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## Positive Behaviour Management Policy

This policy is consistent with the following guidance and legislation:

Behaviour and discipline in schools: a guide for head teachers and school staff DfE 2011  
Education and Inspections Act 2006  
Education Act 2002  
School Standards and Framework Act 1998

Other key related policies:

Anti-bullying Policy  
E-safety Policy  
Exclusion Policy  
Dealing with abuse behaviour towards staff policy

### 1. Introduction

- 1.1 The success of Hanley Castle High School has been built on courtesy, kindness and mutual trust. These are dependent on the very good behaviour, respectful attitudes and positive responses to the demands of school life by all of our students. We aim to develop these high standards of behaviour and self-discipline by treating all students in a fair, respectful and good-natured manner, and leading by example. The benefits and expectations of good discipline and orderly conduct are emphasised in assemblies, lessons, around the school site and in tutor periods. Standards are consistently high and fairly applied both in and out of the classroom.
- 1.2 The principle aim of the school is to bring out the best in every individual student. This overarching aim is supported by the aims of this positive behaviour management policy which are:
- To provide a rich environment where the same value is placed on social capital as cultural capital, developing the skills of young people to communicate and interact effectively in both familiar and unfamiliar contexts.
  - To promote positive relationships between staff and students
  - To promote good behaviour and respect
  - To ensure that students complete assigned work to the best of their ability
  - To prevent all forms of bullying, including bullying related to race, religion and culture, homophobic or transgender bullying, bullying of students with SEN or disabilities, sexist or sexual bullying, and cyber bullying.
  - To promote independence to make positive choices

### The Hanley Castle Code of Conduct

- 1.3 All students and parents sign a Home/School agreement on admission to the school. By doing so, parents agree to support this policy and students agree to follow our code of conduct. All students are required to:



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- Be kind to others and make new members of the school feel welcome
  - Respect each other's property
  - Be honest and open about any incident of inappropriate behaviour they have witnessed or experienced e.g. bullying, vandalism, smoking or drugs
  
  - Share any concerns, verbally or in writing, with someone they trust. They will be listened to and appropriate action will be taken immediately
  
  - Care for the environment and consider the needs and safety of others and themselves.
- 1.4 The head teacher will take reasonable steps to ensure that students and parents are aware of this policy and our code of conduct, and that it is brought to parents' attention and the attention of persons who work at the school at least once a year.
- 1.5 All students at school are covered by this behaviour policy.
- 1.6 The term 'parent' is used in this policy to mean the person with legal responsibility for a child.
- 1.7 Intimidating behaviour is not tolerated at Hanley Castle. Should a parent use intimidating behaviour towards a member of staff, either in person, by telephone or any other medium, appropriate action will be taken. See dealing with abusive behaviour towards staff policy.
- 2. Promoting and rewarding good behaviour**
- 2.1 We believe that rewards are more effective than punishment in motivating students. By praising and rewarding positive behaviour, others will be encouraged to act similarly. Praise and rewards are given to encourage students to have pride in themselves and a desire to do their best. Praise begins with frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded. A more formal system of rewards is used to recognise and congratulate students when they set a good example or show improvement in their behaviour.
- 2.2 Praise and rewards may be for an individual student, whole class or year group. Striking the right balance between rewarding students with consistently good behaviour and those achieving substantial improvement in their behaviour is important. Head of Key Stages should monitor any emerging patterns in relation to age, ethnicity, gender, special educational needs, disability etc. and take appropriate action to avoid bias in rewarding good behaviour. Bias could be



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revealed through personal observation, other staff comments, parental comments or our routine recording systems.

- 2.3 Praise and rewards should be used to help reinforce our efforts to tackle particular aspects of behaviour that arise from time to time. For example, in our aim to prevent bullying, we might actively seek to praise and reward students who – rather than acting as passive bystanders – act positively in standing up against such behaviour. Praise and rewards can be targeted particularly on students who make efforts to act as positive ambassadors for the school when on journeys to and from school, on work placements or at external sports events.
- 2.4 Celebrating good student behaviour outside school may also help in ensuring that some students who do not usually receive praise in school are singled out for recognition.

### Hanley Castle Rewards

- 2.5 E-praise points are awarded to students for demonstrating excellence in line with the school's aspirations: Belong, Aspire and Achieve. These aspirations are sub divided in the following way:
- Belong: Splendid leadership
  - Belong: Supporting other students
  - Belong: Service to the school or community
  - Aspire: Successful completion of actions
  - Aspire: Submission of work above HEM
  - Aspire: Substantial improvement
  - Aspire: Sustained effort
  - Achieve: Superb test or exam
  - Achieve: Series of five pieces of homework
- 2.6 Every 15 points, Hanley Castle e-praise milestones are used to allow individual and tutor group rewards to be given for a positive and sustained approach to school. These are presented on the students e-praise log in page. Individual notifications are sent home when a student receives 15, 60, 105, 150, 195, 240 points.
- KS3 and KS4 have termly prize draws for students who have received milestone notifications (in KS5 students are entered into a termly prize draw).  
KS4 award a "lucky dip" prize on a fortnightly basis to each student who has achieved a milestone. An email is sent home to inform parents.
- 2.7 'Star of the Week' / WOW workers– form tutors choose an enthusiastic member of their tutor group who has made a great contribution, either in school or during



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extra-curricular activities in some way during the week. The student is mentioned in assembly and a certificate is given or email sent home.

- 2.8 On a half termly basis, KS3 form tutors choose an outstanding member of their tutor group who has stood out all half term as being a good example of a Hanley Castle student through their behaviour, school work and for any other reason. Parents receive a 'Pupil of delight' or 'outstanding student' notification with a personal comment.
- 2.9 In KS5 a Student of the fortnight is selected by each subject teacher and by tutors, a letter is sent home. This is linked to a fortnightly praise assembly where a student is drawn to receive a prize as student of the fortnight.

A praise assembly follows this to include a prize draw for 'Service to Hanley'.

