

The Hawthorne's Free School



Application

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Section 1: Applicant details

As Companies Limited by Guarantee, certain details will be publicly available on the Companies House website. However, personal information will be treated in accordance with the Data Protection Act 1998.

We realise that not all of this section will be relevant or appropriate to existing Academy sponsors.

Details of Company Limited by Guarantee	
Name: The Hawthorne's Free School	
Company address: c/o St Wilfrid's Catholic High School [REDACTED] Liverpool [REDACTED]	
Company registration number: 7589293	
Main contact: [REDACTED]	
Name: [REDACTED]	
Address: [REDACTED] Bury Lancashire [REDACTED]	
Email address: [REDACTED]	
Telephone number: [REDACTED]	
Members and Directors	
Please confirm the total number of (a) Company Directors [8] and (b) any other members of the Governing Body [8] appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.	
Name:	[REDACTED]
Position:	[REDACTED]
Name:	[REDACTED]
Position:	D [REDACTED]
Name:	[REDACTED]
Position:	[REDACTED]
Name:	[REDACTED]
Position:	[REDACTED]
Name:	[REDACTED]
Position:	[REDACTED]
Name:	[REDACTED]
Position:	[REDACTED]

Name: [REDACTED]
Position: [REDACTED]
Related organisations
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? No
If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the Free School:
If your organisation is an existing independent school, please provide your six digit unique reference number:

Declaration to be signed by a Company Director

I confirm that the information provided in this application is correct to the best of my knowledge and that if the application is successful the Company will operate a Free School in accordance with the requirements outlined above and the requirements of the Independent Schools Standards* and the Funding Agreement with the Secretary of State.

Signed:

██████████

Print Name:

██████████

Date: 20 April 2011

Each Member and Director of the Company should also complete and return the personal information and declarations from Section 9 (which is in a separate downloadable form).

* The requirements of the Independent Schools Standards are not applicable for 16-19 Free Schools

Section 2: Outline of the school

Proposed school name:	The Hawthorne's Free School							
Age range:	11-16 The school will open with pupils in all years							
<p>Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time.</p> <p>If your application includes nursery provision, please add additional rows as appropriate.</p>		2012	2013	2014	2015	2016	2017	2018
	Reception							
	Year 1							
	Year 2							
	Year 3							
	Year 4							
	Year 5							
	Year 6							
	Year 7	80	100	120	120	120	120	120
	Year 8	80	80	100	120	120	120	120
	Year 9	100	80	80	100	120	120	120
	Year 10	115	100	80	80	100	120	120
	Year 11	135	115	100	80	80	100	120
	Year 12							
Year 13								
	<p>The numbers which are proposed reflect the fact that there are pupils already in the two schools which are closing and the parents have indicated they wish to transfer to The Hawthorne's Free School when it opens. The schools admission number will normally be 120 and we are projecting that the school will open with 510 pupils. The numbers will then fall slightly before rising again to 600 as the school admits the 120 per year.</p>							
If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.								
Will your school have a religious character (i.e. be a faith school)? If Y, please specify which faith. Please see notes below (at the end of this table).								
Is this an application for a single-sex school? If so, please tick the relevant box.	<p>Y / N. If Y, please tick one of the following boxes</p> <p><input type="checkbox"/> Boys</p> <p><input type="checkbox"/> Girls The school will be a mixed school.</p>							
Local authority area in which	The School will be situated in Sefton LA and neighbouring LAs are							

the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).	Liverpool, Knowsley, Wirral and West Lancashire
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Section 3: Education Vision

We are establishing our Free School 'The Hawthorne's' because when the two local secondary schools close a vacuum will be created in the community. The two schools, St George of England and St Wilfrid's are situated in an area of high social and economic deprivation, with high unemployment, high crime rate, high substance and alcohol abuse. An analysis of the indices of multiple deprivation (based on the data released by the Office of the Deputy Prime Minister) reveals the following rankings:

- Index of Multiple Deprivation – bottom 5% nationally
- Income score – bottom 5% nationally
- Employment score – bottom 5% nationally
- Health Deprivation and Disability Score – bottom 5% nationally
- Education Skills and Training – bottom 25% nationally
- Crime and Disorder – bottom 25% nationally
- Living Environment – bottom 25% nationally
- Income Deprivation Affecting Children – bottom 10% nationally
- Income Deprivation Affecting Older People – bottom 10% nationally

A large percentage of students who attend the schools live with one member of their close family or with their extended families. (ie Grandparents, aunts/uncles or family friends). As a result many students experience various forms of disadvantage. We passionately believe that our community will benefit from our Free School being at the centre of this area. Our care begins at start of the start of the day with a free breakfast for all students who need this wrap around care. We understand that many of our students need this support to enable them to function for the day. Many of our children, 34%, are also entitled to a free school meal.

To offset the disadvantages that many of our students face we will offer a personalised curriculum to ensure that we meet the needs of all of our students in a caring community based school, which promotes a distinctive Christian ethos. This ethos together with the aims and values will be underpinned by the Every Child Matters Agenda. The overall design of the curriculum will reflect the character of the Free School and support its aims and values.

Our vision for The Hawthorne's is a school with a harmonious community where everyone feels safe, valued and secure. Where pupils achieve their potential both educationally and personally as a result of top quality teaching and learning in a caring, dynamic environment. Where a variety of educational pathways exist to enable all people to achieve the academic success and the maturity of character which will enable them to succeed in adult life. This will be achieved through a 21st Century curriculum which challenges all students by developing their technological and academic ability. This will give our learners the confidence to go forward and achieve their full potential to the benefit of themselves and others within the global community.

Personalisation of learning is essential and in Years 10 and 11 students will have the opportunity to follow The English Baccalaureate along with traditional GCSEs, BTEC, Diplomas, Entry Level Certificates and Work Based Learning. Together this will enrich the lives of our students fully preparing them for adult life.

In Year 7 students will follow the STAR Project which is a literacy and competencies based project as well as Years 8 and 9 following the requirements of the national curriculum.

Our commitment is to educate the whole child in our care and to achieve this curriculum enrichment begins when the school day ends. Students will be entitled to participate in curriculum enrichment 3 extended afternoons a week. Students will be able to choose from a variety of activities that will enrich their lives and create further opportunities. Examples include AS Level – learn a language, learn how to play a musical instrument and a variety of sporting activities. This will be distinctive as no other school in the area provides this level of curriculum.

The Hawthorne's will create an oasis of calm, structured support and guidance in this socially and economically deprived area. A school where all students will be cared for and allowed to develop at their appropriate pace through a holistic child centred approach. Students will develop respect for themselves and a mutual respect for each other, as well as society. Students will be encouraged to develop an awareness of the world around them. Reaching out to others and accepting and forgiving each other. This will be achieved through excellent pastoral care, a strong feature of both existing schools, which will reward good behaviour and redirect negative behaviour. Restorative Justice and restorative approaches will play a big part in developing life skills.

We believe that the best academic results are achieved by learners who enjoy school life. The philosophy of the school is to develop in our learners a sense of responsibility, self-discipline and a respect for self, others and property. One of the basic elements of education is self-discipline and it is not acceptable for individuals to disrupt the learning of others. The highest standards of behaviour are required by all learners who are expected to take responsibility for their own actions and show courtesy and respect to staff, visitors and to one another by adhering to our Code of Conduct.

The Hawthorne's Free Schools Christian ethos aims to provide our students with:

- An inclusive, caring, harmonious environment where all of our learners are happy, safe and achieve success
- An appropriate curriculum that will meet their needs and enable them to develop their particular aptitudes to the full, prepare them for post 16 opportunities and adult life in a global community
- Learning experiences that will inspire them to deepen their knowledge, understanding and skills so that they value learning and are able to take up employment opportunities that will benefit both themselves and society
- Values and beliefs that are humane and free from prejudice and intolerance
- A level of care and support that will enable them to develop and flourish as individuals and give them a level of self esteem that will enable them to face challenges and take opportunities
- A positive learning environment in which to work where they are equipped with the knowledge and skills required for living in the 21st Century

Section 4: Educational plan

Admissions

The admissions policy will be in accordance with the School Admissions Code, The School Admission Appeals Code and Admissions Law as it applies to maintained schools.

Admissions Criteria

The Free School will admit students who are representative of all levels of ability. The agreed admissions number is 120 across the school. Where the number of applicants exceeds this, over-subscription Criteria will apply, giving priority to students living within the designated area.

The school's admission number will be 120 leading to 600 pupils by 2018. The school will admit in excess of this number in Year 11 during 2012 as these pupils are already attending one of the two schools which are closing and parents have already indicated they wish to transfer to The Hawthorne's Free School when it opens.

Process of Application

Applications for the Hawthorne's Free School (THF) will be made on THF application form. This form can be obtained from: THF website and can be completed on-line. The completed form should be returned to the THF by 31st October. You must also complete the Preference Form supplied by Sefton Children, Schools and Families. If THF is your first choice it must also be listed as your first choice on the Preference Form. The LA Preference Form is to be completed by 31 October 2011.

Oversubscription Criteria

If there are more requests for a school place than there are places available within the school's admission number, places will be allocated in accordance with the following criteria and in the order shown below:

1. Children who, at the time of admission are in the care of a local authority or are provided with accommodation by the authority (looked after children) and/or a child with a Statement of Special Educational Needs.
A looked-after child is defined in Section 22 of the Children Act 1989.
2. Children with exceptional medical or social need
3. Children who live in the catchment area served by the school, who have a brother or sister attending the school provided that the brother or sister will continue to attend the school the following year

The definition of brother or sister includes step-brothers, step-sisters, half-brothers, half-sisters and adopted brothers and sisters living at the same permanent address

4. Other children who live in the catchment area served by the school
5. Children living outside the catchment area with a brother or sister who currently attends the school, provided that the brother or sister will continue to attend that school the following year
6. Children by reference to the distance to the Free School

If it is not possible to meet all of the requests in any one of the categories described above, the Free School will prioritise the requests by reference to distance.

Brothers and Sisters

The Governors see the benefit of children from the same family attending the same school and give priority to brother and/or sister connections in its policy for allocating places. The definition of brother or sister includes step-brothers, step-sisters, half-brothers, half-sisters and adopted brothers and sisters living at the same permanent address. However, where schools are over-subscribed no guarantee can be given that places will be available for brothers and sisters. Where the final place in a year group is offered to one of twins or other multiple births the parent has to decide which child will take up the place.

Distance

If it is not possible to meet all of the requests in any one of the categories described above, the Governors will prioritise the requests within that category by reference to distance. A straight-line measurement will be made, using a computerised mapping system, from the centre of the child's residence – to the centre of the school site. The address used must be the child's permanent home address. The shortest measurement will have the highest priority. Where the final place in a year group can be taken by two or more children living an equal distance from the school, the Governors will select by drawing lots.

Home Address

A pupil's home address is considered to be a residential property that is the child's only or main residence. At the time places are allocated, proof of permanent residence at the property concerned may be required. Where documentary evidence can substantiate to the satisfaction of the Governors that care is split equally between parents at two homes, parents must name the address to be used for the purpose of allocating a school place.

If a school is offered on the basis of an address that is subsequently found to be different from a child's normal and permanent home address, then that place is liable to be withdrawn.

Catchment Area

One of the aims of local schools is to serve its neighbourhood and develop links with the local community to strengthen the school and the community. The area served by a school is known as the catchment area and details of specific catchment areas are indicated on the attached map. (Appendix 1)

Appeals

Parents who wish to appeal against the decision of the Governors to refuse their child a place in the school may apply to the Governors' Appeals Committee at the Hawthorne's Free School.

Curriculum and organisation of learning

We will develop a personalised curriculum which produces excellent examination results through quality teaching and quality care. The development of the whole person is crucial and this is supported through a wide range of extra- curricular and enrichment activities.

Our curriculum will enable learners to follow individual pathways to success because we believe that learning is an individual process and each learner is unique.

An extensive range of activities in sport, technology, music and the arts will be available and actively encouraged. There will be extensive opportunities for all learners to widen their experiences and take part in spiritual, social and cultural activities and extended studies.

Format of School Day for September 2012-2013

8.25	Staff briefing	5 minutes
8.30 – 8.45	Registration/Assembly	15 minutes
8.45 – 9.45	Lesson 1	1 hour
9.45 – 10.45	Lesson 2	1 hour
10.45 – 11.05	Break	20 minutes
11.05 – 12.05	Lesson 3	1 hour
12.05 – 13.05	Lesson 4	1 hour
13.05 – 13.40	Lunch	
13.40 – 14.50	Lesson 5 (and Registration)	1 hour
14.50	School Finishes	
15.00 – 17.00	Extended school/Enrichment activities for all pupils	

School Terms and Holidays 2012-2013

(All dates are inclusive)

	Autumn Term 2012	Spring Term 2013	Summer Term 2013
Term Commences	Monday 3 September	Monday 7 January	Monday 15 April
Mid-Term Holiday (from-to)	Monday 22 October to Friday 26 October	Mon 15 February to Monday 18 February	Monday 27 May to Friday 31 May
Term Ends	Thursday 20 December	Friday 28 March	Wednesday 24 July
Total No of Days	74	54	67*

Total: 195 days

Within the above holidays dates:

5 INSET days are to be allocated as directed days for teaching staff

Note: *allowing for Bank Holiday

The Hawthorne's Key Stage 3 Curriculum

In the first three years we will introduce learners to each aspect of the curriculum facilitating effective choices later on. We will encourage each learner to achieve their personal best through challenge and close monitoring and hard work, to develop their personal learning and thinking skills as well as subject knowledge.

