



Policy title	Behaviour
Date policy ratified by Governing Body	
Signed by Print name	
Effective date	September 2017
Review frequency	2 years
Review date	September 2019
Governing Body Sub-Committee	Personal Development, Behaviour and Welfare

Contents	Page
Introduction	1
Roles and Responsibilities	1
Student Expectations	4
Praise and Rewards	4
Types of unacceptable behaviour	5
Staff training	6
Staff Guidance	6
Behaviour for Learning	7
Unacceptable behaviour outside the classroom	7
Smoking and the use of substances	7
Items banned from the school premises	8
Searching	9
Confiscation	9
Outside in the wider community	10
Controlled substances	10
Consequences and Sanctions	10
Behaviour For Learning/Consequence diagram	11
Isolation	13
Monitoring through the report card system	13
Fixed Term Exclusion	15
Partial Timetable	15
Exclusion from extra curricular events	16
Permanent Exclusion	16
CCTV	17
Use of reasonable force	17
Behaviour and Discipline Panel of Governors	17
Independent Review Panel	18
Communication with parents/carers	19
Reasonable adjustments	19
Guidance for taking into account individual students needs	20
Supporting students whose behaviour needs to improve	21
Associated DFE documents	22

Related School Policies:

Mobile Phones and Electronic Devices
 Uniform Policy
 Anti-Bullying Policy

Introduction

The Hayfield School is committed to ensuring that the environment is conducive to learning, ensuring high achievement for all students, irrespective of their differing needs.

The School aims to promote:

- A culture of strong work ethic, kindness and decency
- Outstanding behaviour and attitudes to learning
- Strong and positive relationships at all levels that allow for development of self-esteem, self-discipline and respect for authority
- Equality and fairness
- A learning environment that is safe and free from disruption
- A safe social environment where individuals can thrive

This Policy seeks to encourage students to make positive choices and re-enforces those choices through praise and rewards. The School recognises that even when encouraged to make the right choice, some students will occasionally make choices that can threaten their own learning or that of others. A series of strategies will then need to be used to modify such behaviour and re-engage the student. In some circumstances, the School will need to act to ensure that the behaviour of a minority does not undermine the education of the majority or threaten the well-being of others, the School, or its community.

Roles and Responsibilities

The governing body has overall responsibility for the implementation of the Behaviour Policy and the procedures of The Hayfield School. It should ensure that it does not discriminate on any grounds including, but not limited to, ethnicity, national origin, religion, gender, disability or sexual orientation.

The headteacher has day-to-day responsibility for implementation of the Behaviour Policy.

Staff, including teachers, support staff, and volunteers will create a supportive and high quality learning environment, modelling and teaching positive behaviours for learning and implementing the policy.

Parents/carers are expected to take responsibility for the behaviour of their child/ren inside and outside the School.

Parents/carers are expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour at home.

Students are responsible for their own behaviour both inside school and out in the wider community.

Students are responsible for their social and learning environment and agree to report all undesirable behaviour to an appropriate member of staff.

Student Expectations

All students are expected to:

- Wear the correct uniform
- Arrive at school and to lessons on time and fully prepared for learning
- Bring the correct equipment to all lessons
- Conduct themselves around the School in a safe, sensible and respectful manner
- Complete classwork and homework to their best standard
- Hand in homework on time
- Report any unacceptable behaviour
- Demonstrate kindness and decency both in school and in the wider community
- Take care of the School and wider community by putting litter in a bin
- Take the most direct route home
- Take care crossing roads and when riding bicycles

Praise and Rewards

The Hayfield School recognises the importance of the use of rewards to motivate students and as recognition of students whose effort meets our expectations. There are many ways students are praised and rewarded. The House system is the focus of rewards for students. Form groups belong to one of the houses:

- Endeavour
- Liberty
- Courage
- Wisdom

Students can receive rewards points for a number of achievements such as:

- Attitude to learning
- Progress
- Achievement
- Attendance and punctuality
- Showing acts of kindness and decency
- Participation in extra curricular activities
- Charity work

Types of unacceptable behaviour

The School defines 'unacceptable behaviour' as any behaviour which may cause harm to oneself or others, damage the reputation of the School within the wider community, and/or any illegal behaviour or behaviour which may disrupt the education of the perpetrator and/or any other student. This includes, but not limited to, the following:

- Lateness to school or lessons
- Low level disruption e.g. frequent chatting, off task
- Failure to complete quality classwork to the best of ability
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, handing in incomplete homework, not submitting homework
- Refusing to adhere to School Uniform Policy
- Not following Mobile Phone and Electronic Device Policy
- Discrimination: not giving equal rights to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status.
- Harassment: behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour: deliberately acting in a manner so as to cause annoyance or irritation
- Bullying: a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyber-bullying: the use of electronic communication to bully a person, typically by sending messages of an intimidating nature.
- Possession of legal or illegal drugs, alcohol or tobacco
- Arriving at the School under the influence of drugs or alcohol
- Possession of banned items
- Truancy
- Smoking
- Refusing to comply with school rules/procedures and disciplinary sanctions
- Failure to follow instructions of a member of staff
- Theft
- Swearing
- Fighting
- Any other illegal behaviour

This is not an exhaustive list.

Staff Training

The Hayfield School recognises that early intervention can prevent instances of poor attitude and behaviour. Staff regularly receive information and training to identify potentially 'at risk' students. The basic expectation of a teacher is to provide Quality First Teaching to engage all students. Staff receive regular updates and training on implementing the Behaviour Policy.

Staff Guidance

In all classrooms the School aims for praise to outweigh consequences. The School will aim to focus on positive aspects of behaviour.

Setting the scene for positive behaviour is key. Staff are expected to:

- Adopt the **Quality First Teaching** model. This means plan and deliver high quality engaging lessons that are tailored to meet the individual needs.
- **Be a positive role model:** meet and greet at the classroom door, smile, be enthusiastic about working with the students and about the content/context of the lesson. Discuss how successful learners deal with the frustrations and create a calm atmosphere. Think about Spiritual, Moral, Social and Cultural issues and how developing the 'big picture' with students allows them to think outside the box.
- **Recognise achievements and praise:** explain why the achievement has been recognised or why the praise has been given.
- **Start each day with a clean slate** – making sure that incidents have been dealt with from prior lessons.
- **Be fair and consistent:** use this and only this approach with **all** students as they must perceive this as a predictable, reliable and consistent pattern. State the facts when you describe behaviour. Do not invite discussion by phrasing comments as questions, e.g. "Why are you talking?". Rather, "I've asked you not to talk, that is a verbal warning/strike 1". Ensure that students know it is your priority to maintain the pace of your lesson for the benefit of all students. Use consistent language e.g. verbal warning.
- The consequences system does not mean that effective behaviour management strategies are not used. Effective and efficient behaviour management should mean that the consequences system is not used because pace, challenge and positive reinforcement should sustain students and enthuse them.

Key questions staff should ask themselves

- Have I planned my lesson appropriately and shared my learning outcomes with students?
- Am I praising and rewarding those who behave?
- Is the work challenging and exciting enough to engage students in learning?
- Are the resources appropriate and readily available so that pace is maintained?

- Have I greeted them at the door and made my high expectations clear at the beginning?
- Is my seating plan right and have I made my 'reasonable requests' clear?
- Have I taken control of the class on entry and when leaving the classroom the end of the lesson?

Behaviour for Learning

The Behaviour for Learning system is designed to give students choices in the classroom. Its principal role is to support learning by tackling and dealing with low-level disruptive behaviour, i.e. behaviour that undermines the student's own learning or that of others. If unchecked this sort of behaviour can ruin lessons and undermine the authority of the teacher. The policy is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

The principle of this system is early intervention to allow the student to modify behaviour so that effective learning can take place. It is built around a consequence system.