### **Attitude and Effort Awards**

- 2.10 Attitude and Effort awards (A+Es) or grades are given at least half termly in every subject to KS3 and KS4 (and KS5 during lockdown) students and communicated to parents in a cumulative manner during the school year, to encourage a positive attitude towards work and school. They are awarded by subject teachers and tutors on the basis outlined in appendix 4.

In addition, those students that achieve the top A&E awards in each key stage may be invited for tea and cake with the headteacher to celebrate their achievements.

Notifications to parents will be sent to those students whose attitude and effort awards are excellent, show an improvement or give a cause for concern.

### **VESPA grades**

VESPA grades (Vision, Effort, System, Practise, Attitude- criteria by which 6th formers are assessed in order to make progress in their work ethic) will be awarded half termly in every subject that a KS5 student studies. They are communicated to students and parents in a cumulative manner during the school year to encourage a positive attitude to studies and advise on next steps to improve. They are awarded by subject teachers and tutors on the basis outlined in appendix 7.

In addition, notifications to students and parents will be sent to those students whose VESPA grades are excellent, show an improvement, show a decline or give a cause for concern.



### **Commitment to Learning Awards**

- 2.11 Commitment to Learning Awards are given twice per year, in Key Stage and whole school assemblies, for those students in KS3 and KS4 who have demonstrated exemplary commitment to learning through their attendance, e-praise points, attitude and effort awards and commitment to the wider school community. In general, there should be no more than twenty commitment to learning awards given each term to each year group.
- 2.12 Students are recognised for their commitment to learning through the awarding of prizes at the annual celebration of achievement evening.

### **Attendance**

- 2.12 Regular attendance at school is necessary if students are to do their best at school. Individual students who have 100% attendance termly and yearly will receive a notification of recognition. Please refer to the school's Attendance Policy for more detail.
- 2.13 Students in Year 8 and 9 who have excellent attendance, whose A and E grades are positive and who have not received any cause for concern notification are invited to attend a day trip to Drayton Manor theme park. This acts an incentive for students to maximise their effort.
- 2.14 Students in Years 8 – 13 who have achieved excellent A & E grades or VESPA grades are recognised at our Celebration of Achievement awards ceremony which is held annually during the start of the autumn term.

### **3. Punishing poor behaviour and the use of disciplinary sanctions**

- 3.1 On the rare occasions when a student's behaviour falls short of the very high standards which the school reasonably expects, the school has the authority to discipline and impose sanctions. This includes the power to discipline students even when they are not at school or in the charge of a member of staff. This power extends to all paid staff with a responsibility for students, and, at Hanley Castle to all paid support staff. These disciplinary sanctions are actions which aim to make clear the boundaries of acceptable behaviour to the student and our school community, and must be reasonable and proportionate to the circumstances of the case. Sanctions should take into account a student's age, any special educational needs, any disability and any relevant religious requirements.
- 3.2 The disciplinary sanctions used at Hanley Castle High School have the following roles:



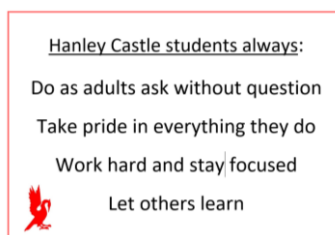
- to impress on the perpetrator that what he or she has done is unacceptable
- to deter the student from repeating that behaviour
- to signal to other students that the behaviour is unacceptable and deter them from similar behaviour.

3.3 Staff need to apply disciplinary sanctions as consistently and fairly as possible, whilst recognising that every situation is different and that every student is an individual.

3.4 Heads of Key Stage should take reasonable steps to monitor the pattern and impact of sanctions by age, ethnicity, gender, special educational needs and disability. Amendments to this policy and its application can be made as appropriate.

### Classroom behaviour management

3.5 Classroom discipline is the prime responsibility of the class teacher and he or she will correct unacceptable behaviour referring to our School rules:



These classroom rules will be displayed prominently around the school to ensure visibility to both staff and students.

3.6 Class teachers, when appropriate, may choose amongst other strategies, to employ a sequential system to allow students to recover their behaviour and re-establish a productive learning environment. (see Appendix 6)

It is important to note that in order to prevent challenge from students and to allow staff to remain in control that students may be advanced to any point on the sequential system at the discretion of the class teacher.

3.7 All lessons are covered by a senior teacher on the duty rota. This member of staff may be summoned, by telephone or using a responsible student, to a lesson via the appropriate Key Stage Office. Students must not be sent directly to the head teacher's office, deputy head teacher's office or to the key stage office.



## Referral System

- 3.8 The school has a system of referral for those students whose behaviour is a persistent cause for concern. Staff should complete a repeated cause for concern notification on SIMS which will automatically be available for staff to see. This is a vital communication to allow for careful monitoring and systematic care for our students.

The school's referral system places the tutor at its heart. The tutor's action is to discuss the notification with the student and record of the date of this action and any outcomes following the discussion on SIMS. This should be done the day the discussion with the student takes place. Tutors need to manage carefully the work load imposed by cause for concern notifications coming to them and be proactive in dealing with them in a timely way.

- 3.9 Subject teachers or other members of staff should complete cause for concern notifications on the day the misdemeanour occurs.
- 3.10 Examples of student behaviour that require cause for concern notifications to be recorded on SIMS:
- low level and persistent disruptive behaviour, over several lessons, preventing the student or others from learning
  - failure to comply with instructions
  - inadequate work in several lessons
  - inadequate focus over several lessons
  - failure to complete homework (see appendix 3)
  - persistent lateness to lessons
  - poor attitude over several lessons
  - defiance
  - failure to bring PE kit
  - failure to engage in remote learning

A cause for concern notification should always be accompanied by action from the teacher, for example a phone call/ communication home or a detention, or a period of restorative/reflective time these should be recorded on the notification. The notification should also detail the method the teacher has used to restore their relationship with the student following the sanction (marked R)- see Appendix 7 for staff guidance

- 3.11 Cause for concern notifications may also be written for more serious incidents. Cause for concern notifications written for serious incidents should be forwarded to



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the key stage offices **immediately after the incident**, but it may be necessary to give a verbal or written account of the incident to the Head of Key Stage and for the notification to follow later. The Head of Key Stage will decide whether the incident should be handled at department level, tutor level, key stage level or passed to the leadership team. Examples of serious incidents include:

- any incidence of bullying
- possession of a blade or weapon
- any incidence of racism, homophobia or sexism
- abusive language to a member of staff
- cyber- bullying
- assault
- aggressive behaviour
- truancy
- defiance
- drug/ alcohol related incident
- vandalism to property
- theft
- fighting.

