Phone call home	No Exclusion needed
L3	Repeated L1/L2 incidents Filed L1/L2 sanctions None directed verbal abuse Fighting Destruction of school equipment/property More than one room removal in a day Physical or verbal intimidation (No physical contact) Bullying Truancy	Reflection room 1-day including after school 1-hour detention Restorative conversation Phone call home Pastoral Report	No Exclusion needed

L4	<p>Repeated L3 incidents Failed L3 sanctions Directed verbal abuse Repeated L3 incidents Setting off a fire alarm HBT – Homo/Bi/Transphobia Racism Sexual misconduct (pending further investigation) Aggressive behaviour towards staff Using mobile to video an incident in school</p>	<p>2-day fixed term exclusion</p> <p>Repeated L4 incidents 3-5 days fixed term exclusion</p> <p>Pastoral Director report</p> <p>Behaviour contract</p> <p>Parent meeting</p>	Internal exclusion
L5	<p>Repeated L4 incidents Failed L4 sanctions Entering school under the influence Possession of an offensive weapon Directed minor assault on staff Malicious damage to school equipment/property</p>	<p>6-9 days fixed term exclusion</p> <p>Alternate provision</p> <p>SLT Report</p> <p>Behaviour contract</p> <p>Parent meeting</p>	External exclusion
L6	<p>Repeated all level incidents Serious assault to staff or student Arson 45 days of exclusions Incident where risk to life could occur Proven sexual misconduct Endangering the health and safety of staff or students Use of an offensive weapon</p>	<p>Permanent Exclusion</p>	Permanent Exclusion

The Head Teacher reserves the right to escalate or deescalate the severity of any sanction should additional information come to light following further investigation or police involvement.

All potential exclusions will be subject to an SLT judgment panel where majority decision will rule. Only the Head teacher holds the right to overrule the SLT judgement panel.

Upon permanent exclusion, parents will be contacted and informed of the decision after a rigorous and correct process has been adhered to. A letter confirming the decision and inviting parents to a governor's appeal panel will be sent immediately. The Head teacher will inform the LEA of the decision immediately and proceedings will be started. All teaching staff will be required to provide continued work for the student until the decision has been finalised and agreed by the appropriate parties.

Staff SIMS log Policy

As a member of staff at Hanson school it is imperative that you log any behaviour issues you deal with on SIMS. This allows the necessary staff to be able to keep a log of every individual student's time at Hanson.

SIMS Log Process:

For every lesson, a member of staff should only ever make one SIMS log per student, per lesson if necessary. This Log can be updated and advanced should any other issues take place or more information is needed, however staff should not be logging multiple SIMS logs for a single student in a lesson.

This is also the correct protocol to follow should you encounter a situation away from the classroom, such as on a corridor or elsewhere in the school. The staff member should log it on SIMS under the most appropriate category and then add additional details in the comments box.

Restorative Wellbeing

The introduction of the restorative wellbeing programme is specifically designed to increase the building and rebuilding of positive relationships, decrease negative behaviour and prevent future conflict within school. Additionally, its impact should see increases in attendance and attainment, as well as decreases in victimisation and overall conflict incidents.

All staff will be upskilled through restorative wellbeing CPD programmes and positive de-escalation strategies. This will allow staff to use these tools within the classroom and around the school to calmly approach students and deal with negative behaviour.

In the case of a room removal and detention, all students will complete a restorative relationship form. This will then be used by the member of staff **who will have a** restorative talk with the student during the detention to help rebuild the relationship, so that a fresh start can be made by all in the next lesson.

Rewards

“Catch them being good!” This is a new initiative being bought in this year to promote positivity and celebrate outstanding learning within Hanson school. The aim of this is for all members of staff to try and promote excellent learning and celebrate when students do something well. This could be a great piece of work or even an act of kindness. This will then be celebrated using the plasma screens around the school, where the student will have their photo and information about their achievement posted for everyone to see.

(See Appendix 3).

Hanson Promise

The Hanson promise is a new initiative to give students the opportunity to experience events that we at Hanson feel every child should experience. We intend to give every student the opportunity to experience a minimum of 9 different events throughout their 5 years at Hanson.

(See Appendix 4).