Key:	En ₅ ←	the subscript after the subject refers to the number of lessons per fortnight													
	En – English	Ma – Maths	Sc – Science	Te – Technology											
	Pe – Physical Education		Mu – Music	Ps – PSCHEE											
	Ar – Art	Dr – Drama	G – Geography	H – History											
	It – Information Technology		Re- Religious Education												

Curriculum diagram for Year 7

							<i>Star Programme</i>								No.'s in each class
En ₅	Ma ₆	Sc ₆	Sp ₅	Te ₄	Pe ₄	Mu ₂	Ps ₁	Ar ₂	Dr ₂	G ₄	H ₄	It ₂	Re ₂	Se ₁	Set 1 – 30
En ₅	Ma ₆	Sc ₆	Sp ₅	Te ₄	Pe ₄	Mu ₂	Ps ₁	Ar ₂	Dr ₂	G ₄	H ₄	It ₂	Re ₂	Se ₁	Set 2 – 30
En ₅	Ma ₆	Sc ₆	Sp ₅	Te ₄	Pe ₄	Mu ₂	Ps ₁	Ar ₂	Dr ₂	G ₄	H ₄	It ₂	Re ₂	Se ₁	Set 3 – 20

Year 7 will be taught in 3 teaching groups which are based upon Key Stage 2 test results. In year 7 the students will benefit from the STAR programme, which improves attendance and punctuality whilst ensuring smooth transition arrangements. Students are placed in mixed ability groups and the teachers delivers Art, PSCHEE, Drama, Geography, History, ICT, Religious Education and SEAL. The Star programme was initiated as a Literacy project and it uses the RSA competences to assess pupil progress. A competence based approach enables students not just to acquire subject knowledge but to understand, use and apply it within the context of their wider learning and life. It also offers students a more holistic and coherent way of learning which allows them to make connections and apply knowledge across different subject areas. In the subjects of English, Mathematics, Science and MFL students will be put into sets based upon their ability.

Star Project: An Overview

We encourage pupils to become Creative Thinkers, Self Managers, Reflective Learners, Independent Enquirers, and Team workers through pupil-led projects with a strong literacy bias and a nod towards the multiple intelligences.

AUTUMN TERM

1: Multiple Intelligence: What is intelligence? David Beckham vs Stephen Hawking, The 7 or 8 Multiple Intelligences (Howard Gardner), a 'Top Trump' Multiple Intelligence card for each Star Project pupil, Identity booklet.

2: Space: Planets, stars, suns, asteroids, space travel, space-rocket, history of the space program, black holes, do aliens exist and what do they look like?

SPRING TERM

3: Myths and Legends: What's the difference between a myth and a legend? What makes a hero, a talisman, a wise-man or a quest? Arthurian legends, Greek and Roman legends. Urban myths. Art, literacy, geography and sculpture projects.

4: The Sixties:

1760: The Slavery triangle (Liverpool, Bristol and London), life before and after slavery, life on slave ship, the ship 'Amistad'.

1860: American Civil War, Abolition of slavery,

1960: Civil rights movement (Martin Luther King, Malcolm X, Bob Dylan)

SUMMER TERM

5: Good Health: Eating diary, food groups, how to eat healthily, growing fruit and vegetables in the Quad, keeping fit, health and fitness in other cultures. Sex Education.

6: The Pot of Basil: The Pot of basil by Keats, painting by William Holman Hunt. How art affects other art. Trip to Walker Art gallery

7: The East: Diversity. Who makes up a society, what is a community? Which communities are we part of? China, Chinese traditions, visit to Liverpool Chinatown. Experience Karate.

Trips

- Week-long Barnstondale residential
- Visit to the Liverpool museum/Planetarium
- Visit to the Albert Dock (Tate Gallery, The Beatles Story, Maritime Museum)
- Day at the University of Liverpool (Aim Higher)
- Special sessions with visiting Poet
- Visit to Liverpool Biennial

Citizenship/PSHE

Healthy teeth and gums, smoking, drug and alcohol abuse, accident prevention, fire safety and awareness, Community Police Officer, lectures on bonfire night, littering and internet safety.

Curriculum diagram for Year 8

														No.'s in each class
En ₆	Ma ₆	Sc ₆	Sp ₃ /Fr ₂	G ₄	H ₄	Te ₄	Ar ₂	Dr ₂	Ps ₁	PE ₄	It ₂	Mu ₂	Re ₂	Set 1 – 30
En ₆	Ma ₆	Sc ₆	MFL ₅	G ₄	H ₄	Te ₄	Ar ₂	Dr ₂	Ps ₁	PE ₄	It ₂	Mu ₂	Re ₂	Set 2 – 30
En ₆	Ma ₆	Sc ₆	MFL ₅	G ₄	H ₄	Te ₄	Ar ₂	Dr ₂	Ps ₁	PE ₄	It ₂	Mu ₂	Re ₂	Set 3 – 20

Curriculum diagram for Year 9

															No.'s in each class
Band	En ₆	Ma ₆	Sc ₆	Sp ₃ /Fr ₂	G ₄	H ₄	Te ₄	Ar ₂	Dr ₂	Ps ₁	PE ₄	It ₂	Mu ₂	Re ₂	Set 1 - 28
A	En ₆	Ma ₆	Sc ₆	MFL ₅	G ₄	H ₄	Te ₄	Ar ₂	Dr ₂	Ps ₁	PE ₄	It ₂	Mu ₂	Re ₂	Set 2 - 27
Band	En ₆	Ma ₆	Sc ₆	MFL ₅	G ₄	H ₄	Te ₄	Ar ₂	Dr ₂	Ps ₁	PE ₄	It ₂	Mu ₂	Re ₂	Set 3 - 23
B	En ₆	Ma ₆	Sc ₆	MFL ₅	G ₄	H ₄	Te ₄	Ar ₂	Dr ₂	Ps ₁	PE ₄	It ₂	Mu ₂	Re ₂	Set 4 - 22

Year 8 will be taught in 3 teaching groups which are based upon ability. Key Stage 2 test results and progress. English, Maths and Science have setting across the whole year group. The other subjects have common setting based on History, Geography and MFL.

Year 9 will be taught in 4 teaching groups which are based upon ability, Key Stage 2 test results and progress. Band A will consist of two sets and will start two year GCSE courses in English, Maths and either Triple Science (Set 1) or Core and Additional Science (Set 2) and will continue with KS3 Curriculum for the remaining subjects. They will also be taught French as an additional language.

Year 9 Band B will be taught in two sets and continue with KS3 Curriculum in all subjects but will start BTEC Science in February 2013.

The Hawthorne's Key Stage 4 Curriculum Organisation 2012-2013

Learners may choose from a wide range of subjects, both academic and vocational, matched to their personal strengths and ambitions.

Key:	En ₆ ←	the subscript after the subject refers to the number of lessons per fortnight
	En – English	Ma – Maths
	Pe – Physical Education	Sc – Science
	Ar – Art	Dr – Drama
	It – Information Technology	G – Geography
	Pa – Performing Arts	Re – Religious Education
	Ct – Catering	Lt – Leisure and Tourism
	Bs – Business Studies	Gp – Graphical Products
	Hs – Health and Social Care	Rm – Resistant Materials
		As – Skills for Life
		Te – Technology
		Ps – PSCHEE
		H – History
		Tx – Textiles

Curriculum diagram for Year 10

											No.'s in each class	
Pe ₅	Ct ₅	H ₅	Ps ₁	En ₇	Ma ₆	Sc ₁₀	Sp ₅	Pe ₂	Re ₂	It ₂	Band	Set 1 – 28
It ₅	Gp ₅	Ar ₅	Ps ₁	En ₇	Ma ₆	Sc ₁₀	Sp ₅	Pe ₂	Re ₂	It ₂	A	Set 2 – 27
H ₅	Dr ₅	Hs ₅	Ps ₁	En ₇	Ma ₆	Sc ₁₀	Sp ₅	Pe ₂	Re ₂	It ₂	Band	Set 3 – 25
Pa ₅	Lt ₅	Rm ₅	Ps ₁	En ₇	Ma ₆	Sc ₁₀	Sp ₅	Pe ₂	Re ₂	It ₂	B	Set 4 – 20
G ₅	Bs ₅	G ₅	Ps ₁	En ₆	Ma ₆	Sc ₆	Re ₂	It ₂	Pe ₄	As ₈	Band	Set 5 – 15
TX ₅	Ar ₅	Cd ₅									C	

Band A (English Baccalaureate)

Band A students will have two options plus either Geography or History.

Band A students do early entry GCSE English Language and GCSE Maths at the end of Year 10. If pupils pass English Language in Year 10 then they proceed to do English Literature in Year 11, but they will also get the opportunity to improve their English language grade. If pupils pass Maths in Year 10 then they can either continue the course to improve grades or do a one year GCSE Statistics.

Band A students follow either Edexcel GCSE Triple Science or GCSE Science course in which the core is examined in Year 10 and Additional Science in Year 11.

Band B

At Key Stage 4 the band B curriculum consists of a core of English Language, Maths, MFL at GCSE and BTEC Science, plus 3 options.

Band C will not take MFL, but instead do the CoPE course.

Students have a free choice from 3 options via a set of pathways. They can either choose straight GCSEs or a mixture of vocational and GCSE courses.

PSHCEE is delivered one hour per fortnight via form tutors and for 3 whole school days (one per term).

At Key Stage 4 we will have a small number of pupils on an alternative full time curriculum at Impact and also a small number on work placements for one / two days per week.

Curriculum diagram for Year 11

												Nos in each class
H ₅	Ar ₅	Ar ₅	Ps ₁	En ₇	Ma ₁	Sp ₅	Ma ₅	Sc ₁₀	Pe ₂	Re ₂	It ₂	Set 1 – 28
It ₅	Lt ₅	G ₅	Ps ₁	En ₇	Ma ₁	Sp ₅	Ma ₅	Sc ₁₀	Pe ₂	Re ₂	It ₂	Set 2 – 27
Rm ₅	H ₅	Py ₅	Ps ₁	En ₇	Ma ₁	Sp ₅	Ma ₅	Sc ₁₀	It ₂	Pe ₂	Re ₂	Set 3 – 25
Gp ₅	Pa ₅	Pe ₅	Ps ₁	En ₇	Ma ₁	Ma ₅	Sp ₅	Sc ₁₀	It ₂	Pe ₂	Re ₂	Set 4 – 20
Hs ₅	Bs ₅	Tx ₅	Ps ₁	En ₆	Ma ₁	Ma ₅	Sp ₅	Sc ₁₀	It ₂	Pe ₂	Re ₂	Set 5 – 20
Dr ₅	Ct ₅	Cd ₅			As ₈	It ₂	Ma ₆	Pe ₄	Re ₂	Sc ₆		Set 6 – 15

Enrichment Activities

The following activities will be available on Tuesday, Wednesday and Thursday, from 3pm – 5pm.

They will consist of vertical groups - this means that students from any year can join in.

The activities are:

Table Tennis	Debating, Public Speaking	Badminton
Street Dance	Karate/ Martial arts	Jazz Band
International Award	Film Club	Computer club
Junior Chef's Academy	Basketball	Duke of Edinburgh
Historical Walks & Pensioners Club		Gardening
Nature club	Electric Guitar	Health & Beauty
Jewellery Making & Crafts	Angling	Performing Arts
Strictly Ballroom	Tennis	Football – KS3
Football – KS4	Cross-Stitching	Choir
Expressive Arts	Dress-making	Girls fitness
Extra Languages	Photography	Hockey
Cricket	Netball	

Meeting The Needs Of All Pupils

One of the greatest challenges facing our school will be the provision of appropriate learning opportunities for all pupils. Within our school there will be pupils with a range of abilities from different cultures, religions and social backgrounds. Some of these pupils may experience barriers to learning as a result of their disability, heritage, gender, special educational need, ethnicity, social group, sexual orientation, race or culture. All resources, such as ingredients for catering, equipment for Technology and Art, will be provided free of charge by the school, to ensure that no child has any barrier to their learning.

Government research has shown that children from lower socio-economic backgrounds, like our students, are more likely to underachieve at school. This may lead to disaffection, low self-

esteem and marginalisation. To ensure that this is not the case in our school every student will have an academic mentor who will follow them throughout their journey in school. In addition to this the Able, Gifted and Talented will have a coordinator that will organise a series of events to stretch their ability and open their horizons to their future potential. The SENCO will organise a series of reviews for students with Special Educational Needs to make sure that no child is left behind in their learning.

Role of the SENCO

The SENCO working closely with the SLT and teaching staff will be closely involved in the strategic development of SEN/D policy and provision. He/she will work with the Governor(s) member(s) for SEN and the SLT to ensure that the school's policy and appropriate provision for children with SEN, staffing and funding arrangements are fully supportive of individual students needs. The SENCO will work with outside agencies including Ed Psychologists, Special Advisory Inclusion Teams, Connexions service to ensure that pupils needs are identified and the students get the support they require.

The SENCO will set up review meetings with outside agencies and parents to establish progress towards identified targets.

He/she will liaise with parents and ensure that they are fully informed about the student's specific needs, the support provided and progress made.