This list is not exhaustive and it will be for the member of staff who initially deals with an incident to decide whether or not it is a serious incident. Staff should always consult with senior staff if they are in doubt.

- 3.12 All valid cause for concern notifications will be retained on SIMS. Parents should be kept informed of significant or persistent concerns, actions and strategies being taken to support the issue where appropriate. The head of key stages, subject leaders or members of the leadership team may invite parents and/or student in for an interview to discuss a way forward. This may include involvement with multi-agency staff, the use of continual reporting systems (report cards) or, where attendance is part time or a student is in danger of permanent exclusion, the creation of a Pastoral Support Plan. The timing of parental involvement is dependent on the individual child and their circumstances.

### **Intervention Strategies**

- 3.13 The school aims to provide support for students who do not respond to initial tutor or subject teacher intervention strategies. This is to prevent alienation from school and education, and to prevent disruption to the learning of others or to the school community or alternative provision. It is the role of key stage leaders and the leadership team to identify students needing extra support and plan intervention to help individuals better manage their behaviour, learning, attendance and relationships





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- 3.14 The nature of the response will vary depending on the context, and parents will be contacted as appropriate. Clear targets should be set for students that are both reasonable and achievable.
- 3.15 A pastoral support plan (PSP) may be used to support when it is considered that a student's persistently poor behaviour over a prolonged period places them at risk of exclusion.

### **Guidelines for disciplinary sanctions**

- 3.16 Disciplinary sanctions are more likely to promote positive behaviour if students see them as fair. Staff should, in implementing the school's positive behaviour management policy, bear in mind the following advice:
- aim to develop a strong working relationship with the students in their care, maximising the opportunities to develop trust and commitment both to the subject and the teacher
  - make clear they are dealing with the behaviour, rather than stigmatising the student
  - avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour
  - avoid whole group sanctions that punish the innocent as well as the guilty
  - wherever possible, use sanctions that are a logical consequence of the student's inappropriate behaviour
  - use sanctions to help the student and others to learn from mistakes and recognise how they can improve their behaviour
  - when appropriate, use sanctions to put right harm caused
  - never issue a sanction that is humiliating or degrading
  - use sanctions in a calm and controlled manner
  - ensure that sanctions are seen as inevitable and consistent, although they should, where appropriate, take account of individual needs, age and understanding
  - attempt to link the concept of sanctions to the concept of choice, so that students see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour
- 3.17 Sanctions should not be used where low-level interventions, such as giving a non-verbal signal or reminding a student of a rule, are all that is needed.
- 3.18 Staff should also consider, when using sanctions, whether an apparent behaviour difficulty is in fact a manifestation of unidentified learning difficulties, of any other type of special educational need, or is related to a possible welfare or safeguarding issue.



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3.19 Corporal punishment is unlawful and will not be used.

### **Detention**

3.20 Where a student's behaviour falls short of our expected high standards, the school may exercise its legal authority to impose detentions at breaktime or lunchtime, or outside of school hours (after school, at weekends or on TED days). Where a detention is outside school hours parents will, where possible, be given enough notice to arrange collection. We will use these powers reasonably by taking appropriate account of a range of issues relating to the welfare and rights of staff, students and parents. This is particularly important where the detention involves the student staying late at school.

3.21 Parental consent is not required for detentions, either during the school day or outside of school hours. Where a detention is outside of school hours parents must make arrangements for safe transport home, despite any inconvenience. Parents should discuss any exceptional circumstances with the school. Non-attendance at a detention for no good reason will result in a further sanction – for example non-attendance at a lunchtime detention may result in an after-school detention. Non-attendance at an after-school detention may result in a fixed term exclusion.

3.22 After-school detentions, arranged through the key stage offices, are normally for one hour between 3.30 and 4.30 p.m. However, these may be held at any time on any day. Subject detentions can take place at break or lunchtime. Staff will give due care to the need for both staff and students to eat, drink and access toilet facilities.

3.23 Class teachers may set subject detentions for low level issues which need an immediate response including non-completion of homework.

3.24 Staff may impose a short detention ('time waster detentions') for students who fail to wear school uniform correctly or repeatedly fail to bring the necessary equipment to lessons. These detentions are administered by the key stage offices and held centrally at the start of lunchtime at a publicised venue.

3.25 The Head teacher has limited the power to impose detention outside school hours to subject leaders, Heads of Key Stages and the leadership team. All other staff must complete a 'Request for After-School Detention' form and email it to their Head of Faculty who authorises this request and sends it on the relevant Key Stage Office. Heads of Key Stage, or their delegates, will decide whether or not the request for an after-school detention is reasonable and, if so, inform the student, tutor and parents of the date and time it is to be served.



3.26 After-school detentions can be imposed for more serious poor behaviour, including:

- three cause for concern notifications in a week
- five cause for concern notifications in a half term
- when a student fails to complete homework (see Appendix 3 for flow chart)
- when a student fails or refuses to attend a subject detention
- when a student persistently fails to attend uniform detentions
- when a more significant response is needed than a subject detention for an incident of poor behaviour including incidents on the journey to or from school
- Two cause for concern notifications in a day
- Every time a student receives 10 cause for concern notifications

**Removal from lessons**

3.27 Where school property is stolen or damaged students may be charged for the repair or replacement of the property. In addition, community service may be used as a further restorative measure.

3.28 Where a student's behaviour falls short of the school's high expectations it may be deemed necessary to remove them from their lesson. The school may place a student within the key stage Student Support area for all or part of a day.