Unacceptable behaviour outside the classroom

The School takes unacceptable behaviour seriously. It will not hesitate to act in the best interest of the students within the School.

Where students display aggressive and/or threatening behaviour, or illegal activity is discovered, the School will not hesitate to contact the Police.

A range of consequences and sanctions exist and care is taken to apply the sanction most appropriate to the student concerned and the seriousness of the misdemeanor.

Following an allegation of serious unacceptable behaviour a Student may be placed in Isolation whilst an investigation takes place, or if the student is injured or at risk the School will contact parents and ask them to collect their child from The School.

If following an investigation, the allegation is found to be true, there are a number of disciplinary consequences and sanctions that may be used.

Smoking and the use of substance(s)

In accordance with Part 1 of the Health Act 2006, The Hayfield School is a smoke free environment. This includes all buildings, out-buildings, playgrounds, fields and sheltered areas.

Parents/carers, visitors and staff are not permitted to smoke or bring smoking materials or nicotine products to the School. This includes, but is not limited to cigarettes, e-cigarettes, lighters, matches or pips.

Students found smoking on the School's premises are at risk of exclusion.

Items banned from the School premises

The School reserves the right to ban/confiscate any item(s) that impact on the School, behaviour or health and safety. Parents/carers will be contacted regarding their return if appropriate to do so. The Police may be contacted regarding dangerous or illegal items.

Firelighting equipment such as:

- Matches
- Lighters

Drugs and smoking equipment such as:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes

Alcohol, solvents

- Any form of illegal drugs
- Any other drugs except medicines covered by the prescribed medicines procedure

Weapons and other dangerous implements or substances such as:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters
- Studded arm bands
- Pepper sprays
- Gas canisters
- Fireworks
- Dangerous chemicals

Other items

- Chewing gum
- Caffeinated/energy drinks

- Carbonated fizzy drinks
- Lollypops
- Offensive materials e.g. homophobic, pornographic, racist
- Mobile Phones and Electronic Devices (see separate policy)
- Any other item(s) which may be used to offend, harm or hurt individuals or groups.

Searching

Staff members may use common law to search students with their consent for any item.

Staff members may ask any student to turn out their pockets.

Staff members may search any student's bag or locker.

Under Part 2, Section 2 of the Education Act 2011, teachers are authorised by the headteacher to search for any prohibited item, including, but not limited to, tobacco and cigarette papers, electronic cigarettes, illegal drugs and alcohol, without the consent of the student, provided that there are reasonable grounds for suspecting that the student is in possession of a prohibited item.

Searches will be conducted by a member of staff with another member of staff who will act as a witness, where possible, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately and it is not possible to summon another member of staff.

Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.

A student's possessions will only be searched in the presence of the student and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately and it is not practicable to summon another member of staff.

Staff members may use reasonable force, given the circumstances, when conducting a search for alcohol, illegal drugs or tobacco products.

Confiscation

A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item. This includes legal highs and any other potentially harmful materials which cannot immediately be identified. They can also seize any item however found, which they consider harmful or detrimental to school discipline.

If necessary the Police will be called for the removal of the item(s).

Outside in the wider community

Students must represent the School in a positive manner, particularly if dressed in the School uniform. Students are discouraged from smoking on their journey to and from school. If they are found smoking on their journey to and from school or near the School premises then sanctions will apply.

Complaints from members of the public about poor behaviour, by students of the School will be taken very seriously and will be fully investigated. Sanctions may be applied within school policy.

Controlled Substances

The School has zero tolerance on illegal drugs and so called legal highs.

Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of confiscation and any witness/witness present. The incident will be reported to the Police immediately. The Police will then collect it and deal with it in line with their agreed protocols.

The School will not hesitate to name the pupil from whom the drugs were taken to the Police.

A full incident report will be completed.

Any further measures will be undertaken in line with the School Safeguarding Policy.