The SENCO will lead and manage the work of the team of Learning Support Assistants liaising with AHTs, subject leaders and teaching staff. The SENCO will ensure that all those who are likely to teach or support pupils with a statement will be told about the statement and be issued with an Individual Education Plan (IEP).

The SENCO will identify pupils who are on the Code of Practice (School Action, School Action Plus) and issue IEPs for all staff who teach or support the pupils.

The SENCO will ensure that pupils with SEN/D have the necessary resources to support them.

He/she will organise baseline testing for new arrivals including pupils Year 7 or pupils arriving at a later date. The SENCO will liaise with the Deputy Headteacher for curriculum to ensure appropriate courses and pathways are available for pupils with SEN/D.

If pupils have specific medical needs which prevents them from attending school the SENCO will liaise with the EWO and the Home Tuition Service.

Special Educational Needs Policy

The Hawthorne's Aims and Objectives embrace the ethos of the school by placing the individual at the heart of the learning process always seeking to foster and sustain the spiritual, moral, intellectual social, emotional and physical growth of each pupil by offering an inclusive curriculum to match individual needs.

The following are particularly relevant to pupils with Additional Needs:

- To ensure that all pupils reach their full potential as fully rounded human beings.
- To develop skills of literacy and numeracy to meet the basic demands of society.
- To make provision for the gifted and to give additional provision to those who are in any way disadvantaged.

The Philosophy of the Inclusion Department

The Inclusion department aims to promote a culture of achievement for all its pupils.

- To go further than I thought
- To run faster than I hoped
- To reach higher than I dreamed
- To become the person I need to be

Introduction

The Hawthorne's Free School values the contribution that every young person can make and welcomes the diversity of culture, religion and academic capability. The school seeks to raise the achievement, remove barriers to learning and increase physical and curriculum access for all.

For the purpose of this policy special educational needs are as defined in the 1996 Education Act and revised SEN Code of Practice in 2002. Children may be vulnerable if they have significantly greater difficulty accessing education than the majority of their peers.

Objectives

The School aims to ensure that pupils receive:

- Early identification of their needs.
- Prompt interventions.
- High quality support and learning experiences.
- High expectations; recognition and celebration of success.
- Access to the same opportunities as their peers.
- Access to a broad, balanced and relevant curriculum.

The governing body and the teaching staff strive to ensure the necessary provision is made for any pupil who has SEN and ensure that those needs will be made known to all who are likely to teach them.

The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have SEN.

The school strives:

- To ensure that the culture, practice, management and resources are designed to meet the needs of all our pupils.
- To enable pupils with additional needs to maximise their achievements through closely monitoring and evaluating the success of the education provided for young people with additional needs.
- To ensure children with additional needs are offered high quality teaching and full access to a broad, balanced, relevant curriculum.
- To work in partnership with parents to enable them to make an active contribution to the education of their child.
- To take the views and wishes of the child into account.
- To identify and assess pupils with additional needs as early and thoroughly as is possible.
- To work cooperatively with all agencies involved in the child, adopting a multi disciplinary approach to the resolution of pertinent issues.
- To stimulate and maintain pupil curiosity, interest and engagement in learning

Admission and Inclusion

All the teachers at The Hawthorne's Free School are teachers of children with SEN. The school adopts a whole school philosophy towards SEN which involves all staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment in line with that of Sefton LEA.

The school operates an equal opportunities policy for children with SEN who are afforded the same rights as other children, this includes both those children with statements of SEN and those with less significant problems.

Admission Arrangements

Any parents wishing to send their child to The Hawthorne's Free School must in the first instance ensure the child meets the admission criteria laid down by the governors.

Children with additional needs may come from a primary school, special school, a secondary school or another country.

Admission from other schools/countries

The school provides a welcoming admission process for the induction, assessment and support of pupils from other areas and new arrivals to the country. Account is taken of the child's linguistic, cultural and religious background when planning the curriculum and developing home - school links.

The school aims:

- to ensure that our written and spoken communication with families is effective through the use of interpreters and translators.
- to work closely with members of the wider community to support our EAL pupils.

Admissions from other schools

Pupils transferring from other institutions / areas will be integrated into The Hawthorne's Free School within the following guidelines:

- That any transfer is a process not an event.
- That coping strategies will be provided for the pupils and a key person appointed with whom the pupil can link up to.
- That the advice from the previous school is highly valued.
- That there should be consultation with all relevant parties throughout the transfer process.
- That there are opportunities for the pupil to visit the school and sample the atmosphere.
- That contact with parents is established and maintained during the transfer process.
- Any pupil transferring from another school / area is assessed by the SEN department on arrival through a variety of diagnostic tests.

Pupils with Additional Needs

All pupils have different needs and we aim to meet those needs through a balanced curriculum that endeavours to have regard to different abilities and personal attributes.

To enable pupils with additional needs to access a mainstream curriculum, we offer:

- ✓ In-class support
- ✓ Specialist tuition both in-house and external
- ✓ Differentiation of materials
- ✓ Supportive pastoral procedures
- ✓ Withdrawal support in small groups to follow specific intervention programmes
- ✓ 1 – 1 tuition for pupil's with intensive needs

A pupil is considered to have an additional need if:

- a) He or she has a learning difficulty, which is significantly greater than the majority of pupils the same age, which causes the pupils academic performance to fall below that of age related expectations.
- b) He or she has a physical disability, which either prevents or hinders the pupil from making use of the educational facilities of the kind provided for pupils of their age.
- c) He or she has an emotional social or behavioural difficulty that requires support so the pupil can fulfil his/her potential in the classroom.

Identification Assessment and Reporting Procedures

Pupils may be highlighted as having an additional need by one or more of the following sources:

- The primary school
- Parent / Carer
- Subject Teacher
- Form Tutor / Year head
- Screening tests
- Key Stage 2 raw scores
- The pupil voice

Following identification, the precise nature of the child's needs will be assessed by the Inclusion department through diagnostic tests, pupil observations, questionnaires, liaison with parents / carers, and an individual interview with the pupil.

On arrival at The Hawthorne's Free School all Year 7 pupils are screened in reading spelling and numeracy. The data is collated by the Inclusion Manager and compared with primary school information, Key Stage 2 results and CATS scores. Following an analysis of the data collection the Inclusion Manager draws up a list of children who are high priority, medium priority and those who need close monitoring. Pupils are interviewed on a one to one basis to ascertain their personal views about their needs. Parents are invited to a meeting with the Inclusion Manager to gain a full history of the child. The child is placed on the Inclusion Register.

A plan of action or an intervention programme is drawn up to match the child's needs. The pupil and parent are fully involved and kept informed throughout the process.

Further diagnostic testing may need to be carried out by the Inclusion Manager or liaison with the Special Advisory Inclusion Consultant may take place.

Expertise from a range of specialist agencies (refer to list) may need to be drawn upon as the Inclusion Manager gains more insight into the nature of the child's difficulties.

In order for every child to access the curriculum a Provision Map and a 'Pupil Profile' tailored to meet the needs of the individual is collated

Assessment of individual's needs is on-going. Pupils' base line scores are re-tested at three intervals during the year linked to the whole school interim review process.

A review of pupil progress linked to their individual specialist support programmes is provided for parents twice yearly.

Parents receive regular updates from the SENCO by letter / telephone.

All parents are made aware that contact with the SENCO can be made at any time.

Provision of Support – Determining the appropriate level of intervention

The aim of the Inclusion Department is to provide effective inclusive support. Any additional intervention programmes are designed to minimise underachievement for all learners.

In Wave 1 – School Action The provision on offer is high quality teaching which includes the adjustment of departmental planning and schemes of work to take learners where they need to be in terms of age-related expectations.

Wave 2 – School Action Plus The provision is designed to increase rates of progress by offering highly structured programmes in small groups. The support is targeted according to

analysis of need. The support may be built in to mainstream English lessons as part of guided work or may be in addition to whole class lessons.

Wave 3 – School Action Intensive / Statemented The provision includes individualised programmes to accelerate and maximise progress. This may involve specialist tuition delivered by a specialist teacher or a TA3 to support learners towards the achievement of very specific targets.

All intervention support aims to assist the young people in transferring their skills to other areas of the curriculum to ensure that motivation and progress in learning are sustained.

All pupils with additional needs are taught with their peers in mainstream classes and study the full curriculum appropriate for their age.

All teaching staff and support staff are aware of the National Curriculum Inclusion Statement and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the children's diverse needs
- Remove barriers to learning and assessment.
- Set individual learning targets to accelerate pupil progress.

With advice and support from the Inclusion Manager and Learning Support Team subject teachers strive to match the learning to the needs and abilities of each child. Where appropriate materials are modified or support is provided to enable children with additional needs to access the learning and assessment processes.

The school acknowledges that its practices make a difference, therefore issues related to pupils with additional needs are regularly reviewed half-termly at Inclusion Co-ordinator's meetings and inclusion meetings.

In each year group the weakest set is small (maximum 14 pupils) in order for more focussed teaching to take place.

Tracking Pupil Progress

The progress of pupils with additional needs is reviewed prior to interim reviews throughout the school year. Parents are informed by letter, if there are any dips in attainment. The inclusion department tracks progress through base level testing of reading, spelling and numeracy at 3 intervals during the year.

Parents and pupils are informed about progress towards targets. Static scores or regression are highlighted so that more intensive interventions can take place.

Key Stage 3 Support Structure

Parents will have frequent opportunities to meet the Inclusion Manager throughout the year to discuss individual concerns and receive updates on progress.

Depending on the level and severity of need pupils in Key Stage 3 may be withdrawn from lessons in order to accelerate their progress in literacy to follow a personalised programme.

The department believes that early intervention is crucial if the pupil is to reach age related expectations, therefore intensive support is targeted in Year 7. Whenever possible pupils are withdrawn for thirty minute sessions from non National Curriculum lessons to follow a specific programme. Creating some disruption to pupil timetables is unavoidable as priority has to be given to individual needs to ensure that pupils achieve a level of literacy that will enable them to access the mainstream curriculum.

The logistics of co-ordinating the support timetable for pupils throughout Key Stage 3 is based on the following principles:

- Pupils should not be withdrawn from the core subjects or any subject which they enjoy or show particular aptitude.
- Whenever possible pupils are withdrawn from a subject area which has a TA in the lesson so that the pupil is kept fully informed about the missed content of the lesson.
- Interventions for pupils at S.A. are short and focused for six weeks.
- Intervention for pupils at S.A.P. may be long term if there is a severity of need.

Key Stage 4 Support Structure

Pupils in Key Stage 4 are not withdrawn from lessons although a short term targeted intervention may take place if a pupil with SEN is not making the progress expected.

‘Catch-up’ course work support, exam technique and study skills groups run throughout the year depending on the needs of the pupils. These take place as an extra-curricular activity after school and are managed and delivered by the Learning Support Team.

Pupils with Additional Needs in Key Stage 4

Pupils with SEN receive support and guidance from the SENCO and the Connexion Services in preparation for commencing Key Stage 4. Liaison with parents may also take place.

To enable pupils with SEN to achieve their potential they may be offered the following opportunities:

- To study for the ASDAN award scheme
- A reduction in the number of subjects studied for GCSE
- The option of participating in a work based placement

Pupils with Medical Needs

In response to the SEN and Disability Act 2001 The Hawthorne’s Free School has an ‘Accessibility Plan’ to ensure the environment is easily accessible for pupils, parents and visitors to the school.

Pupils who suffer temporarily from a physical injury can be accommodated in the Inclusion department or library in order to carry out their studies.

Access to the curriculum for Pupils with medical needs

The SENCO will consult with the EWO if a pupil has a long term absence from school due to medical reasons.

The Home Tuition SENCO will be contacted by the school in the case of a long time illness. The service would receive information from the school concerning a pupil's capabilities, educational progress and current programmes of work.

Throughout any long term absence multi-agency meetings take place at regular intervals involving the pupil, the parents / carers to ensure there is a well co-ordinated programme and a Home Tutor is established.

When a pupil is fit to return to school a carefully staged re-integration programme is set up. The progress of the pupil on returning to school will be monitored closely by the department through liaison with subject teachers to ensure that the pupil's progress has not been affected by absence.