3.29 Students removed from lessons for a period of restorative time will be provided with appropriate work for the duration of their sanction.

**4. Positive intervention**

4.1 A variety of intervention strategies will be deployed by the key stage offices to support the student to improve their behaviour or learning. Strategies include positive report cards, A and E report cards, Emoji Reports, subject reflection sheets, Top-try cards, meetings with parents, and telephone calls home.

4.2 A variety of intervention strategies will be deployed by the key stage 5 team to support the student to improve their behaviour or learning. These intervention strategies will reflect the next steps suggested by the classroom teacher as part of the VESPA process, this will allow a tailored intervention.

Examples of positive intervention include:

Vision - time and support to focus on future careers

Effort – supervised study support to encourage work ethic

Systems – support to organise resources and become a more independent learner



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Practice – support to structure practice of their subject outside of directed lesson material

Attitude – support to improve a student outlook on dealing with challenge

## **5. Physical contact with students, including use of reasonable force**

5.1 There are times when physical contact between staff and students is proper, necessary and legal. For example, this may occur when members of staff comfort a distressed student, congratulate or praise them, demonstrate how to use a musical instrument, demonstrate exercises or techniques in PE or give first aid.

5.2 School staff have a legal power to use reasonable force in the following situations:

- To prevent students from hurting themselves or others
- To prevent damage to property
- To prevent disorder.

5.3 The use of force should always be a last resort for the most serious of incidents in school, on school trips or during other school related activities. Staff must use no more force than is 'reasonable in the circumstances'. They should always try to avoid injuring a student, but in extreme circumstances (for instance where a fight has to be stopped) this may not be possible.

5.4 Physical intervention might involve the following:

- Physically interposing between students
- Blocking a student's path
- Holding, pushing or pulling
- Leading a student by the hand or arm
- Shepherding a student away by placing a hand in the centre of the back
- In extreme circumstances, for example to break up a fight, briefly using more restrictive holds.

5.5 If a serious incident occurs, a member of staff may have no choice but to use reasonable force, or to request help from other members of staff, to fulfil their duty of care towards students or to protect themselves. The school will always report the use of force to parents. Any complaints about the use of force will be investigated thoroughly and speedily. However, where a member of staff has acted within the above legal guidelines they will receive the full support of the school's head teacher and Academy Standards Committee.

## **6. Exclusions**

6.1 This is a summary of the main exclusion procedures and is included here for consistency. Please refer to the school exclusions policy for further detail.



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- 6.2 Only the head teacher or acting head teacher may exclude a student, following the appropriate investigation. The parent must be informed of any exclusion without delay – this is usually done by telephone and confirmed by notification. The parents must be informed of the length and type of exclusion, and of their right to make representations to the Academy Standards Committee. In addition to this, students over 18 must be informed directly and have the right to appeal on their own behalf.
- 6.3 There are 2 types of exclusion: fixed term and permanent. There is a limit of 45 school days in a school year for fixed term exclusions.

| Exclusion type & number of days   | When should the ASC be informed? | Does the ASDC have to meet?   | When should it meet?  | Can it reinstate? |
|---|----------------------------------|---|---|-------------------|
| Fixed Term<br>5 school days or fewer & public exam not missed                                     | Once per term                    | Does not have to meet, but must consider parental representations if made | No time limit   | No                |
| Fixed Term<br>More than 5 & up to & including 15 school days or where public exam would be missed | Within 1 school day              | Only if parents request it to do so                                       | Within 6 – 50 school days from the date the LGB is notified | Yes               |
| Fixed Term<br>More than 15 school days  | Within 1 school day              | MUST meet   | Within 6 – 15 school days from the date the LGB is notified | Yes               |
| Permanent   | Within 1 school day              | MUST meet   | Within 6 – 15 school days from the date the LGB is notified | Yes               |

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| Days – can be made up of half days (lunchtime exclusion = half day) and is the number of days singly or cumulatively in ONE TERM |
| The GB may exercise its discretion to allow an excluded student on the premises for the sole purpose of taking a public exam     |

- 6.4 The decision to exclude a student is not taken lightly and is a serious response to a serious offence or a serious response persistent breaches of the positive behaviour



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management policy. Individual situations will be dealt with on an individual basis, dependent upon circumstance, behavioural record and the severity and frequency of the offence.

6.5 Reasons for fixed term/permanent exclusion include:

- physical assault against a student/adult
- verbal abuse/threatening behaviour against student/adult
- defiance
- bullying
- cyberbullying/ abuse online
- racist, homophobic or sexist abuse
- vandalism
- theft
- smoking/vaping, illegal drugs (or substances presented to others as illegal drugs) / 'legal highs' / alcohol related offences
- sexual misconduct
- persistent disruptive behaviour.
- misuse of technology
- Serious misbehaviour
- Peer on Peer abuse
- Sexualised bullying
- Damage carried out journey to and from school

6.6 Permanent exclusion is a last resort in response to either a one off very serious incident, a combination of serious and very serious incidents over a short period of time or a series of serious incidents where intervention has failed to modify behaviour.

**7. Confiscation of inappropriate items, including retention and disposal**

7.1 The head teacher and staff authorised by the Headteacher (including all members of the senior leadership team, all teachers in receipt of a TLR, all non-teaching members of the key stage teams and all trip leaders) have the statutory power to search students (and their possessions, including bags and lockers) without consent where they suspect that a student is in possession of a 'prohibited' item. Where a search of outer clothing (including coats, blazers, pockets, shoes, socks etc.) is deemed insufficient the police should be called. **Prohibited items include any weapon, alcohol, illegal drugs** (or substances presented to others as illegal drugs), 'legal highs' **or stolen items**. If a student refuses to comply with such a search, the police will be called to conduct the search. If a student absconds before the police arrive, or the police are unable to attend, an assumption will be made that the student was in possession of a prohibited item. Such behaviour will also be treated as defiance and/or leaving the school site without permission. Appropriate sanctions will therefore be applied.