Where controlled substances are found on School trips away from the school premises the parents/carers of the student as well as the local Police will be notified.

Consequences and Sanctions

Consequences and sanctions for poor behaviour are central to the way the School operates. It helps all members of the school community feel secure because everyone is really clear about what behaviour is unacceptable and what the consequences will be. It makes everyone feel valued because it is a way of making sure students are rewarded for good behaviour.

The behaviour system exists at The Hayfield School to allow teachers to teach and all students to learn. It is a consistent, fair and positive system, which is applied in all lessons across all subjects.

The Behaviour for Learning diagram on the next page is a brief overview of the consequences and sanctions within a classroom setting.

Behaviour For Learning

Consequence

Level 1 examples:

1st instance of unacceptable ATL
Poor quality work
Talking
Calling out
Off task
Out of seat
Disrupting others
Not following instructions

□



C1: Verbal warning

Level 2 examples:

Persistent level 1 examples
Late to lesson
Incorrect/lack of equipment
Inadequate homework
Chewing
Inappropriate language
Refusal to follow instructions
Rudeness



C2: Strike 1
Name on the board
Communicate home via
planner/phone call
Recorded on SIMS

Level 3 examples:

Persistent level 2 examples



C3: Strike 2
Communicate home via
planner/phone call
Recorded on SIMS
30-minute detention after
school

Level 4 examples:

Persistent level 3
Inappropriate language
Racial, homophobic
behaviour/language
Violence
Dangerous behaviour
Defiance



C4: Senior Staff call out
Report Card Stage 1
Recorded on SIMS
60-minute detention after
school

Level 5 examples:

Persistent level 4



C5: Isolation
Report Card Stage 2
Report Card Stage 3
Recorded on SIMS
60-minute detention after school

Level 6 examples:

Persistent level 5
Violence, assault
Bullying
Defiance



C6: Examples:
Isolation
Fixed Term Exclusion followed by 1
day Isolation

Level 7 examples:

A last resort for persistent level 6
Serious breach of the behaviour
policy e.g. dangerous assault.
Persistent Fixed Term Exclusions



C7: Examples:
Governors Disciplinary Panel
Acceptable Behaviour Contract
Modified Timetable
Managed Move
Alternative Provision

Level 8 examples:

An extremely serious offence. This
might be after a wide range of
strategies have been tried without
success or a very serious assault
or breach of policy e.g. in
possession of a dangerous
weapon, illegal substance, serious
assault.



C8: Permanent Exclusion

Isolation

Where a student's behaviour falls below the School's expectations then Isolation may be used as a sanction. The length of time spent in Isolation will be deemed by the Behaviour Support Team. If the student has a school lunch it will be ordered from the school kitchen and will be eaten in the Isolation room. Students will be isolated from their peers during break and lunch time.

Students who are late to the isolation room, refuse to enter/do not go to the isolation room, use or handle a mobile phone, walk out of the isolation room without permission, do not go directly to and from the toilet during a permitted toilet break, will receive an immediate Fixed Term Exclusion.

For other unacceptable behaviour in the isolation room, students will receive a maximum of 3 verbal warnings in a day before having to repeat the day the very next school day.

The Hayfield School would like to ensure that time spent in the isolation room is as productive as possible. Therefore, students are expected to complete work set by staff.

It should be noted that the Isolation room day finishes at 4.15 pm. Parents will be noted by telephone to advise the extended school day.

Using the term Isolation may not mean being in the Isolation room. It may mean being supervised elsewhere by a member of staff away from peers.

Monitoring through the use of the report card system

Each student must be treated as an individual and each incident judged on all the circumstances pertaining to it. To that end the system provides a structure and framework but must be fluid and flexible. In some circumstances stages may be bypassed.