Pupil Organisation

Pastoral Structure

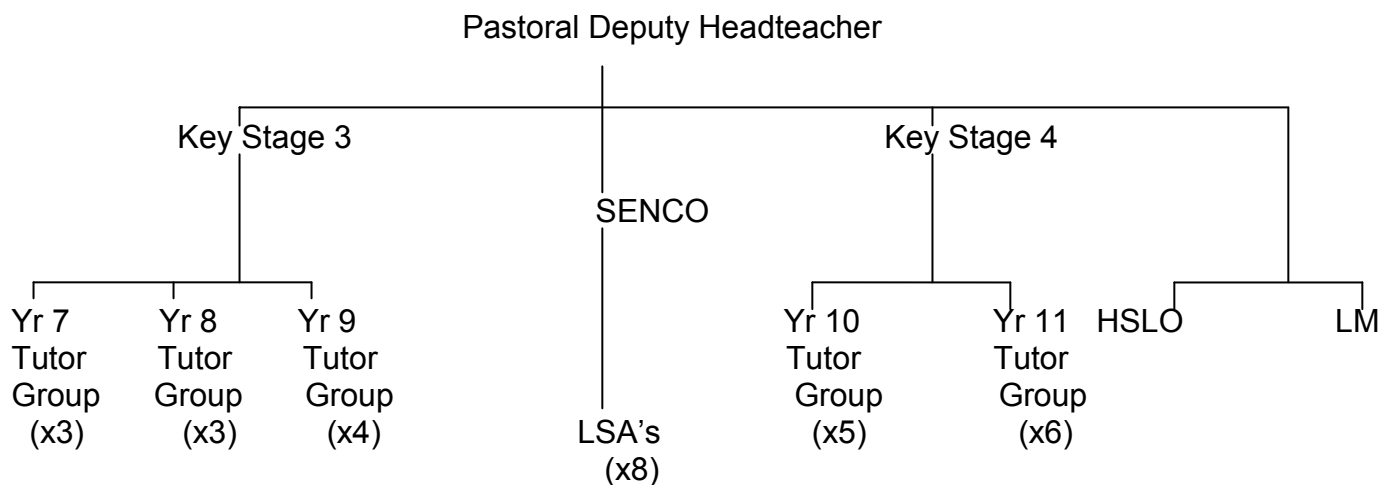
Every learner at the school will be a member of a mixed ability form group. The Form Tutor will meet the group every day at registration and in Year 7 the Form Tutor will teach the class for the first two lessons each day. The Form Tutor will know the learners well and usually remain with the pupils for Years 8-11 and will always be available to help if problems arise. The Form Tutor will see individuals on a regular basis to discuss progress and targets and will have a picture of overall progress and academic achievement. The Form Tutors will, in most cases, be the first point of contact for parents. Any concerns, problems or particular needs will usually be identified by the Form Tutor who will liaise closely with senior staff to ensure effective help and support is provided.

Each Key Stage will have a dedicated leader under the direction of a Deputy Headteacher. A Home School Liaison Officer and Learning Mentor will liaise with learners, parents, outside agencies and staff to ensure effective personalised care so our learners can become balanced and successful members of society.

The Pastoral Team will bring together all of the expertise between school and other organisations. Regular meetings and excellent relationships will ensure that all learners will receive the best possible support and intervention when needed. We will work closely with Children's Services, the NHS, Police and a range of charitable organisations to offer services for our young people and their families.

We believe that parents/carers have a crucial role to play and we will build strong relationships and good communication with our parents/carers. As well as committing to Home/School Agreements and working closely with us on the progress of the child/ward, parents/carers will have the opportunity to assist us on leading whole school developments.

Pastoral Structure



Support for Learning

Our provision will ensure that all learners will receive the help and support they need to become high-achieving, well-rounded individuals and responsible future citizens. The Special Educational Needs and Disability Team, the Careers advice and guidance and Pastoral staff will ensure that every child matters and are supported. Co-ordinating the work of form tutors will be Key Stage 3 and Key Stage 4 leaders under the direction of a Pastoral Deputy Headteacher. The leaders will play a key role in promoting the highest standards of achievement and behaviour. Academic achievement will be tracked with personalised intervention strategies deployed when needed and the system will ensure smooth transition at key stages.

Homework and Independent Learning

Homework will be set for learners in all years, in a form appropriate to each subject area. We will aim to vary the type of homework learners do, and this may be a longer project type assignment or work which brings together elements of a number of different subjects.

We will expect learners to be able to work profitably both on their own and with groups of friends, and to develop a habit of study when unsupervised. Reliable performance on homework is a key to academic success. All learners will have a Planner where pupils will record homework and we will ask that Parents and Teachers sign this each week.

Pupil Development and Achievement

Target Setting

Whole School Targets will be set via the Governing Body taking into consideration prior attainment data, FFT and Raise online. KS4 Targets will be set for English Bacculaureate and 5 A*-C including English and Maths.

Having looked at prior attainment data we propose to set the following targets for Year 11 in 2013.

English Bacculaureate 42%
5A*-C including English and Maths 50%

Individual pupil targets will be based upon prior attainment and aim to ensure all pupils regardless of ability make at least expected progress (3 levels). Core subjects have individual starting points and Foundation subjects are based upon the learners KS2 APS. Targets can be raised where learners' progress is exceptional, but they cannot be lowered. Heads of Department and Heads of Year will be responsible for the analysis of groups of learners, and all classroom teachers will be responsible for the analysis of their class groups. Following entry of PR data, curriculum and pastoral leaders should discuss the outcomes with respect to targets and review intervention groups across the school.

Targets are set based upon the assumption that learners make progress at different rates throughout their education. The Hawthorne's Free School will operate a RAG system as follows:

RED: below target – requires intervention

AMBER: one sub-level below target (likely to become GREEN)

GREEN: on or above target

Lower Ability pupils have their targets set based upon 9 points of progress an example is provided in the table overleaf (this will consist of 2 sub-levels per year throughout KS3 and 3 sub-levels in KS4), resulting in 3 levels progress overall.

Middle Ability pupils have their targets set based upon 10 points of progress an example is provided in the table overleaf (this will consist of 2 sub-levels in years 7 and 8 followed by 3 sub-levels in year 9 and KS4), resulting in 3 levels progress overall.

Upper Ability pupils have their targets set based upon 12 points of progress an example is provided in the table overleaf (this consists of 3 sub-levels per year throughout KS3 and 3 sub-levels in KS4), resulting in 4 levels progress overall.

TABLE PROVIDING EXAMPLES OF TARGET SETTING

NC Sub_Level	GCSE Grade	Upper Ability	Middle Ability	Lower Ability
B, N				
2c				
2b				
2a				
3c	G			KS2 Attainment
3b				
3a				Year 7 Target
4c	F			
4b			KS2 Attainment	Year 8 Target
4a				
5c	E		Year 7 Target	End of KS3 Target
5b				
5a		KS2 Attainment	Year 8 Target	
6c	D			End of KS4 Target
6b				
6a		Year 7 Target	End of KS3 Target	
7c	C			
7b				
7a		Year 8 Target	End of KS4 Target	
8c	B			
8b				
8a		End of KS3 Target		
9c	A			
9b				
9a		End of KS4 Target		
10c	A*			
10b				
10a				

Monitoring and Tracking of Pupil Achievement and Teacher Performance

The monitoring and evaluation calendar clearly lays out the processes the Free School will adopt to monitor pupil achievement and teacher performance as follows:

Monitoring and Evaluation Calendar

Key to abbreviations:

<i>T&L Meeting:</i>	departmental meeting
<i>RAP Group:</i>	pupil tracking session at KS4 involving SLT and relevant staff focusing on pupil attainment data inputted every three weeks
<i>I2Q:</i>	web-based school reporting system
<i>M&E:</i>	Monitoring & Evaluation
<i>MEA 1</i>	Monitoring Evaluation Action 1; document compiled by Heads of Department to assess progress within subject areas and reported to SLT
<i>DIP</i>	Departmental Improvement Plan
<i>PM</i>	Performance Management
<i>HOD</i>	Head of Department
<i>Yr Ldr</i>	Year Leader

Autumn Term

September/October	Yr 7	Yr8	Yr9	Yr10	Yr11
(All meetings Monday unless otherwise stated)	M & E Focus: Quality of lesson planning and delivery (See MEA Doc 1) HoDs / SLT / LA Paired Lesson Observations Professional Development Planning Meeting				
Week 1 – INSET Days	SLT / Middle Leader development of lesson observation skills; Ofsted; ‘What makes a good lesson’ Differentiation and Questioning skills Lesson Planning				
Week 2 – T & L Meeting 1	HoD Review External Exam Results / SEF with Head & SLT			Year 11 Review	
Week 3 – Staff meeting KS4 RAP Gp 1 (Wed)	HoD to quality assure lesson plans for challenge, differentiation and enjoyment				
Week 4 – Perf. Man Inset	SLT to meet Yr Ldrs re Improvement Plans PM Inset; Lesson Planning update; Production of Departmental Improvement Plan (DIP)				
Week 5 – T&L Meeting 2 Inclusion Co-ords (Wed)	I2Q reports for Yr 7, 8, 9 to be completed by 21/10/12 HoD to quality assure lesson plans for challenge, differentiation and enjoyment				
Week 6 – Yr Leader / Form Tutor meeting KS4 RAP Gp 2 (Wed)	Publication of programme of paired lesson observations SLT to quality assure lesson plans; conduct pupil interviews and work scrutiny HoD to conduct work scrutiny				
Week 7 – T&L Meeting 3	Formal paired lesson observations HoDs & SLT				
Week 8– INSET Day	HoDs complete MEA 1 by 20/10/12 INSET: T&L Review & Evaluation 22/10/12 (further guidelines to be issued) Copies of Professional Development planning documentation to Head I2Q reports dead-line for Yr 7, 8, 9 21/10/12				

November/December	Yr 7	Yr8	Yr9	Yr10	Yr11
	M & E Focus: Quality of Lesson planning and delivery (See MEA Doc 2) HoDs / SLT / LA Paired Lesson Observations				
Week 9 –	Yr Leaders 7-10 meet with SLT to discuss underachievement Peer Support Group Meeting				
Week 10 – KS4 RAP Gp Meeting 3	Link Meeting (HoD + Link SLT to review MEA Doc1) Subject teachers to input Yr10 & Yr11 i2Q data by 12.11.12				
Week 11 –	SLT work scrutiny; SLT / HoD paired lesson plan sampling				
Week 12 – T&L Meeting 5	Formal paired lesson observations SLT				
Week 13 – KS4 RAP Gp Meeting 4	Governors review school progress			Yr10 Parents' Evening	
Week 14 – T&L Meeting 6	Year 11 Mock Exams begin				
Week 15 –	Yr8 subject teachers input i2Q data				

Spring term

January/February	Yr 7	Yr8	Yr9	Yr10	Yr11
	M & E Focus: <ul style="list-style-type: none"> • KS4 Coursework / Progress: DIP Review linked to SIP Priorities 				
Week 16 –	SLT Review of MEA 1				
Week 17 – HOD/Yr Ldr Meeting RAP Gp Meeting5 (Tues)	Link Review Meeting 2 (HoD/YrLdr + Link SLT to; review M&E Doc1; to review DIP progress) Yr.8 Parents Evening 13.1.13			Yr11 subject teachers input i2Q data mock results by 14/1/13	
Week 18 – Yr Ldr / FT meeting	PM Half-Yearly Reviews Yr9 subject teachers input i2Q data				
Week 19 – Inclusion Co-ords (Wed)	Quality assurance of lesson plans Yr7 subject teachers input i2Q data by 28/1/13			Mock Results Day 27/01/13 – Yr.11 Parents Evening.	
Week 20 – KS4 RAP Gp Meeting 6 (Tues)	Work scrutiny / Pupil interviews			Deputy Head (Curric) + HoD + SLT link member Review Yr11 Mock Results Yr.9 Parents Evening	
Week 21 –	Paired observation Round 3			Yr.7 Parents Evening	

Feb/March/April	Yr 7	Yr8	Yr9	Yr10	Yr11
	M&E Focus: <ul style="list-style-type: none"> • KS4 Coursework / Progress: DIP Review linked to SIP Priorities 				
Week 22 - HOD / Yr Ldr Meeting	Peer Support group widened Report of findings from Round 3 of lesson observations				
Week 23- T&L Meeting 7 RAP Gp Meeting7 (Tues)	HoD Learning Walks commence Monitoring of pupil tracking				
Week 24 – Yr Ldr / FT Meeting	Evaluation of departmental use of data Report to governors / monitoring group MEA 2 completed				
Week 25 -	Twilight INSET SLT Review of MEA 2			Yr11 Coursework Deadline	
Week 26 - T&L Meeting 8 RAP Gp Meeting8 (Tue)	Governors review school progress				
Week 27 -	Yr 11 ROA statements				

Summer Term

April/May	Yr 7	Yr8	Yr9	Yr10	Yr11
	M & E Focus for the half term is:- Performance Management Reviews Marking				
Week 28 -	Yr Leaders 7-10 meet with SLT to discuss underachievement Peer Support Group Meeting 20.4.13				
Week 29 -	HoD meeting to discuss Department with SLT				
Week 30 – T&L Meeting 8 RAP Gp Meeting (Tues)	Performance Management Reviews to be completed				
Week31 – Yr Ldr Meeting RAP Gp Meeting 10(Wed)	Review of marking in the school				
Week 32- RAP Gp Meeting 11(Wed)	Paired lesson observations of staff Twilight INSET				
Week 33 - HOD / Yr Leader mtg RAP Gp Meeting (Tues)					

June/July	Yr 7	Yr8	Yr9	Yr10	Yr11
	M & E Focus: • Departmental Self-Evaluations and Planning for September 13 • End of Year Reporting				
Week 34 – T&L Meeting 9					
Week 35 –	Year 10 Exams				
Week 36 - RAP Gp Meeting (Tues)	Subject Teacher & Form tutor Reports completed for Yrs7-9; checked by HOD/ SLT Year Leaders reports completed for Yrs 7-9 Yr 11 ROA Presented				
Week 37 -					
Week 38 - T&L Meeting 10	Subject Teacher & Form tutor Reports completed for Yr10by 5/7/13 and checked by HOD/ SLT Year Leader reports completed for Yr 10 by 7/5/13				
Week 39 – RAP Gp Meeting (Tues)	Whole school review day				
Week 40 –					

Behaviour and Attendance

The Hawthorne's Free School

School Pastoral Policy and Aims

A Pastoral Policy should:

1. Create the conditions for establishing the widest possible measure of agreement on behaviour standards and how they will be achieved.
2. Ensure that these standards are consistently applied throughout the school.
3. Ensure that all teachers accept responsibility for maintaining good behaviour throughout the school and that they model the types of behaviour encouraged by school policy.
4. Produce a whole-school behaviour policy which is clearly understood by pupils, parents and other school staff.
5. Review the school rules so that they are derived from the Behaviour Policy.
6. Teachers should recognise that the quality of the curriculum and the teaching and learning methods through which it is delivered are important influences on school behaviour.