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- 7.2 The head teacher and staff authorised by the Headteacher (including all members of the senior leadership team, all teachers in receipt of a TLR, all non-teaching members of the key stage teams and all trip leaders) have the statutory power to search students (and their possessions, including bags and lockers) with their consent where they suspect that a student is in possession of a 'banned' item. **Banned items include cigarettes, E-cigarettes, vapes, any tobacco or tobacco related product, lighters, fireworks, pornography, racist, sexist or homophobic material, a blade or weapon, laser pens or any item which may be harmful to good order and discipline.** If a student refuses to consent to such a search, an assumption will be made that the student was in possession of a banned item. Such behaviour will also be treated as defiance. Appropriate sanctions will therefore be applied.
- 7.3 Where possible, searches should be conducted by a member of staff who is the same gender as the student being searched. In addition, a further member of staff must also be present as a witness. If possible, they too should be the same gender as the student being searched. Where a student's possessions are being searched, the student must be present.
- 7.4 Parental consent is not required for either 'without' or 'with consent' searches. Although there is no legal obligation to do so, the school will make every reasonable effort to inform parents of such searches, and of any police involvement.

#### **The power to seize and confiscate prohibited and banned items**

- 7.5 Prohibited and banned items found as a result of a screen/search with or without consent, can be seized, retained and disposed of as appropriate (weapons and controlled drugs will always be delivered to the police as soon as it is practical to do so or advice sought from the police on their disposal and stolen items returned to their owner).

#### **The power to seize and confiscate other items**

- 7.6 All members of staff have the power to confiscate prohibited, banned or inappropriate items, or items being used in a way which threatens good order or interrupts learning. These include (in addition to those items listed in 7.1 and 7.2 above):
- any item which poses a threat to others, or is being used to distract and possibly harm other students or staff
  - any item which poses a threat to good order for learning, for example ipods, headphones or mobile phones in use during lessons, energy drinks



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- any item which breaches school uniform rules, for example a baseball cap, a cardigan or a hoodie or trainers. Where appropriate, students will borrow alternative items to wear for the day.
- any item which poses a health or safety threat, for example a ring in PE
- any item which is counter to the ethos of the school: for example material which might cause tension between one community and another;

Where a student refuses to hand over an item disciplinary sanctions will be applied for failure to follow a reasonable instruction.

- 7.7 Staff should note that, while confiscation of a mobile phone is legitimate, searching through a phone or accessing text messages without the student's permission is not. In some circumstances it may be reasonable for a member of staff to ask a student to reveal a message (for example, for the purpose of establishing whether cyber bullying has occurred). If the student refuses then the member of staff should not enforce the instruction. The staff member can, however, legitimately issue a disciplinary sanction for failure to follow a reasonable instruction.
- 7.8 Staff should take particular care when deciding whether to confiscate items of clothing or jewellery. In particular, they should have appropriate regard to whether the item in question has religious or cultural significance to the student and should avoid physical contact or interference with students' clothing of a kind that might give rise to safeguarding allegations. In order to minimise such risks, staff should ensure that if an item of clothing or jewellery is confiscated, this is done in an open setting and not in a closed room.

### Procedures for dealing with confiscated items

- 7.9 Prohibited or banned items will not normally be returned to students. However, students have a right to expect that other confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned.
- 7.10 In most cases, confiscation is a sufficient sanction, and return of the item at the end of the lesson, school day or school week is adequate time to reinforce the school rule. Where appropriate, the school reserves the right to return confiscated items to a parent or guardian rather than to the student.
- 7.11 Items of obvious value, such as mobile phones or headphones, will be retained by the Key Stage Office prior to return to a student or parent. All reasonable steps should be taken to make this arrangement secure including use of a secure locker. The items must be clearly labelled with the students name and return date.





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## Mobile phones and internet enabled devices (IEDs)

- 7.12 For the purposes of this policy mobile phones include all phones, whether smart phones or not. Internet enabled devices include any device which is able to access the internet in order to access or download materials, or to transmit materials, photographs or messages of any kind. This includes smart watches, kindles and emerging technologies with the same capabilities.
- 7.13 Mobile phones and IEDs are not to be used in school except in the bus bay to present a bus ticket. Students are allowed to have them in their possession but, as with all valuable items, we discourage students from bringing them into school. Sixth formers may use their phones discreetly on the school and site and in the sixth form centre.
- 7.14 Students may use their phone to access their bus if they have a digital ticket.
- 7.15 Mobile phones and IEDs must be switched off (not switched to silent mode) from the moment when students arrive on the school's premises to the moment when they leave (including break and lunchtime). If mobile phones or IEDs are switched on or used without permission they will be confiscated and passed to the Key Stage Office.
- 7.16 Confiscated phones or IEDs will usually be returned at the end of the school day. However, if a student's phone or IED is switched on or used without permission on more than one occasion it will need to be collected, in person, by a parent or carer.
- 7.17 The unacceptability of students at this school using phones or other technological equipment to humiliate or bully other members of our school community, for example sending abusive text messages, cyberbullying or using camera phones to record intimidating or unpleasant behaviour, or recording and transmitting of inappropriate images, means that we will always take appropriate action to prevent this, and use appropriate disciplinary sanctions to punish those responsible.
- 7.18 No student should use a camera, phone or any other device to record or video any member of the school community without permission.
- 7.19 If the school suspects that a phone or IED has been used inappropriately it will be retained so that any data stored can be shared with parents, carers or, where appropriate, the Police.
- 7.20 Mobile phones or other IEDs must not be taken into internal or external examinations. Students should hand them in to a member of the invigilation team



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on entering the examination room. Failure to comply with this could result in disqualification from that exam or from all of the examinations in that series.

**8. Regulating students' conduct and disciplining them for misbehaviour outside school premises**

8.1 The school has the statutory power to discipline students for any misbehaviour during a school-organised or school-related activity. This includes misbehaviour in proximity to the school site and during the journey to or from school, while they are wearing school uniform or are in some other way identifiable as a member of the school. In addition, it can punish misbehaviour in other circumstances if it has repercussions for the orderly running of the school, poses a threat to another student or member of the public or could adversely affect the reputation of the school.