Reflection Room

Our new behaviour system will use a reflection room instead of isolation. This is encouraged by our positive wording philosophy that students will see it as a way to reflect and refocus rather than a punishment to fight against.

Room removal refusal:

If a student refuses to follow the behaviour policy and when room removed from a lesson, refuses to go to the intended room then they will be escorted to the reflection room for the remainder of that lesson. Here they will complete a restorative sheet that they will later go through with staff during detention to help rebuild their relationship.

More than one room removal in a day:

If a student is room removed from more than one lesson in a day then they will spend the remainder of that day and part of the following day up to the lesson they had their second room removal from, in the reflection room. Work will still be expected to be supplied by the members of teaching staff and emailed to the isolation team to give to the student.

Internal Exclusion:

The exclusion system will work differently from September 2020. Should a student behave inappropriately to a level that warrants an exclusion then they will be internally excluded for a set number of days. This means students shall report straight to the reflection room at 8:30am and will complete the day, including a detention hour every day until 4:00pm every day.

COVID-19 Changes:

Due to the current Covid-19 crisis, the school is unable to house students in a reflection room. Therefore, any student that escalates an incident to a sanction that would warrant a removal to the reflection room will be sent home.

Any student who refuses to wear a face mask, that does not have an exemption card (this can only be supplied if the student brings in a medical letter signed by the doctor), will be sent home. Additionally, students who continually fail to follow the Covid-19 guidelines or endanger other people safety will be removed from the school premises.

Attendance

Hanson School believe that achievement, behaviour and attendance walk hand in hand through a student's school life. If we want to improve both achievement and behaviour we must endeavour to improve attendance. Improved school attendance can only be achieved if it is viewed as a shared responsibility of the school staff, governors, parents, students and the wider school community.

- Student's attendance will be monitored and may be shared with the Local Authority and other agencies if a student's attendance is a cause for concern.
- Each Half-Term, the Strategic Lead Attendance will provide the Senior Leadership Team with a detailed attendance breakdown for the school.
- The Attendance team will provide weekly attendance data for Pastoral Leaders and Form Tutors to act upon any issues arising.

Clarity of Concerns

Green **Student's attendance is between 100% and 97%**

Amber **Student's attendance is between 96.9% and 91%**

Red **Student's attendance is below 90.9%**

(See Appendix 6)

Actions will be implemented when a student's attendance falls below 97%. Refer to Hanson School Student attendance policy for more details.

Attendance – Role of a Form Tutor

A Form tutor's role is central in both caring for students and crucially, monitoring their progress and behavior.

Form Tutors will promote, maintain and monitor the official records of attendance and punctuality. Registers are a legal document that we have the statutory duty to maintain and accurately record attendance. Therefore, registers must be marked daily during the Form Tutor period.

Reasons for absence must be collected. Form Tutors will ensure parental notes are placed in student planners concerning any absence and students are directed to the Attendance Office so records can be kept and updated. Any continued absence of more than three days is scrutinised and checked with the Key Stage Hub and the attendance team. Tutors must alert Key Stage Hubs and the attendance team to any patterns of, or suspicious, absences.