The above are embedded in the following Whole School Policy Documents:

- a) Whole School Behaviour Policy
- b) Whole School Policy on Attendance and Punctuality

Managing Behaviour - 'Behaviour for Learning'

Why manage behaviour?

The answer would appear obvious, but it is important that we make our reasons for good behaviour management clear. Effective teachers set themselves clear objectives or goals in this area which include:

- 1) To create a climate where learning can flourish
- 2) To protect basic rights of safety, learning and respect
- 3) To set boundaries in which children can feel successful and achieve
- 4) To teach children about socially appropriate and acceptable choices

To deliver the curriculum the school has adopted the lesson structure recommended in the KS3 strategy. The three part lesson, regular use of and referral to learning objectives, and the implementation of Assessment for Learning in both Key Stages have all contributed to a more unified consistent delivery of the curriculum. When evaluating our performance in the classroom we have a clear framework upon which to base that evaluation.

The way we manage behaviour requires a similar framework. There is a definite need for a policy of behaviour management that is based on principles that we all accept, follow and implement consistently within the classroom and the school in general.

Effective leadership is principle-centred. Making day to day decisions about managing behaviour within a framework of principles enables positive practice to be maintained.

Principles bring personal responsibility. Everyone acts hastily against our principles from time to time e.g. being short tempered with a pupil. When we do, it is the principles that lead us to reconnect and repair the relationship.

The following eight principles reflect good practice in all phases of teaching.

Pastoral Principles

The following eight principles reflect good practice in all phases of teaching:

1. Plan for good behaviour

Planning for good behaviour balances two crucial elements, **prevention** and **reduction**.

The most effective behaviour management actively limits the opportunities for, or likelihood of, inappropriate behaviour occurring.

However, when it does (as it will!) occur, reducing friction or potential conflict is crucial. To do this effectively you need to deliberately choose a strategy from your toolkit rather than react in an unplanned or emotionally-driven way.

Prevention

Because preventative strategies will support you in your effectiveness, it is valuable to develop your own 'resource bank' of ideas.

This 'resource bank' is often referred to as your toolkit. The metaphor of toolkit is very appropriate for classroom management. It is a way of recognising that there isn't one solution of fixed approach.

A simple maxim is: *"When what you do isn't working, stop doing it and do something different"*

Effective teachers assess the nature and context of the situation before dipping into their toolkit and selecting the most appropriate skill or strategy to use.

Reduction

Positive behaviour management requires that emotional 'heat' is reduced quickly and effectively. This obviously applies to you too!

Recognise the choices you have available, remain rational in your thinking and respond in a planned way by drawing on skills from your toolkit. Give only the bare minimum of attention possible to the child who misbehaves. Do this by directing them to the behaviour you want rather than what you wish them to stop doing.

'██████████ I need you to face the front and listen now. Thank you', is briefer and more effective than: '██████████, why are you turning round/ You shouldn't be talking when I am – you should be listening.'

Notice how the child is redirected towards success rather than focusing on the mistake.

2. Separate the (inappropriate) behaviour from the child

In addressing **inappropriate behaviour** you should always make it clear that it is the behaviour and not the person that you are critical of.

Remember:

- What they do is not the same as who they are
- Labelling the person as 'bad' often confirms a poor self-image
- Children live up (or down) to the image you hold of them
- Children need hope to change their behaviour

The language of choice (mentioned in a following paragraph) makes it easier to uphold this principle. Treating errors as a poor choice.

- Limits the mistake to one context only
- Implies that success is possible (better choice) next time

Appropriate behaviour, however, should always be associated with the person. When children make good choices about their behaviour your feedback should carry the message, 'You're the kind of person who.....'

Examples:

'Including ██████████ in your activities at break shows how kind you are, ██████████. Thank you.'

'The way you've tackled this course work has really demonstrated your commitment, ██████████. That's impressive.'

3. Use the language of choice

Exercising choice is one of the most powerful motivational forces human beings experience. When you act as if your children choose their own behaviour you become strongly empowered and so do they.

Much of the tension and conflict occurring in schools results from power struggles between the child and adult. This is not simply an adolescent phenomenon, although it appears more widely at that time.

Managing behaviour has three phases:

1. Giving children choices about their behaviour within fair rules
2. Influencing them to make appropriate choices

3. Applying the consequences of their choices (rewards and sanctions)

At first the language of choice may seem awkward. Practice it and personalise it until it flows naturally.

Consider the profound difference between these instructions:

Teacher: *if you don't stop talking I'll move you over here on your own.'*

Teacher: *if you choose to keep talking while I'm teaching, you'll be choosing to sit here on your own. Make a better choice now. Thanks.'*

The first says, 'If you don't do what I want now, I'll make you do this.' It is a direct threat and a challenge many children cannot resist meeting.

The second says, 'You are responsible for your behaviour. I want you to make this choice because it protects the basic right to teach, but if you don't, then you will have chosen this sanction.' It offers a limited range of choices but crucially gives the child the chance to move to more successful behaviour.

4. Focus on primary behaviours

Primary behaviours are those which require intervention by you because they impede the classroom agenda.

Many children when corrected will engage in **secondary behaviours**. These are ways of diverting attention from the mistake they've made and allow them to 'de-stress' and feel better.

When you react to secondary behaviours you are 'buying-in' to the diversion and losing sight of why you spoke to the child in the first place. You also run the risk of being 'wound-up'!

There are two types of secondary behaviour, non-verbal and verbal.

Non-verbal

These are sighs, pouts, hair-tossing, moans, eyebrow raises etc that children do when being corrected.

Effective skills:

1. Completely ignore the body language. After a while it just stops!
2. Move the child away from an audience if needed
3. Take up a relaxed posture (it will help you stay calm)
4. Reaffirm your message calmly, clearly and assertively
5. Ask them to choose better behaviour
6. Set them back on task

Verbal

These are the 'justifications' given for the behaviour or alternatively diversionary tactics:
'I was only talking about the work (heavy sigh)'

'They're doing it too (why pick on me?)'

'Other teachers let us sit with our friends (we like them!).'

Effective Skill: *'maybe.....and.....'*

- Validate their perception of events: *Maybe.....'*
- Redirect them to what you want them to be doing:
'and I still need you to.....'

'Maybe you were and I still need you to face this way and listen. Thanks.'

'Maybe they are and I still need you to put your pen down. Thanks.'

'Maybe they do and in this class we have a seating plan. Choose to sit over there. Thanks.'

You will need to practice hard to be able to say *'maybe...and'* rather than *'maybe...but'*. However, this is a very powerful strategy.

- It defuses conflict by seeming to agree with the child
- The use of 'and' makes the redirection feel OK to comply with
- It minimises the potential for you getting into arguments
- It allows you to move on and regain the momentum of the lesson

Remember:

- Use a matter of fact tone of voice
- Make the statement flow seamlessly
- Use 'compliance time' immediately afterwards
- Whatever follows the 'and' is what you want them to do

5. Actively build trust and support

All mutually supportive relationships are built on trust.

It would be a mistake to assume that simply being pleasant and friendly with children wins their trust. You have to demonstrate over time your trustworthiness to earn the trust of your class(es).

There are many ways you can do this:

- Setting and reinforcing clear boundaries
- Being consistent in your approach and expectations
- Keeping your promises (to keep them safe, help them learn, maintain respect etc)
- Being sensitive to individuals
- Paying attention to detail (remembering names, greeting them in and beyond the classroom, lending pens, etc)

Rapport is the way in which you connect to another person. Being connected to a child is the only way in which you can influence them effectively.

You can build rapport by:

- Positive non-verbal signals such as smiles, nods and thumbs up

- Using a high ratio of praise and positive comments
- Showing that you listen to concerns and viewpoints
- Giving lots of evidence-based praise

Example

'You've used paragraphs correctly, proofread well and presented your work neatly. Excellent! Well done!'

You can develop connections and agreements with children quickly by simply stating what is happening at the time:

Example

[Redacted], you're out of your seat.'

[Redacted], you haven't started yet.'

6. Model the behaviour you wish to see

Although this may seem obvious, it is worth reinforcing that your behaviour is the most significant influence in the classroom.

Children are in the process of acquiring the social skills to make successful choices about their behaviour. They need you as a role model.

You do not have to be perfect in your behaviour. Being a normal human being who makes mistakes (and apologises for them) is in itself a powerful model.

What is important is how well you model the correct behaviours the *majority* of the time.

The worst accusation a child can make when being corrected is, *'Well you do it!'*

Key behaviour	Example
Maintaining dignity and respect	Even when the child has misbehaved
Resolving conflict	Apply sanctions without grudges
Protecting safety (psychological and/or physical)	Avoid sarcasm or put downs and challenge children who use them
Making mistakes is part of learning	Deal with them as choices that didn't work
Managing emotions	Use compliance time and time out to help reduce arousal

7. Follow up on issues that count

You have to make decisions as to what counts. Primarily the three basic rights described in the 4R's (see below) always count. On a day-by-day basis other things will count too.

The intention of this principle is to guide you away from the notion of 'manic vigilance' whereby you try to spot every infringement and deal with it. You will quickly become exhausted and also create a very stressful climate in your class.

The crucial thing is to make deliberate choices in your leadership of the class.

- What can you ignore and for how long?
- When is the best moment to deal with this?
- What is the least intrusive skill that gets things back on track?

8. Reconnect and repair relationships

You can only influence children's behaviour when you have some connection to them. Applying a necessary sanction as a result of their behaviour choice may create some tension or resentment.

You should seek to reconnect positively to a child as soon as possible after correcting them. Certainly, you should always have a positive chat before they leave the class even if it's just to smile and say 'goodbye'

Reconnecting to a child usually doesn't require anything more than a simple skill.

You can achieve this non-verbally or verbally, eg:

- Smiling as you look over at them or, '*How are you getting on?
Do you need a hand?*'

Remember this skill connects directly into modelling good behaviour. **You are the adult in this relationship and are paid to teach children appropriate skills and behaviours.**

The 4Rs

Positive behaviour management means working to create interactions which allow children to be taught about socially appropriate behaviour at the same time as protecting dignity and self-esteem. This can be achieved by adopting the above principles and employing them within a framework known as the 4Rs.

The 4Rs framework enables a clear agenda to be set for the children that guides and supports them in making appropriate choices about their behaviour.

The 4Rs framework:

In managing your classroom effectively, you will need to set a clear agenda for the children that guides and supports them in making appropriate choices about their behaviour.

One of the most effective frameworks within which to do this is called the 4Rs. These are:-

1. **Rights** – basic rights are safety, learning and fair treatment
2. **Responsibilities** - emotional and social growth are enhanced through accountability
3. **Rules** - describe behaviours which protect rights

4. Routines – agreed actions that support smooth organisation

The 4Rs framework also includes the crucial relationship by which behavioural choices, both positive and negative, result in consequences (rewards and sanctions).

Rights

There are some things which are non-negotiable in an emotionally empowering learning climate. We refer to these as **rights** although they also reflect basic human needs too.

Rights provide a clear rationale for your responses to children's behaviour. They legitimise your intervention and correction as a positive action avoiding the, 'because I said so' riposte!

The rights approach offers a clear framework to actively teach children to make better choices about their behaviour.

It links back to one of the eight principles, *'Always follow up on issues that count'*.

The basic rights within a supportive climate are:

1. Everybody's right to safety (physical and psychological)
2. Your right to teach
3. Your children's right to learn
4. Everybody's right to be treated with dignity and respect

Responsibilities

Responsibilities should be clearly linked to the basic rights.

Your key focus should be to persistently and overtly emphasise the connection between protecting rights through personal responsibility.

Put simply, the message is:

As you have a right to feel safe, you have a responsibility to behave so others can feel the same way too.

Make it clear in all your interactions with children that you will protect the basic rights on their behalf and on your own behalf. However, you will not permit anyone to exercise their rights at the expense of others.

Choices

How do you actually encourage children to accept responsibility?

Effective teachers allow children to make choices about their behaviour. Obviously, these choices are not always conscious but it is important to act as *if* they are conscious choices.

The notion of choice is the single most important factor in moving away from unnecessary conflict and confrontation. It distinguishes less effective teachers, who struggle futilely to control children's behaviour, from effective teachers, who seek to influence and then manage the choices children make about their behaviour.

The benefits of choice:

- It brings empowerment
- It emphasises personal accountability
- It reduces conflict and tension
- It is emotionally consistent with human needs
- It provides a language for managing behaviour

Simply offering children choices does not guarantee that they make socially acceptable ones!

Therefore, choices link tightly to consequences.

Consequences

In a structured climate there can be no 'free' choices. Any choice is bounded by the agenda set.

Perhaps the most influential relationship in creating a positive classroom is that of inevitability between choice and consequence.

Practically it operates like this:

- √ **Good choice** = positive consequence (reward)
- x **Poor choice** = negative consequence (sanction)

When applying a reward or a sanction it is crucial to emphasise explicitly that the child is receiving it as a direct result of their choice.