8.2 Students who use contract or public transport services will be governed by our general code of conduct, in addition to any employed by the transport providers. Students should report incidents of poor behaviour on contract transport services or public transport using the referral system: each member of the pastoral and senior staff has responsibility for overseeing the conduct of the students on a particular bus. When an issue is reported to that member of staff, they will then follow this up and decide whether to impose a disciplinary sanction.

Sanctions may include:

- lunchtime/ break time detentions
- compulsory seating plans
- warning notifications
- paying for damaged items to the bus
- exclusion
- referral to the bus company, who may decide to impose short term, longer term or permanent bus bans. In this case, it remains the responsibility of the parent or carer to ensure their child is attending school.

8.21 Sixth form students who choose to drive themselves to school must ensure that they drive and park responsibly on the school site. Students who are unable to drive with due care and attention will not be allowed to bring their car onto the school site.

8.3 Instances have been reported where electronic technologies, such as mobile phones, other wireless technologies, social networking sites and chat rooms, have been exploited by students in order to bully or embarrass fellow students. Where this behaviour has repercussions for the orderly running of the school or could adversely affect the reputation of the school disciplinary sanctions will be applied. However, if such behaviour occurs outside school and the behaviour does not



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impact the orderly running of the school then the school may pass any information received to parents or the Police for them to act on.

### **Abuse or intimidation of staff inside or outside school**

- 8.4 The school will adopt firm measures against abuse or intimidation of staff either in school or beyond. (see 'Dealing with abusive behaviour towards staff' policy)
- 8.5 This includes unacceptable conduct by students, parents or others when not on the school site and / or out of hours, and when students are not under the lawful control or charge of a member of staff of the school. This includes any abuse or intimidation via electronic technologies.

## **Appendices**

The following appendices are designed to give further advice and guidance concerning behaviour management:

1. Roles and responsibilities within the Positive Behaviour Management Policy
2. Pathway of support for dealing with poor behaviour in lessons

### **Appendix One**

#### **Roles and responsibilities within the Positive Behaviour Management Policy**

##### **Teacher**

- To build positive working relationships with students
- To use a range of rewards to reinforce good behaviour
- To take responsibility for the behaviour in their own learning environment
- To manage the behaviour of the students in their care to allow all to learn and be safe
- To use a range of strategies to work with the student to modify any poor behaviour
- To apply positive behaviour management strategies and rewards fairly and consistently
- To apply a range of sanctions and strategies (including the following) when positive strategies are exhausted. This is not an exhaustive list:
  - Warn the student, reminding them of our classroom rules
  - Warn the student, and move their place within the classroom
  - Send the student out of the classroom for a short period of time out
  - Place a student with another member of staff for the remainder of the lesson



## Positive Behaviour Management Policy

- 
- Discuss the behaviour with the student and agree a way forward
  - Place the student with the HOF for a fixed period of time to carry out their learning in a different place
  - Call the KSO to summon a member of the duty team to remove a student from the lesson. An appropriate location for the student to serve the rest of the lesson will be found
  - Subject report card
  - Alert Head of Faculty to persistent behavioural concerns and work with the HOF to modify students' behaviour
  - Contact parents and involve as early as appropriate.

### Head of Faculty / Department

- To use a range of rewards to reinforce good behaviour
- To work with the teacher to modify students' behaviour
- To apply sanctions and rewards fairly and consistently
- To take responsibility for the behaviour for learning in their own faculty
- To monitor the use of positive behaviour management strategies in the faculty
- To apply a range of sanctions from the following (not an exhaustive list):
  - Behaviour conversation
  - Lunchtime/ break time detention
  - Parental contact
  - After school detention
  - Subject report card
  - Placed with another class for a set period of time
  - Referral to the faculty line manager.

### Faculty / Department Line Manager

- To work with the Head of Faculty and the teacher to modify a student's behaviour for learning using strategies such as parental contact and report card.

### Head of Key Stage

- To use a range of rewards to reinforce good behaviour
- To evaluate and monitor the cause for concern referrals to identify patterns of behaviour on the basis of individual student, subject or faculty
- To implement intervention programmes to be carried out by the Key Stage Leader, Assistant Key Stage Leaders, Aspire@Hanley, external agencies
- To identify students whose behaviour is of serious concern across a number of faculties.
- To provide support and guidance for tutors in modification of students' behaviour
- To issue and verify after school detentions.



## Positive Behaviour Management Policy

- 
- To investigate and impose sanctions for serious incidents, including bullying.
  - To impose sanctions for persistent misbehaviour.
  - To attend reintegration meetings following exclusion.
  - Sanctions and strategies include:
    - Verbal reprimand
    - Report Cards
    - Withdrawal of privileges
    - After school detention
    - Parental interview
    - Pastoral Support Plan (to be centrally recorded)
    - Detention for part of break or lunch time
    - Withdrawal from lessons
    - Fixed term exclusion.

### Tutor

- To apply positive behaviour management strategies and rewards fairly and consistently to reinforce good behaviour
- To be responsible for the behaviour in tutor time
- To take responsibility for the behaviour in their own learning environment
- To manage the behaviour of the students in their care to allow all to learn and be safe
- To use a range of strategies to work with the student to modify any poor behaviour
- To implement strategies to support a student's behaviour across the curriculum
- To implement strategies to support student welfare to include friendship, organisational and social issues which have an impact on behaviour
- To discuss behaviour with a student immediately whenever a cause for concern referral is recorded and initial and date this conversation on the cause for concern slip immediately after the discussion
- To use a report to monitor students' behaviour across the curriculum.
- To action support strategies as directed by the Key Stage Office.

### Head of Faculty

- To visit lessons and monitor behaviour in the faculty
- To carry out parent meetings with the teacher when behaviour in their faculty requires this action
- To support the teaching staff in their department to carry out effective sanctions
- To work with the teachers in their faculty to rectify student behaviour



**Duty Team**

- To visit identified hot spot lessons or those students highlighted as a priority by the Key Stage Office
- To visit lessons as appropriate
- To be on call to remove students from lessons
- To carry out student checks as identified by KSO.