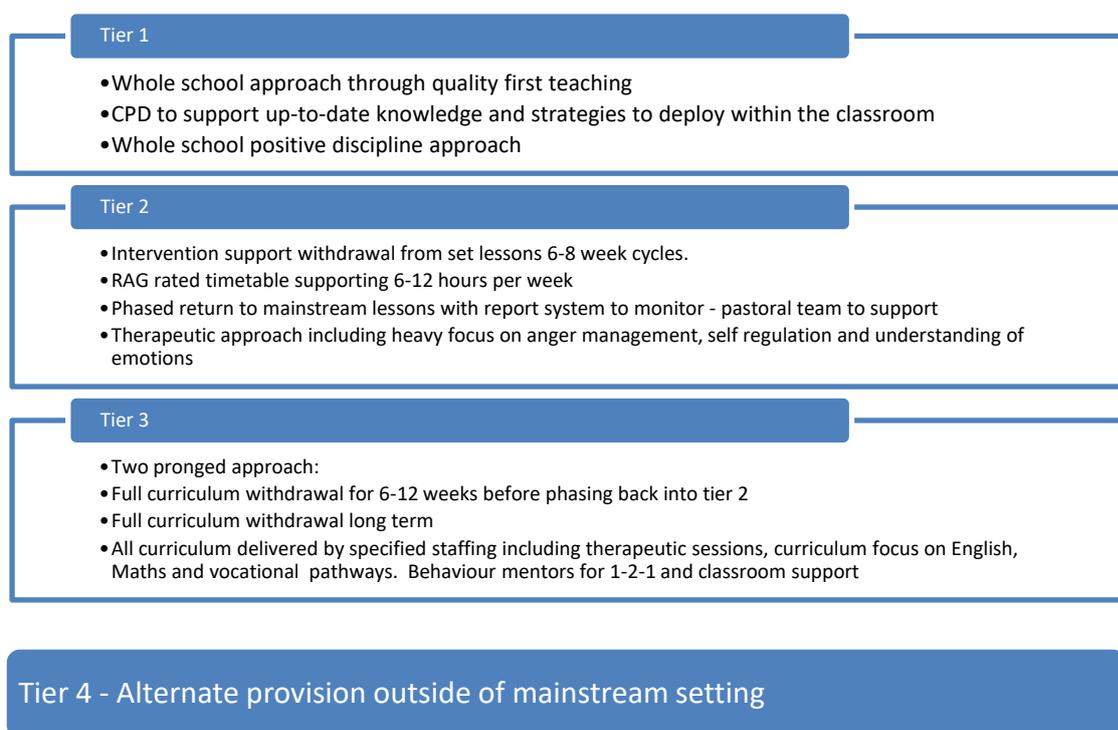
Form Tutors will be expected to ensure that students place attendance data of both a weekly and Year to Date percentage in student planners on a weekly basis. If the attendance of a student in the form falls below 95% then the Tutor will place the student on a Form Tutor Attendance Challenge. This must be communicated with Home with a phone call from the Form Tutor. Tutors will monitor the student's attendance for a 6-week period. After the monitoring period, if the student's attendance has not improved then the Form Tutor will arrange a meeting with the Parents/Carers of the student which will include a member of the attendance team who will then outline possible further consequences if attendance does not improve.

Form Tutors will be an advocate for attendance, celebrating with the form on winning the weekly attendance trophy or inspiring their form to emulate others success.

Attendance information must be kept relevant and up to date on a Form Tutor Notice Board

The Outreach Provision

The Outreach provision aims to support high tariff behavioural students and those with identified SEMH needs to actively engage with school and upskill their abilities in taking responsibility for their own learning. Currently, the provision is based around a tiered system focussing on waves of intervention – please refer to the diagram below:



This proposal is to seek amendments to the agreed plan for the Outreach provision by securing an off site provision to meet the needs of students accessing both the current tier 3 and tier 4 provisions. In addition to this, by housing the provision on an alternate site, Hanson would incorporate a further tier that would see students on exclusion receive intensive intervention support for their exclusion period, replacing the current provision of remaining at home and completing a set work booklet. This additional tier would focus on restorative practise and also impact positively on attendance figures due to reduced external exclusions.

Additional alternate provisions will still be made available to students who struggle to cope in both mainstream education and the outreach programme. This will continue to be monitored by both the behaviour and attendance teams to make sure that the provision is being accessed properly. Should a student's attendance fall below 96% or persistent reports of poor behaviour are made, then a student meeting will be arranged, and their future options discussed.

Appendix

Appendix 1 – Classroom behaviour system



Appendix 2 – Whole school behaviour system

<h1>Consequences</h1> <h2>What if...</h2>	
<p>I am removed from a lesson? I will stay in the room until the lesson is over. I will do a detention for that subject. I will have a restorative talk with the teacher.</p>	Room Removal
<p>I refuse or fail room removal? I will be placed in isolation for the rest of the lesson. Two removals in one day results in isolation.</p>	Isolation
<p>I am often removed from lessons? My parents/carer will have a meeting in school. I will be set targets for maintaining my good behaviour. I will be put on report to check that I am doing well.</p>	Report
<p>I get it badly wrong? I won't be allowed in school for a period of time. When I get back to school I will be put in isolation. I will be put on a behaviour contract.</p>	Exclusion
<p>I need lots of help to behave well? Staff will always help me. I will get individual support in the outreach provision. If I am successful in outreach I may return to school.</p>	Outreach
<p>I refuse to change my behaviour? I won't get another chance. I won't be allowed back to Hanson School.</p>	Permanent Exclusion

Appendix 3 – Rewards

Rewards!