Stage 1 – Green Report: Form Tutor Monitoring

1. The student is placed on Green report for a fixed number of days. This is monitored by the form tutor during form tutor period. If three behaviour logs are received from 3 different subject areas then parents/carers will be informed.
2. If successful after monitoring period the student will be removed from report. Parents/carers will be informed.
3. If unsuccessful the monitoring period may be extended.
4. If unsuccessful the student moves to Stage 2, Amber Report

Stage 2 – Amber Report: Head of Year Monitoring

1. If stage 1 is unsuccessful the student is placed on Amber report, which is monitored by the Year Group Leader on a daily basis for a fixed number of days. Parent/carers are informed.
2. If successful the student is removed from Amber report. Parents/carers are informed.
3. If unsuccessful the monitoring period may be extended.
4. If unsuccessful the student moves to Stage 3, Red Report.
5. A personal support plan or CAF referral may be made.

Stage 3 – Red Report: Senior Staff Report

1. The student is placed on Red Report for a fixed number of days in the first instance. This is monitored at the end of every day.
2. Targets and strategies will be reviewed.
3. Strategies and sanctions discussed with parents/carers.
4. If successful the student is removed from monitoring.
5. If the student is unsuccessful then the monitoring period may be extended or the student is moved to Stage 4, Acceptable Behaviour Contract.

Stage 4 – Acceptable Behaviour Contract (ABC)

1. The target, strategies and timescale of the ABC are discussed and agreed with the School, Parent/carer and student.
2. If the student is unsuccessful the monitoring period may be extended or further strategies and sanctions are discussed with the parents/carers.
3. If this is unsuccessful parents/carers are invited into school to discuss options at stage 5.

Stage 5

- Alternative Provision
- Part-time timetable with an agreed review period
- Referral to external services if appropriate
- Permanent Exclusion

A number of stage 5 options may be deployed as an alternative to permanent exclusion. However, if there is no positive response by pupils at any stage in the behaviour management system, then this could lead to permanent exclusion.

Fixed Term Exclusion

All decisions to exclude are taken seriously and only taken as a last resort or where the breach of the School rules is serious.

The following are examples and the list is not exhaustive:

- Unacceptable behaviour when placed in Isolation
- Repeatedly failing to follow instructions
- Repeatedly failing to follow School rules e.g. uniform
- Continuous disruptive behaviour
- Failure to comply with a reasonable request from a senior member of staff.
- Failure to wear School uniform, which has been provided (where possible) for a student who is in incorrect uniform is regarded as failure to comply with a reasonable request.
- Breaches of health and safety rules.
- Verbal abuse of staff, other adults or students.
- Possession of drugs and/or alcohol related offences
- Failure to comply with the requirements of the 'Consequence System'
- Wilful damage to property
- Homophobic or racist bullying
- Bullying
- Sexual misconduct
- Theft
- Making a false allegation against a member of staff
- Behaviour which calls into question the good name of the School
- Persistent defiance or disruption
- Fighting or physical assault (including retaliation)
- Any other behaviour deemed unacceptable by the Headteacher

Following a fixed term exclusion, a student and parent/carer will be required to attend a re-integration meeting with a member of the Senior Leadership Team. Students will also be required to serve one day in isolation finishing at 4.15 pm before they rejoin the general population of the school.

Partial Timetable

As an alternative to exclusion a Headteacher may, in limited circumstance, make use of a partial timetable to support a student.

Exclusion from Extra-curricular Events

As a result of unacceptable behaviour, The Hayfield School reserves the right to exclude students from taking part in a specific extra-curricular activity or celebration event.

Provision of education for students excluded for a period exceeding 5 days

The School recognises the need to keep fixed term exclusions short wherever possible. It is therefore anticipated that in most cases exclusions would not exceed 5 days fixed term. Where it is necessary to exclude a student for a longer period, the School will ensure that provision is offered to the student from day 6 onwards.