**Headteacher / Senior Leadership Team**

- To ensure that a student's behaviour does not affect the student's own learning, or the learning of others
- To intervene when other strategies have failed.

**Headteacher**

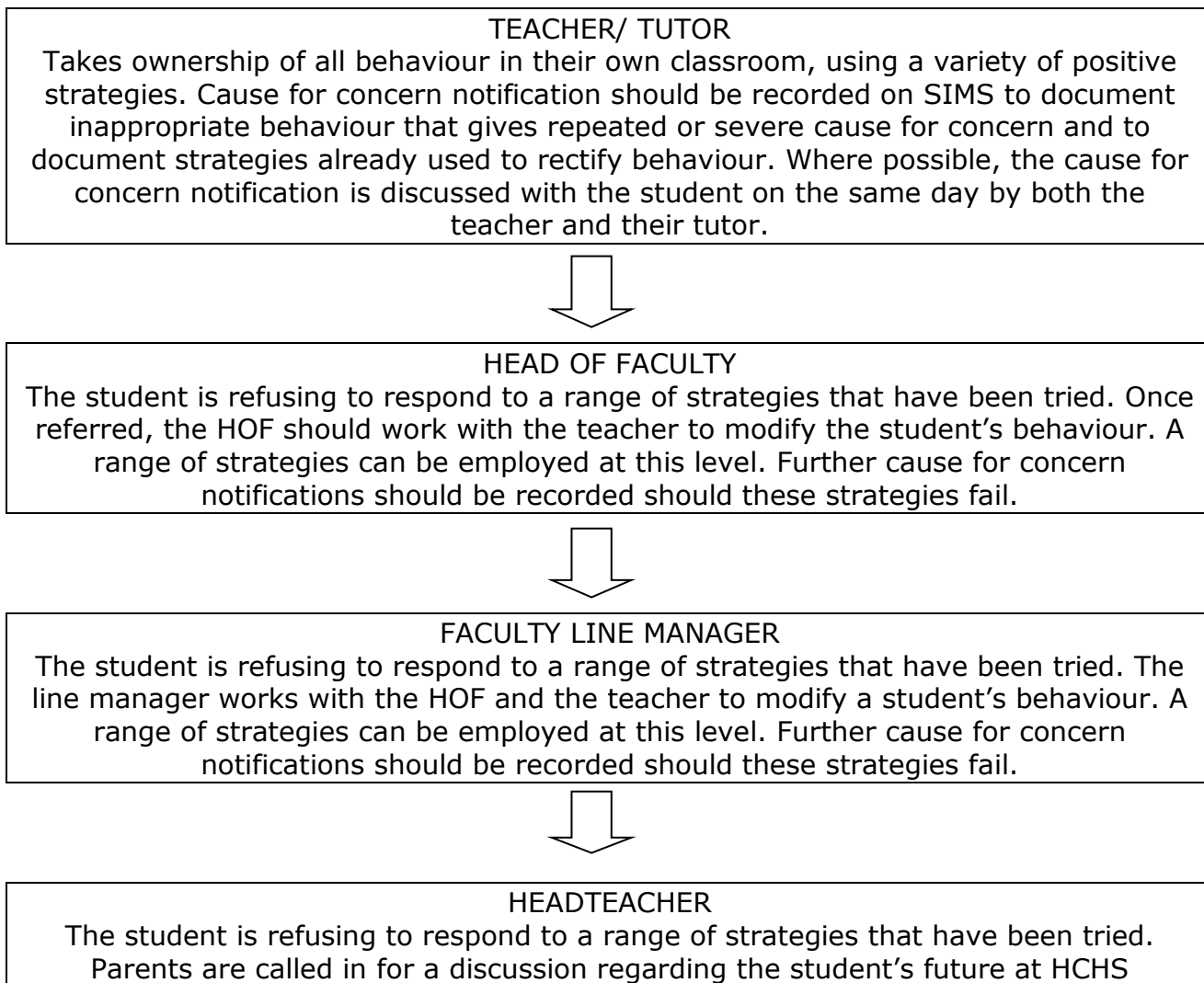
- To consider and implement exclusions, and to consider and implement requests for exclusions by the Key Stage Leaders/ SLT.
- To call in parents for a discussion regarding a student's future at Hanley Castle
- To carry out reintegration meetings with SLT, heads of key stage or heads of faculty as appropriate following every fixed term exclusion.



**Appendix Two**

**PATHWAY OF SUPPORT FOR DEALING WITH POOR BEHAVIOUR IN LESSONS**

There is a stepped approach to managing the behaviour that does not conform to our expectations. Although this response is clearly staged, the nature of the response will vary depending on the context, and parents will be contacted as appropriate.