There is an important link here to the language of choice.

When consequences reflect the 'night follows day' principle of inevitability rather than severity, they become hugely influential teaching tools.

Holding children accountable helps you teach them appropriate behaviour and personal responsibility.

Frequent feedback on the positive choices children make is a potent skill that enhances self-esteem and develops personal empowerment.

Rules

It may seem obvious but rules need to make sense to children. Developing your rules within the framework of the 4Rs helps them make sense.

Rules exist in your classroom and around the school simply to protect the basic rights outlined earlier. In this way they are viewed as 'fair' by children who will find it easier to 'buy into' the rules set.

It is good practice to take time to explain the thinking behind your rules to the children to create ownership. It is important to keep the connection between rights and rules.

Display your agreed rules clearly and refer to them regularly as reminders of how to be successful.

Rules should be:

- Related to the rights/responsibility relationship
- Few in number so everyone can remember them
- Phrased positively (ie what to do rather than what not to do)
- Related to observable behaviours – can you catch them being followed?
- Taught to the children and regularly reinforced

Routines

Routines are the regular, day-to-day practices that help to keep things running smoothly and effectively.

It is important that routines are actively taught to children. You will also need to frequently remind them of the routines.

Reinforcing routines offers an opportunity to praise and recognise the positive contribution of the majority of children who consistently do what is expected of them.

Make a deliberate effort to catch groups of children:

- Lining up quietly
- Putting their hand up to answer questions
- Sharing equipment
- Handling equipment safely

Proactively catching children following the rules and praising them helps to reinforce successful behaviours and to maintain a positive climate in the classroom and beyond.

Relationships

Building positive relationships with children is at the heart of effective behaviour management. A strong relationship connects us with pupils and without that connection the ability to influence and lead them is diminished. (examples of how to establish good relationships – page 11 of the Pocket Book).

It is common practice in education to talk about “delivering the curriculum”. This is a misleading phrase. Learning is not something that can be delivered like a newspaper or a pint of milk.

Learning occurs most naturally and most effectively through interactions between people. It happens through dialogue and relationships.

“Success as an educator is more dependant on positive, caring, trustworthy relationships than on any skill idea, tip or tool.” *Eric Jensen*

(Examples of good/bad teachers)

If children think you don't like them then no relationship results.

Establishing good relationships with polite, hard-working enthusiastic pupils is easy, or should be. The challenge is to improve the relationships we have with those who present us with problems in our classroom. Improve our relationship with these pupils and our problems reduce and their learning increases. If we truly intend to be “the decisive element in the classroom” then we must be striving all the time to become more effective as teachers. Effective teachers not only teach the formal curriculum but also social and emotional skills too.

To manage behaviour well we need to adopt the following characteristics:

- 1) Use of a wide range of skills and tools
- 2) Management of our emotions
- 3) The adoption of realistic beliefs

Realistic Beliefs

There is no single type of “effective teacher” – a superteacher who does everything right and is someone we should all aspire to be. Effective teachers come in all shapes, sizes and personalities and we are not expected to discard our own effective practices. However, E.T's all share certain realistic beliefs.

They understand that they cannot control the behaviour of children. Instead they seek to influence children's behaviour by:

- 1) building positive relationships
- 2) setting clear agendas
- 3) holding high expectations
- 4) being fair and consistent

They also recognise that when that influence occasionally fails, they then manage the choices that children make. They do this by following through with the clearly defined consequences that logically follows choice (reward or sanctions).

Use of Sanctions

It is vital that it is understood that sanctions do not change behaviour. Effective sanctions simply limit behaviour long enough to allow a reward for the new, desired behaviour.

It is not the severity of sanctions that makes them effective limiters; it is their inevitability – the certainty that you will do something.

Classroom sanctions are most effective when arranged as a hierarchy with an exit from the classroom being a last resort.

Sanctions should always be applied as a choice and consequence. “██████████ if you continue to stop ██████████ working you will be choosing to sit elsewhere”.

Rewards

Rewards change behaviour. Rewards acknowledge and re-enforce good behaviour and act as a stimuli. The following are proven effective strategies:

- Emotional feedback is the most effective form of reward – smiles, thank yous, and gestures such as ‘thumbs up’
- Tangible rewards, (stars, stickers and stamps) are not effective in the long term unless they are linked to emotional feedback
- Once given, rewards should never be taken away from the child – if they make a poor choice after receiving a reward then apply the appropriate sanction
- Rewards must be given out fairly and not used as ‘bribes’ with the most troublesome children
- 16 year old children respond to stars and stickers as well as six year old children provided they are given out in an age-appropriate way

Confrontations fall into two categories, predictable and unpredictable.

Unpredictable are worse to deal with.

Predictable ones may be influenced by the time of day, day, group and location.

There may be a history of previous encounters or trouble with the pupil which may make a confrontation more likely.

ALL TEACHERS HAVE EXPERIENCE OF CONFRONTATIONS. LISTED BELOW ARE THE MOST FREQUENTLY RAISED POINTS:

1. Confrontations puts unwanted pressure on teachers by making them feel in danger of losing control of the situation and of feeling "thrown".
2. Some incidents involve verbal abuse.
3. The state of mind of both parties is important.
4. Location can affect the frame of mind of both pupils and staff.
5. Confrontations were felt not to be caused by problems with work but with behaviour.
6. Pupils were often not in the mood for work.
7. Teachers are aware that their attention is being centred on a few difficult pupils and taken away from the rest of the class. They feel under pressure to act.
8. Peer group pressure - 'Leader of the Pack' syndrome.
9. Staff feel in general that they wished they had been able to deal with confrontations less aggressively.
10. Talking through problems later was felt to be very important.
11. There were limits to teacher tolerance for the sake of the rest of the class.
12. Any strategies need to be realistic.

PRODUCTIVE STRATEGIES

STAGE 2

The following are pieces of advice that members of staff have found particularly helpful over the years:

1. Keep calm and quiet. Avoid loss of temper.
2. Be firm, but fair.
3. Do not give up or back down.
4. Set consistent standards and stick to them.
5. Calm the class before they enter the classroom.
6. Humour - inject humour into the situation if at all possible.
7. Do not over-react.
8. You have the authority, you will succeed.
9. Have lessons well prepared.
10. Wait for quiet before speaking.
11. Get to know the background of problem pupils.
12. Learn from effective colleagues.
13. Explain the consequences of misbehaviour clearly.
14. Hate the sin not the sinner.
15. Avoid the last warning and idle threats.
16. Choose when and where and how to resolve the confrontation.
17. If the confrontation is emotionally charged - seek a third party to mediate.
18. Do not block all escape routes for yourself or the pupil.
19. Document incidents where necessary and pass onto the Key Stage 3/4 Leader.
20. Isolate the miscreant for a one to one talk.

UNPRODUCTIVE STRATEGIES

The following procedures have little to offer in resolving confrontations, in fact these often serve to make matters worse:

1. Temper - shouting.
2. Sarcasm.
3. Giving no way out.
4. Blanket statements - "This class is a waste of time".
5. Labelling pupils - "Not you again" or "Just like your brother/sister".
6. Unrealistic threats which cannot be carried out.
7. Not following through what you say you will do.
8. Engaging in argument.
9. Picking on pupils after the incident - bearing a grudge, seeking revenge.
10. Using serious sanctions too early.
11. Not explaining actions or why the behaviour is unacceptable.
12. Staff having different standards.
13. Hitting pupils - physical contact. No support from the school can be given and culpable by law.
14. Aggressive body language - looming over, menacing.
15. Ignoring the problem/situation in order to avoid confrontation.
16. Refusal to listen to the other point of view.
17. Abusing the pupil verbally.
18. Getting sucked into the dynamics and pace of the confrontation, losing control.

STRATEGIES FOR PREVENTING CONFRONTATIONS

1. Give a positive aim for the lesson. Plan well and ensure quality content.
2. Ensure all abilities are addressed - different work.
3. Inject humour whenever possible.
4. Solve equipment problems - pens, pencils and books. Target setting with pupils related to equipment could help here. Pupils have different levels of support from home.
5. Praise appropriate behaviour, "Catch them being good".
6. Try to establish a good working relationship with the group, so any 'trouble' seems out of line.
7. Get the lesson going BEFORE dealing with an individual.
8. Isolate the pupil. When this is not possible, arrange to deal with the problem later.
9. Think about the composition of the class. Avoid letting known problem pupils sit together.
10. Familiarise yourself with the school's referral system and employ it where necessary.

SUMMARY

Problems are likely to occur at the beginning of the lesson before pupils are engaged with their work. Preventative approaches seem to revolve around having clear procedures for entering classrooms and settling down to work.

A prompt start to the beginning of a lesson on the part of pupil and teacher would minimise the likelihood of confrontation.

Be fully prepared for predictable confrontations i.e. calmness, lesson participation, contingency plans.

It is important to realise that staff have the power to choose when, where and how to resolve confrontations. A breathing space is useful, if just to defuse the situation. Go back to the incident with the child when appropriate.

Fully document the incident on an Incident Slip and send copies to relevant staff.

Avoid the last warning and blocking off all escape routes for yourself and pupils.

Physical contact or hitting pupils is not only illegal but will not be supported by the Trustees.

DISCIPLINE PROCEDURE AND STAGES

The Purpose of a Code of Discipline is to ensure that general conditions are conducive to the maintenance of a 'learning situation' in which all pupils may reach their potential and to take every opportunity to minimise the danger of physical accidents occurring to pupils.

Our major aim is to provide an environment which is orderly without being repressive and in which pupils learn the importance of good manners, civility and responsibility towards themselves and other people.

We seek to maintain a caring community in which the values of considerate behaviour and thought for others are encouraged.

Pupils are expected to learn and follow the School's Code of Conduct, a copy of which is given to pupils at the start of each year.

Discipline is the responsibility of all staff and it is important that school rules are enforced uniformly and that every effort is made to encourage pupils to follow the pupil Code of Conduct.

Many incidents of misbehaviour occur during lesson changeovers and immediately after breaks. Staff are asked to help keep this to a minimum by ensuring that they are there to meet pupils at the beginning of lessons and that lesson times are strictly adhered to, unless they are on duty when classes are to be dismissed a few minutes before the bell.

DISCIPLINARY PROCEDURE

Stage 1 - Initial misbehaviour - This may occur on a variety of occasions.

- a. During lessons -
 - i. Academic and discipline problems in the classroom are the responsibility of the SUBJECT TEACHER. Problems that occur with an individual should be managed by employing 'Behaviour for Learning' strategies (see above). Acceptable sanctions are as follows:
 - 1. Giving an Imposition (lines are not a suitable punishment for any child in any situation)
 - 2. Setting extra work
 - 3. Giving a detention. Pupils can be kept in school for ten minutes at the end of the day.

If a child is to be kept in for longer than ten minutes then 24 written hours notice must be given to the parents. Children cannot be kept in at lunchtime unless they stay for a school dinner.
 - ii. Continuous acts of misbehaviour or disobedience should, in the first place be referred to the SUBJECT LEADER. This would include failure to carry out sanctions outlined above. Further sanctions may be considered necessary but if disobedience continues then the matter is referred to the KEY STAGE 3/4 LEADER by the Subject Leader.

More serious classroom incidents (e.g. disruptive behaviour, or use of abusive, threatening language) should be referred directly to the appropriate Key Stage 3/4 Leader. In such cases it is essential that an INCIDENT SLIP is completed by the class teacher. This facilitates record keeping and enables the appropriate action to be taken. It is important at all times to try and determine the cause of behavioural problems. Pupils displaying emotional difficulties need to be identified early so that appropriate action can be taken.

b. During Duty Times

The incident is referred to the DUTY TEAM LEADER and then, if necessary, to the KEY STAGE 3/4 LEADER.

c. During Registration

The sanctions recommended for classroom teachers are employed. If a problem persists then the matter is to be referred to the KEY STAGE 3/4 LEADER.

d. Miscellaneous (e.g. changeovers)

Incidents are to be dealt with by the teacher involved but if a problem persists then the matter is to be referred to the KEY STAGE 3/4 LEADER.

Stage 2 - The Key Stage 3/4 Leader.

Written records of incidents must be kept in the pupil's file. The Key Stage 3/4 Leader should be informed of incidents occurring in Stage One so that the pupil's behaviour can be monitored in other situations.

The Key Stage Leader and, if appropriate, Subject Leader will interview the pupil and attempt to solve the problem. All previous sanctions must be completed. The pupil's Form Tutor must be informed of the situation.

If a problem persists a letter should be sent to parents outlining the situation and a warning given stating the consequences of further disobedience.

Report - At this stage it may be considered appropriate for the pupil involved to be placed on report. Each teacher of the pupil concerned will make a comment on his/her behaviour and work rate at the end of every lesson. The report form is signed by the Key Stage 3/4 Leader at the end of each day and taken home each evening for the parent's signature. In this way parents are made aware of the problem and any subsequent improvement. A pupil is usually placed on report for one week.

Parental Visit

If indiscipline continues a letter should be sent to the pupil's parents/guardians inviting them to make an appointment to come to school to discuss the matter further. All correspondence should be distributed to the following as appropriate:

1) Key Stage 3/4 Leader 2) Form Tutor 3) Pastoral Deputy 4) Headteacher

Stage 3 - Deputy Headteacher

At the discretion of the Key Stage 3/4 Leader a pupil may be referred to the Deputy Headteacher. At this stage the seriousness of the situation must be spelt out to the pupil or pupils involved. After consultation it may be considered appropriate to place a pupil on a Red report card. Any report of poor behaviour or failure to follow report card procedure will result in the pupil being placed in the Withdrawal Unit.