#TeamHanson

Credits	For brilliance in lessons. Save your credits to pay towards trips!
Phone Call Home	For fantastic effort. Keep in the good books at home!
Work on Plasmas	For spectacular work. Show off to your friends!
Head Teacher Breakfast	For our amazing students. Breakfast with Mr Woods instead of form time!
Parent Lunch	For our very top students. Your unbelievably proud parents are invited into school for a free meal!
Awards Evening	For the best of the best. Awards presented in the lecture theatre with your parents in the audience!

Appendix 4 – Hanson Promise

Hanson Promise

Every student at Hanson School will be given the opportunity to:

Tick them off!

- Take part in a charity event.
- Visit a foreign country.
- Meet a famous person.
- Visit the seaside.
- Visit the theatre.
- See a live sporting event.
- Take part in a residential.
- Take part in a school production.
- Go to a theme park.

The graphic features a blue background with white polka dots. The title 'Hanson Promise' is in large, bold, white letters with a black outline. A white speech bubble contains the text 'Every student at Hanson School will be given the opportunity to:'. Below this, a white speech bubble says 'Tick them off!'. The activities are listed in nine light blue circles, each with a white dot at the bottom right, suggesting a checklist format.

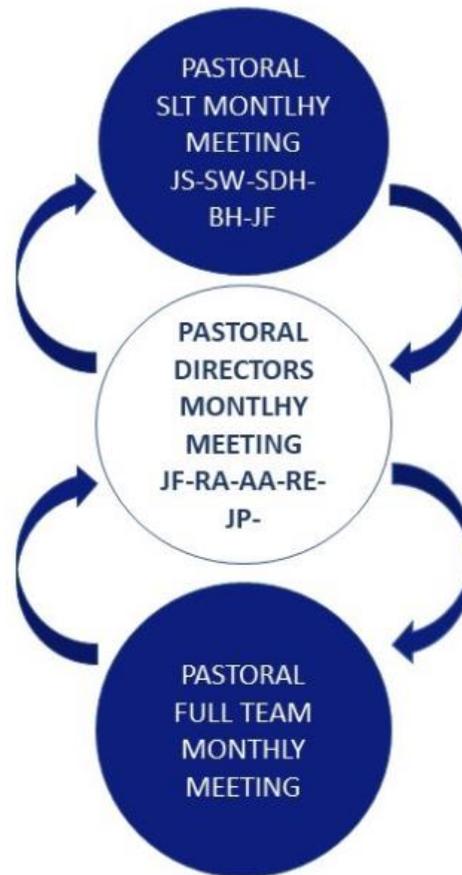
Appendix 5 – Pastoral Support Links

Effective Support + Communication

- Monthly Supervision.
- **Specific Immediate Supervision.**
- Weekly Director Reports.
- **Monthly Meeting's For All Levels Joined Up Via Agenda's, Appropriate Multi Level Information Sharing And Joint Decision Making .**
- HR Link
- **Policy + Procedure**
- Pro Active Performance Management.
- **Success Performance and Success Celebration.**
- Capability + Disciplinary Procedures.
- **Reflective Practice.**

Teaching Staff Link – Accountability

Teaching staff will have a similar structure with clear two-way communication between us and where necessary SLT + Director counter part communication to address staff / student issues.



Key Values

- **Student/children/young person focussed**
- Accountability.
- **Responsibility.**
- Work Ethic.
- **Effective. Communication + Alignment.**
- Shared Goal.
- **Positive, Fun Working Relationships.**
- Work Hard To Have It Easy.
- **Consequences – Positive + Negative.**
- Structure + Clarity.
- **Job Satisfaction.**
- Loyalty.
- **Trust.**
- Integrity.
- **Transparency.**
- Constructive Conflict Resolution.
- **Pride.**
- Enthusiasm.
- **Motivation**
- Inspirational.
- **Driven to excel.**
- Open minded.

Appendix 6 – Attendance strategies