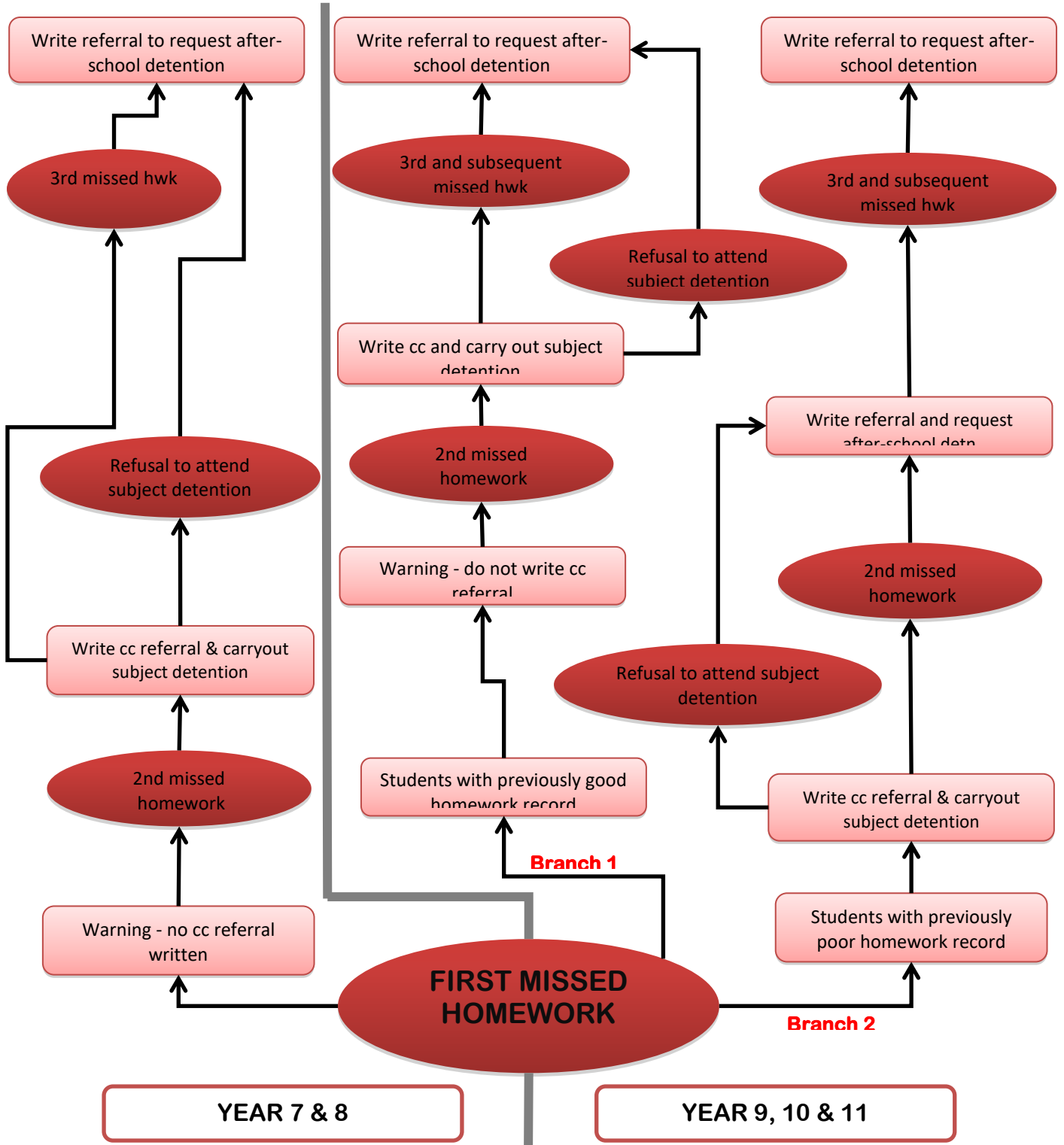


The Tutor and Key Stage Leader oversee this process and implement pastoral support plans when poor behaviour becomes a cross curricular concern. Parental contact and intervention strategies are implemented in addition to faculty intervention.



**Positive Behaviour Management Policy**

**APPENDIX 3- Guidance on when to write a cause for concern notifications (cc)**







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**Appendix 4 Attitude and Effort criteria**

**Outstanding**

- You consistently go the extra mile, are dedicated to continual improvement and reaching your full potential. You are a pleasure to teach, thank you.

**Very Good**

- You always show a very good attitude to learning, but could still take a more pro-active role.

**Positive**

- You do what is required with enthusiasm but consistency is needed.

**Coasting**

- A student doing the minimum of what is asked of them either in lessons or at home. They have more to offer and will underachieve if they do not aim higher.

**Lack of Interest**

- A student who does not appear to be motivated to learn or achieve. Extra support has been required to keep them on task.

**Disruptive**

- A student who has interrupted lessons or stopped others from learning on more than one occasion.

An additional set of A and E criteria will be in operation during any period of remote learning



Appendix 6- sequential system

1. Warning 1 – remind the student of our classroom rules
2. Warning 2 - move the student’s place within the classroom
3. Send the student outside the classroom for a brief (max 2 minutes) cooling off period, or into another classroom (do not use this strategy if more than one student is involved). A discussion between the teacher and student should follow, and a way forward agreed. This might be in the presence of the Head of Faculty who will provide support to the teacher. Should it be deemed necessary, further sanction may be imposed following these actions, and recorded in the usual way using the cause for concern system.
4. Call the KSO or send another student to summon a member of the duty team to remove the student from the rest of the lesson.
5. Following a student being removed from the lesson, the teacher should try to resolve the issues with the student to enable a fresh start at the beginning of the next lesson.

Appendix 7-Advice for staff on holding a restorative conversation

The restorative conversation-choose 5 max

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did it make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?



**Appendix 7- VESPA grades**

- **VESPA 1** – Clear Vision and drive towards a goal, outstanding independence, Outstanding organisational skills, regular evidenced practise. Looks for more challenge.
- **VESPA 2** – Has a plan and desire to succeed, independent work is always complete, always has what is needed, practise is part of everyday routines. Embraces a challenge.
- **VESPA 3** – Working on a plan, knows that they want to succeed. Independent work is complete but needs reminders. Organised most of the time. Will practise but only when directed. Will attempt Challenge.
- **VESPA 4** – Needs to develop a plan to support motivation. Independent study is often not complete or done poorly. Still needs support with organisation. Lacks regular practise to develop skills. Dislikes challenge.
- **VESPA 5** – No plan or desire to formulate a plan. Independent study is not done. Lacks basic organisational skills. Does not practise or look to develop skills. Avoids challenge.
- **VESPA 6** – Attendance concerns are the single biggest issue (staff then put in some letters that require sorting once attendance is addressed)





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| <hr style="border: 0; border-top: 1px solid blue;"/>  |       |
| I the student accept this is a clear and accurate version of my account of this incident:                 |       |
| Signature:  | Date: |
| I the member of staff accept this a clear and accurate version of the student’s account of this incident: |       |
| Signature   | Date: |

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**Positive Behaviour Management Policy**

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| I the student accept this is a clear and accurate version of my account of this incident:                 |       |
| Signature:  | Date: |
| I the member of staff accept this a clear and accurate version of the student's account of this incident: |       |
| Signature   | Date  |