Stage 4 - The Headteacher

If a problem remains the Pastoral Deputy will refer the matter to the Headteacher. At this stage the pupil will be sent home with a letter (copies to staff outlined above) inviting his/her parents to a meeting to discuss their child's future in the school.

Continued misbehaviour and lack of co-operation from parents will lead to the following:

- a. A final warning from the Headteacher
- b. Formal exclusion procedures

Fixed Term Exclusions

The Head is permitted to exclude a pupil for one or more fixed term periods not exceeding 45 school days in any on school year depending on severity of incident. The school will continue to provide education for an excluded pupil (whilst he/she remains on roll) and, particularly in the case of an exclusion of more than 15 days, the Head in consultation with the relevant members of staff will consider the following

- How the pupil's education will continue;
- How his/her problems might be addressed in the interim; and
- Reintegration post-exclusion
- Pupils who are fix term excluded will complete their exclusion in the withdrawal unit on an alternative timetable; 9.30am to 3.30pm.

N.B. If the above is deemed not appropriate then the pupil will serve their fixed term period of exclusion at their home and work will be provided. The Hawthorne's Free School will endeavour to work with Parent/Carers of our pupils when this occurs. This may be deemed appropriate in bullying/sexual abuse/assault cases – though this list is not exhaustive.

Permanent Exclusion

A decision to exclude a pupil permanently, as befitting its gravity, should only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed but to no avail or if an exceptional 'one-off' offence has been committed:

This could be

- Serious violence, actual or threatened, against a pupil or member of staff;
- Sexual abuse or assault;
- Supplying an illegal substance; and
- Carrying an offensive weapon

Or any other one-off offence at the discretion of the Headteacher to be deemed as an exceptionally serious one.

(please see policy documents on above fixed term/permanent exclusions)

If this occurs parents/carers will be contacted by the LA to support them in this process.

Parental Interviews

Depending on the circumstances parents will be interviewed by one or a combination of the following:

Form Tutor, Key Stage 3/4 Leader, Assist. Headteacher, Deputy Head Pastoral, Headteacher

Copies of correspondence with parents and accounts of interviews must be kept in the pupil's file.

ADDITIONAL INFORMATION

1. Records

Up-to-date records are very important and it is essential that pupils' files contain the following:

- i. Incident Reports and accounts of action taken
- ii. Copies of all correspondence with parents
- iii. A report of parental interviews

All incidents are recorded on a behaviour database. Staff can access these records from the computer linked to the SIMS network in the staffroom.

2. Links with Support Agencies

- a. Educational Welfare Officer - The work of the EWO is relevant to the child's overall welfare and not merely with attendance problems. The EWO is in school at the beginning of most days and is available to discuss situations that require immediate action, and developments concerning pupils already receiving attention.

Pastoral staff are asked to ensure that a copy of any correspondence to parents, concerning a child's welfare, be placed in the EWO's file which is kept in the main office. The EWO is also available to attend parental consultations.

- b. Educational Psychologist - The Educational Psychologist is in school regularly and is available to discuss developments, or possible referrals at a Special Needs Planning Meeting.
- c. School Nurse - In addition to the on-going Health Care programme, the School Nurse is available to offer counselling to staff and pupils, on any health related issue. A 'Drop-In' Clinic operates during the lunch break on Tuesday.
- d. Special Needs Planning Meeting - The aim of these meetings is to co-ordinate the action being taken to meet the special needs of individual pupils. A paper outlining developments concerning each pupil receiving help will be prepared and distributed prior to each meeting. An opportunity will then be given for representatives of the support agencies, and special needs staff, to discuss the progress of, and plan future strategies for, specific individuals.

3. Case Conference

Where attendance at such conferences is required then, after consultation, this will be the Form Tutor, the Head of Year or Child Protection Officer. A record of this meeting should be kept in the pupil's file. The following members of staff need to be informed:

- a. Form Tutor
- b. Key Stage 3/4 Leader
- c. Child Protection Officer
- d. Deputy Headteacher Pastoral

Where sexual or physical abuse is involved it may be necessary to limit the spread of such knowledge - Social Services will advise. Staff suspecting a case of abuse should inform Deputy Headteacher Pastoral/Headteacher immediately and maintain strict confidentiality.

4. Court Report

These are to be completed by the Key Stage 3/4 Leader

5. Communication

An effective Referral System can only operate if good channels of communication exist. All staff involved in an incident must make sure that the relevant parties have been informed. It is essential that the stages outlined above should be adhered to whenever possible if an effective system of referral is to operate. The sanctions at our disposal are continually under attack and increasingly appear ineffective but if an organised referral system is in operation then the seriousness of the situation can be brought home to pupils and parents alike. If, finally, exclusion is considered necessary then we can be confident that all other options have been explored.

A referral system can imply that a problem is 'passed on' and ceases to be the responsibility of those initially involved. This is not the case and it is important that all parties concerned remain in close contact and involved in the process so that a satisfactory conclusion can be achieved. It is, however, important that the pupils are fully aware of how serious a situation is becoming as they proceed through the disciplinary process.

LATES

Pupils who are late in the morning or afternoon are detained after school for 10 minutes. Pupils who are late for both sessions are detained for 20 minutes.

PRAISE AND POSITIVE AWARDS

It is important that positive behaviour is noted and praised. Pastoral staff can easily become identified simply as instruments of punishment by pupils. In order to redress this imbalance it is important that Form Tutors, Key Stage 3/4 Leaders, Assistant Headteachers, Deputies and Headteacher are used for positive referral. In order to achieve this a system of positive awards has been adopted.

AWARDS

a) Points

Pupils in Year 7 are awarded points at the start of each week. In each lesson they have an opportunity to gain extra points for good effort and working well or lose points for a variety of misdemeanours.

Points totals in the form of class league tables are produced each week. Pupils with low numbers of points receive detentions. At the end of each six week period prizes are awarded to pupils with totals over a given number.

b) Commendation Certificates

Pupils are commended for attendance, punctuality and dress on a termly basis. Based on statistics produced by Form Tutors and uniform records kept by Form Tutors, Bronze, Silver and Gold Certificates are awarded on a cumulative basis.

c) School Medals

The above medals are awarded to two pupils from each Form Group during the annual Certificate and Awards Evening. Medals are awarded for a combination of :

1. Academic achievement
2. All round effort
3. Personal qualities such as attendance, punctuality, behaviour and service to the school

d) School Trips

Opportunities to go on school trips occur throughout the year. Attendance and behaviour is taken into account when deciding who shall participate.

All pupils have the opportunity to have a fun day out at the end of the year as long as they meet the minimum requirements of behaviour and attendance. (trip procedures under school trips)

WITHDRAWAL UNIT

AIM

To provide an additional disciplinary measure for pupils who display unacceptable behaviour and fail to respond to existing sanctions.

RATIONALE

1. At the moment a disciplinary vacuum exists between detention and exclusion.
2. The current informal system of "internal exclusion" is perceived as an effective sanction by pupils.
3. A timetabled resourced unit will fill the vacuum by providing a deterrent to persistent offenders, allowing time for reflection on behaviour and, improving the learning environment of other pupils.
4. In conjunction with Behaviour Modification Programmes the unit will help to reduce the number of fixed and permanent exclusions.
The success of the unit will be evaluated against the above criteria.

Allocating Pupils to the Unit

Key Stage 3/4 Leaders in consultation with other relevant staff (Form Tutor, Leadership Group) will allocate pupils to the unit.

In general pupils should be placed in the unit as a result of:-

- a) Persistent misbehaviour and failure to respond to alternative sanctions.
- b) Pupils involved in "crisis" incidents involving violent, aggressive behaviour.
- c) Pupils placed on Alternative Curriculum.

Pupils should only be placed in the unit as a result of uniform lapses if the offences are persistent and a clear challenge to the uniform policy of the school (i.e. as a prelude to exclusion).

Parents must be informed as soon as a decision is made to place a pupil in the unit and a consultation arranged.

For how long?

For most cases a part of one day should be sufficient. The maximum stay is one full day. On leaving the unit behaviour should be monitored by Report Card for a minimum of 1 week.

Day to Day Procedure

Pupils are registered in their forms and report to the unit at beginning of school day and lunch time.

Staffing

Staff must be in this room at their designated time and not leave. This applies even if there are no pupils attending as pupils can be placed in the unit throughout the day. A record must be kept of pupils in the room at the start of each lesson.

Work

- 1) Pupils are to complete assignments, provided by Subject Leaders, for their timetabled subject and age group.
- 2) Pupils must work silently and be kept occupied at all times.

Breaks

- a) Morning break will be timetabled. Covered by teachers P1 & P2 ½ break each.
- b) Pupils will be supervised in the unit during break.
- c) Pupils requiring the toilet should be issued with a toilet note and allowed to go individually, preferably during lessons 2 and 5.

Lunchtime

Pupils are allowed to follow their normal lunchtime arrangements.

End of Day

All pupils in the unit are to report to Deputy Headteacher Pastoral.

Emergency Contact

Pupils should not be left unsupervised. In the event of an emergency a member of the Leadership Group should be contacted.

RESTORATIVE JUSTICE – A FORM OF RELATIONSHIP MANAGEMENT

Restorative Justice (RJ) is an alternative approach to behaviour and relationship management. The idea is based on ancient tribal practices as a form of repairing harm caused by inappropriate behaviours that damage the communities that we live in, by bringing together those involved to discuss and talk through the issues that lead to their conflict.

Through the principles of Restorative Justice people take responsibility for the impact of their behaviour on other people by providing a forum that allows a fair process of communication. This process can be through structured questions about the incident and the impact caused leading on to an opportunity for choices to be made to repair harm, and allow closure, providing resolution to conflict.

Restorative Justice is used in school to reduce offending, victimization, bullying and inter-personal conflicts.

The ethos of RJ is about:

- Building and nurturing relationships by listening to unmet needs
- Repairing harm done to relationships through inappropriate behaviours
- Considering everybody's needs in the process
- Recognising responsibility of behaviours
- Encouraging accountability for those behaviours (actions)
- Developing emotional literacy by providing a safe forum for people to express difficult emotions
- Promoting active citizenship in our school community

The Restorative Questions

The following questions allow a restorative process to take place and can occur anywhere from the classroom to the playground.

What happened?

How did it happen?

What part did you play in it?

How were you affected/who was affected?

What do you need to make it right?

How can we repair the harm?

Obviously these are not set in stone and more child friendly speech can be used, but these start the process and get results.

Why does it work?

- Repairs harm
- Holds wrong-doers accountable, preventing denial
- Empowers victims by seeing the wrong doer accept the impact of their behaviour
- Allows closure
- Allows agreement
- Allows ownership of behaviours

And finally.....RJ is a very powerful tool. It utilises people emotions and feelings so has to be done with care as it can cause damage if done badly. At the end of the day, behaviour is the silent voice of the child or adult and RJ allows that voice to be heard in a supportive manner.

WHOLE SCHOOL ANTI-BULLYING POLICY

Aims

The aim of our anti-bullying policy is to clarify for pupils and staff that bullying is always unacceptable. We wish to encourage an environment where independence is celebrated and individuals can flourish without fear. Every pupil has the right to be safe and happy in school and to be protected when he/she is feeling vulnerable.

Definition of bullying

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone.

There are different sorts of bullying, but the three main types are:

PHYSICAL - hitting, kicking, taking or hiding belongings including money

VERBAL - name calling, teasing, insulting, writing unkind notes

EMOTIONAL - being unfriendly, excluding, tormenting, spreading rumours, looks

People react differently. It is not always possible to tell if someone is hurt or upset.

Possible Signs

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or clinging to adults. They may show changes in their work pattern, may lack concentration or may even truant from school.

Encouraging to tell

It is important that we create an atmosphere in the school where pupils who are being bullied, or others who know about it, feel that they will be listened to and believed and that action taken will be swift but sensitive to their concerns.

Not telling protects the bully or bullies, and gives the message that they can continue.

Procedures

In the first instance, it is important to make it clear to the victim that revenge is not appropriate, and to the bully that his/her behaviour is unacceptable and has caused distress. Every effort is made to resolve the problem through counselling of both parties.

At this stage, parents of **both** parties are informed of what has happened and how it has been dealt with. It is vital that everything that has happened is carefully recorded in a clear factual way.

If the bullying behaviour continues and counselling has not worked, then sanctions follow. It is important that counselling is maintained for both parties, even when sanctions have been applied.

To pupils

If you are being bullied, or know that someone else is, please tell us immediately and it will be dealt with. Not telling means the victim will continue to suffer and the bully will carry on, probably with others too. We all have a responsibility to make sure that bullying is not allowed to continue in our school.

To parents

If you think your child may be being bullied, or tells you that s/he is, let us know straight away. Please reassure him/her that we will deal with it sensitively but firmly. If your child tells us s/he is being bullied, or we discover that s/he is bullying others, we will contact you, and will discuss together how the situation can be improved.

To teachers

If you think that bullying is occurring, talk to the pupils concerned and ask them what has been happening. If necessary make a record on an incident slip and pass it to the appropriate Key Stage 3/4 Leader.

We need to be particularly vigilant at breaks, around corridors between lessons and in the playground area and toilets.