Permanent Exclusion

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

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

Permanent exclusion is an extremely serious sanction and a step taken only as an absolute last resort. The Headteacher may take the decision to permanently exclude a student for a number of reasons such as:

When over a prolonged period of time, despite numerous strategies employed to re-engage, a student **refuses to work with the School or persistently fails to follow the School's behaviour policy.**

Where allowing the student to remain in the School would **seriously harm the education, welfare or safety** of the student or others in the School.

Examples of serious harm may include:

Dangerous behaviour

- Lighting fires
- Carrying an offensive weapon
- Harming or threatening a student or member of staff with an offensive weapon
- Serious, actual or threatened violence against another student or member of staff
- A student who harms another student causing injury requiring medical attention

Criminal behaviour such as supplying illegal substances to others. This could include an incident which takes place on the journey to or from school.

Sexual misconduct threatening the well-being of a student or member of staff.

Serious or malicious or inappropriate use of electronic devices.

Assault, injury or harm to a member of staff.

Behaviour or act that causes serious disruption to the school e.g. deliberately setting off the fire alarm.

Making a malicious serious false allegation against a member of staff.

Any other behaviour deemed unacceptable by the Headteacher.

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

CCTV

The Hayfield School has CCTV which is in place for the purpose of maintaining discipline, health and safety. Evidence from CCTV may be used.

Use of Reasonable Force

Please refer to the DfE guidance 'Use of reasonable force. Advice for Headteachers, staff and governing bodies'.

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

Behaviour and Discipline Panel of Governors

DfE Guidance

Under DfE Guidance 'Exclusion from maintained schools, school and pupil referral units in England', a meeting of the Governors Behaviour Committee must be convened by the Governors Behaviour Committee Clerk when:

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

The Behaviour Committee will comprise of 3 members of the Governing Body who will review the case impartially. If a member has a connection with the student, or knowledge of the

incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down.

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

The meeting must be convened before the 15th school day after the date of receipt of notice to consider the exclusion.

The Clerk will circulate the paperwork for the Behaviour Committee to all parties invited to attend at least 5 days in advance of the meeting.

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

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

Within one school day of the meeting, a letter will be sent detailing the decision of the Behaviour Committee. Following a permanent exclusion, the letter will also detail the procedure for the appeal which will be heard by an Independent Review Panel. The parent/carer has 15 school days after the day on which notice in writing is posted.

Independent Review Panel

The Hayfield School will have in place an independent review panel and a parent/carers' right to appeal to this independent panel will be outline in the letter following a permanent exclusion being upheld by the Governors. The Hayfield School will arrange for the independent review panel hearing to review the decision of the Governors not to reinstate a permanently excluded student.

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

Police

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

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

Communication with parents/carers

The Hayfield School recognises the importance of effective home-school communication and will endeavor to communicate effectively with parents regarding students' behaviour when necessary. For example:

The School will, where they see appropriate, telephone or write to parents to praise students for effort;

The School will inform students when they have been issued with detentions by giving students a letter or a sticker in the planner – it is a students' responsibility to log this in their planner and inform parents of this detention. Students not logging a detention in their planner correctly does not revoke the sanction;

If a student has reached Consequence 5, a day in the Isolation room, parents/carers will be informed of by telephone and/or SMS text message. It is parents'/carers' responsibility to ensure that contact details are kept up to date as not receiving a telephone call or SMS/text message does not revoke the sanction;

If a student has been excluded, the School will inform parents, by the end of the afternoon session on the day that the exclusion is issued that they are legally required to ensure that their child is not present in a public place during school hours and could be given a fixed penalty notice if they fail to do so. The school will attempt to make a telephone call to speak personally to a parent/carer. If the member of staff is unable to make contact with the parent/carer by telephone he/she will send SMS text or leave a message. This will be followed up with a letter. The school will record actions taken to communicate with parents.

Reasonable adjustments

A reasonable adjustment never means that the School lowers expectations. However it recognises that some students need additional support to ensure that they meet the high expectations. That we have for all of our students.

The Hayfield School may, in line with the requirements of Equality Act 2010, make reasonable adjustments for students with Special Educational Needs and Disabilities in relation to this policy where it is deemed appropriate.

In order to ensure that the duties under the Act are met, The Hayfield School will:

- consider the SEND Code of Practice and The Hayfield School Policy for SEND;
- monitor C4/C5/C6/FTE for SEND students with EHCP, EHCP pending or other disability, inclusion team meetings

- call an emergency/annual review for SEND students with EHCP, EHCP pending or other disability in cases where the Leadership Team/SENCO has identified that these students may have difficulties meeting the school's high expectations

*It must also be noted that the Hayfield School reserves the right to make adjustments to the application of the above policy on a temporary or permanent basis by approval of the Governing Body.

Guidance for taking into account individual student needs

The School understands the need to take into account and be sensitive to individual student needs when applying the behaviour policy and making reasonable adjustment where necessary. Students such as:

- Those with special educational needs
- Minority ethnic and faith groups
- Travellers, asylum seekers and refugees
- Students who need support to learn English as an additional language
- Students in public care
- Sick children
- Young carers

For example:

- A child in care is removed from class after an emotional outburst. The student had been told the night before by the social workers that her foster family could no longer keep her and she would shortly be moving to another family and school.

A more appropriate response would be to allow the student to have some time out to talk with an appropriate mentor in school.

- A student on the autistic spectrum is disciplined for making personal comments about an adult's appearance. The student has no sense that such comments can be hurtful and should be avoided.

A more appropriate response would be for the adult to tell the pupil that the comment was hurtful and inappropriate, to inform the SENCO, but not apply a sanction.

- A refugee student dives under the desk at a sudden noise that reminds him of a terrifying event in his past. Other students laugh. The teacher thinks he is playing the clown and puts his name on the board as a warning.

A more appropriate response would be to let the class know of the special circumstances and offer the pupil reassurance and support.

- A student is reprimanded for failure to follow a long and complicated instruction given by an adult, but the student has speech and language difficulties and cannot process complex language.

A more appropriate response would be to make the instructions short and clarify understanding by asking the student to repeat them.

Supporting students whose behaviour needs to improve

At The Hayfield School we believe that the most effective way of managing behaviour is to praise and reward good behaviour.

Where students are having difficulty conforming to the expected standards of behaviour in the School various strategies may be employed to help them improve.

The use of the staged Report Card System, although listed as a sanction, serves the dual purpose of enabling the monitoring of the Form Tutor and Year Leader to set targets and keep a check on behaviour and of giving the student instant feedback on satisfactory aspects of behaviour. This is particularly effective as parents are kept informed daily of the progress made.

One to one sessions with a mentor can also be used to help students develop strategies to improve their behaviour.

Where appropriate a 'time out card' will be issued to allow students to withdraw themselves from a situation they feel that they may not be able to manage appropriately and take themselves to an agreed teacher or mentor.

Where drugs, solvents, alcohol or smoking are the issue there will be a referral to appropriate agencies to provide counselling.

For students whose behaviour is deteriorating rapidly a Personal Support Plan (PSP) will be undertaken, if there is not already a Common Assessment Framework (CAF) in place. This will identify precise and realistic behavioural outcomes for pupils to achieve. It will be agreed with parents as a result of a meeting with them. In drawing up the plan the School will:

- Consider offering one to one support
- Review any learning difficulties and put in place a remedial programme where necessary
- Consider a change of sets or class
- Consider a move to alternative provision
- Consider a referral to external agencies

The plan will have regular review meetings. Rewards for meeting targets and sanctions for non-compliance should be made clear at the outset. At the end of the agreed period the intervention package may, according to the level of its impact on improving the situation.

Associated DFE Documents

[The Use of Reasonable Force](#)

[Searching, Screening and Confiscation](#)

[Exclusion from School](#)

[Keeping Children Safe in Education](#)

Other useful Guidance

Education Acts 1996, 2002 and 2011

School Standard and Framework Act 1998

Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010