Curriculum work can enhance this policy in two ways:-

1. By dealing with the topic of bullying, in a way that explores why it happens and gives alternative ways of behaving and dealing with difficulties.
2. By using teaching methods which encourage co-operative work and a variety of groupings so that pupils extend their relationships beyond a small group of friends.

To all other staff

Please report any suspected incidents of bullying to the appropriate Key Stage 3/4 Leader.

Responding to bullies

In the first instance efforts should be made to deal with bullies by seeking fully to address and solve the problem rather than automatically resorting to punitive measures.

When dealing with the bully defuse the situation, do not exacerbate it by being angry, sarcastic or indignant.

The goal is to try and get the person who is using bullying behaviour to feel concern for the recipient.

It is important to protect the victim by explaining to the bully that his/her behaviour has been observed and reported by others (eg friends, teachers).

If a positive response is achieved then the aim should be to bring the bully and recipient together for a constructive talk. This may take time and is not always advisable but can be very productive if handled with care.

Repeated instances of bullying should be dealt with more severely. If there is a negative response to the above then parents should be contacted and informed of the serious consequences of such behaviour. Detention and further sanctions (eg break and lunchtime supervision) applied.

Pupils who fail to respond to the above measures will be recommended for exclusion resulting in a permanent exclusion if necessary.

Supporting the victims of bullies

It takes courage to report bullying. The fact that someone has told you means that they believe and trust you will do something about it.

It is important to believe the recipients' perception of what happened and to assure them that they have acted correctly in coming to you.

Actively listen to them. Give them your individual attention.

Ask them to tell you what happened by asking neutral questions such as:-

“tell me what happened”

“who was involved”

“when and where did this happen” etc

It is not helpful to anyone if an interrogation is conducted or comments made or questions asked that make them feel that they were in some way responsible for the behaviour, or that their complaint is trivial. We must avoid conveying the impression that the recipient should feel guilty about being bullied and needing to seek help.

Act on the information received. Depending on the frequency and severity of the bullying either deal with it yourself or refer it to the pupil's tutor or Key Stage 3/4 Leader.

The following must be carried out:-

a) A written report of the incident to be passed to the Key Stage 3/4 Leader for filing.

b) A letter to the parents of both victim and bully explaining the situation and action taken.

Talking with Parents

a) Parents of any children involved, in any role, in bullying

The aim should be to foster and maintain a good relationship in both the short term and long term

Points for consideration

- who should talk with the parent(s)? (Need for a colleague present?)

- Where to talk
- What attitude/approach should be taken? Could any non-verbal behaviour be helpful?
- How to explain the school's position – what to do in case of threat or violence.

b) Parents of a child who is, allegedly, being bullied:

- Allow the parent(s) to express their feelings, uninterrupted
- Accept those feelings (they are real for that parent, even if they might seem excessive to you).
Useful phrases include “I realise you're upset”; “I'll try to help”; “This must be difficult for you”; Avoid: “I know how you feel”.
- Assure the parent(s) that you are pleased they have taken the time to see you.
- Express the view that bullying is unacceptable, and that you intend to act positively. Promise to (and do) keep in touch with them.

c) Talking with parent(s) of a child who has, allegedly, been bullying

- Avoid labelling their child “a bully”. Begin by offering some positive view/aspect of their child which you appreciate and value.
- Show a shared concern for their child's problem (anti-social bullying behaviour) and a concern to help that child fulfil his/her best potential. Useful phrases include: I'm sure we both share a concern for’s future; we need to help him/her to show his/her best side/develop his/her potential and talents, avoid spoiling him/her with this sort of behaviour.
- Ask if anything could be upsetting/stressing the child, now or recently, to trigger the bullying behaviour.
- Get the parent(s) to agree, if possible, that bullying the child who bullies will not be a positive approach to take.
- Explain what you intend to do next; get their agreement, if possible. Promise to (and do) keep in touch with them.

NB It is always best if all parents are made aware of the school's approach to bullying (both in writing and at meetings, formally and informally), and encouraged to share the school's positive approach ie. Aiming to stop the bullying behaviour.

DRUGS POLICY

Policy Statement

The health and welfare of everyone involved within this school is the responsibility of the whole school. This responsibility includes pupils, staff members, school governors as well as the local education authority. We believe that healthy children and children who can manage their lives positively are better able to learn and achieve.

This policy seeks to ensure that all pupils receive an effective drugs education that will develop understanding and skills in preparation for future decision making. We seek to ensure the health, welfare and safety of all pupils and staff in relation to all aspects of drug use.

Policy Aim

This policy is designed to set out the school's agreed position in relation to drug-related matters. It is for the whole school community and all the school membership will be involved in implementing it and working within it. The policy aims:-

- to enable young people to make informed decisions.
- to increase young peoples awareness of drug use in society.
- to minimise harm from drug use to individuals and communities.

Medication

Except for medical purposes, there is no reason why pupils should possess drugs while at school or on school-organised trips or visits.

All pupils who need to use medical drugs while at school must bring a written note from their parent/guardian explaining why and the dosage required.

Definition of a Drug

A drug is any substance which, when introduced into the body, creates a change in perception and/or mood and/or how the body functions. This school considers the definition of a drug to include the following substances. This is not a definitive list but is included for guidance:-

- Alcohol, Amphetamines, Anabolic Steroids, Barbiturates, Benzodiazepines,
- Cannabis, Cocaine, Ecstasy, Hallucinogenic Mushrooms, LSD,
- Opiates, Over the counter medicines, Solvents, Tobacco (Nicotine).

Drugs Education

Drugs education in our school will:-

- Help pupils to gain an understanding of drugs and appropriate drug use.
- Dispel myths.
- Provide accurate information.
- Clarify values and attitudes.

Ours aims are:-

- To raise self-esteem.
- To enable informed choice.
- To help pupils manage personal, social and emotional development and change.
- To develop personal and social skills.

To explore strategies for healthy lifestyles.

Drugs education will be both cross-curricular and a discrete programme within the PSHE & Citizenship and health education provided by the school.

Drugs Education in the school will be co-ordinated by the Head of PSHEE.

Individual programmes of study will be reviewed by the staff involved in teaching them. The overall provision will be monitored by the Curriculum Deputy in partnership with the Head of PSHEE.

Managing Drug-related Issues

Well-being

The health and well-being of pupils who have or may have taken a drug will be managed within existing procedures for pupils who are ill. The procedures are laid down in the staff handbook. All staff are expected to care for the physical, social and emotional well-being of all pupils.

Information

Some pupils who are involved in drug-related incidents may not be well-informed about drugs. One of the aims of drug education is informed choice. Therefore, if a pupil is at risk because of lack of information, the school will make every effort to see that this is rectified.

Discipline

Any drug-related incident will be managed within the existing disciplinary procedures used by the school.

The Headteacher must be informed of any drug-related incidents.

If actions are required, the school has a range of options, and decisions about the most appropriate action will be made based on the circumstances surrounding each incident.

Communication

With any drug-related incident there will need to be discussion about who should be informed and involved. The school adopts the principle that information is passed on only on a need to know basis. The main concern in making such decisions will be the needs of the pupils involved, and the rights of parents/guardians.

Guidance for Staff

In instances where staff become aware of substance misuse or supply on the premises then the Pastoral Deputy should be informed immediately. The Pastoral Deputy will inform the Headteacher who will inform the parents/guardians.

Although there is no legal obligation to inform the Police it is usually desirable to do so. The school cannot knowingly allow its premises to be used for the production or supply of drugs. Where it is suspected that dangerous substances are being sold on the premises, details regarding those involved will be passed to the Police Liaison Officer. Other incidents of drug abuse will be passed on to the police at the discretion of the Pastoral Deputy.

The school will consider each substance incident individually and recognises that a variety of responses will be necessary to deal with incidents. The school will consider very carefully the implications of any actions it may take. It seeks to balance the interests of the pupils involved, the other school members and the local community.

Where a pupil discloses substance misuse on the premises, staff will inform the Pastoral Deputy and where appropriate, participate in the planning of subsequent action. Where a pupil discloses substance misuse off the premises, the staff member will use his or her own discretion on appropriate action, but will normally inform the Pastoral Deputy. Pupils need to be aware that information disclosed cannot always be kept confidential.

Discovery of Substances

Where staff discover substances which are suspected to be harmful, illegal or deserving of investigation, they should note the two circumstances in which substances may be removed: from either a PLACE or PERSON

a) PLACE

If possible remove the substance from where it was discovered in the presence of a witness. If this is not possible do not leave the substance while you enlist the support of a colleague but continue with the procedure below.

b) PERSON

When receiving or retrieving substances from a pupil, do so, in the presence of a witness if possible. In the absence of a witness, do not put off receiving substances, or, within bounds of your professional discretion, removing a suspicious substance from a pupil's possession.

The following guidelines should be observed at all times.

1. Remove the substance and record the time, place and circumstance when the substance came into your possession.
2. Do not investigate the nature of the substance, but do record its approximate size and appearance.
3. When possible have the recordings countersigned by a witness.
4. Take the substance to the Pastoral Deputy who will arrange for its disposal. DO NOT keep the substance on your person or in a place of safe keeping; to do so may place you at risk.
5. In the event of the discovery of any equipment associated with substance use, especially needles and syringes, do not allow pupils to handle such items. All equipment found must be handled by adults with utmost care (disposable gloves are available at the office). The Pastoral Deputy must ensure that materials are placed in a secure and rigid container to await collection by the appropriate service.

Staff Development

All staff will have access to a basic level of information about drugs and drug issues and the implementation of this policy through in-house meetings.

Where relevant to the role of a member of staff, more detailed and specific training will be accessed or provided.

Responsibility

- * It is the responsibility of all staff to implement this policy.
- * Drugs Education will be evaluated and reviewed by the staff involved in collaboration with the Head of PSHEE.
- * Drugs Education will be monitored by the Curriculum Deputy, in partnership with the Head of PSHE & Citizenship.
- * Drug-related incidents will be managed within the pastoral arrangements of the school. The Pastoral Deputy must be informed immediately of any incident.
- * The Headteacher will take overall responsibility for the policy, its implementation and monitoring.
- * The Trustees will monitor the implementation and effectiveness of the policy.

Review

This policy will be reviewed annually by:

The Leadership Group, in consultation with staff.

The Trustees as an annual agenda item.

The Hawthorne's Free School Attendance Policy

The Hawthorne's Free School is committed to providing a full and efficient education for all pupils. The school believes that all pupils benefit from the education it provides and therefore from regular school attendance. To this end the School will do as much as it can to ensure that all pupils achieve maximum possible attendance and that any problems affecting attendance will be dealt with as quickly as possible.

Statutory Framework

Under section 199 of the 1993 Education Act, a pupil is required to attend regularly at the school where he/she is a registered pupil.

The school is obliged by law to differentiate between authorised and unauthorised absence. A letter, text /telephone message from a parent does not in itself authorise an absence. Only if the school is satisfied as to the validity of the explanation offered by the letter/message will the absence be authorised. [see below]

Strategies for Promoting Attendance

- The Hawthorne's will work to provide an environment in which pupils feel valued and welcomed, that pupils feel their presence in school is important, that they will be missed when they are absent/late and that follow up action will be taken;
- A varied and flexible curriculum will be offered to all pupils. Every effort will be made to ensure that learning tasks are matched to pupils' needs.
- Attendance data will be regularly collected and analysed in order to help identify patterns, correlate attendance with achievement, set targets, and support and inform policy/practice;
- Attendance awards will be presented throughout each school year;
- Pupils whose attendance is a cause for concern will be set targets for improvement. Pupil Support Workers will set, review and monitor targets. This will be supported by the Form Teacher and Year Leader.
- Parents will be reminded regularly via newsletters, text messages, the school brochure, parents' evenings etc of the importance of good attendance;
- Pupils will be reminded of the importance of good attendance /punctuality through form time/subject lessons and assemblies.
- Pupils who are absent through sickness for any extended period will, when appropriate, have work sent home to them as well as access to online learning and will be given suitable support upon their return to school;
- Pupils who have been absent for whatever reason for an extended period will, when appropriate, have individually tailored reintegration programmes prepared for them.

- The Assistant Head teacher responsible for attendance will make an annual report to the school's governing body.
- Pupil Support Workers and Year Heads will, when appropriate, liaise with other agencies – when this may serve to support and assist pupils who are experiencing attendance difficulties.
- Year heads will have regular meetings with the school's Pupil Support Worker attached to their Year group in order to identify and support those pupils who are experiencing attendance difficulties.
- Year Heads will meet half termly with the school's EWO and Pupil Support Worker to address attendance issues.
- Pupil Support Workers will meet regularly with the school EWO.
- Electronic registration systems will be used to include lesson by lesson registration. Truancy from lessons will be acted upon by the Pupil Support Workers in liaison with the Year Leaders.

Rights and Responsibilities

Improving attendance at The Hawthorne's is the responsibility of everyone in the school community, including pupils, parents and staff.

Pupils

All pupils are expected to attend school and all their lessons regularly and punctually. Pupils who experience attendance difficulties will be offered prompt and sympathetic support, initially from their form tutor and, if the need should arise, from their Year Head and Pupil Support Worker. At the end of each year, pupils whose attendance is either very good or improved will be presented with awards.

Parents

Parents are responsible for ensuring that their child attends school regularly, punctually, properly dressed and equipped and in a fit condition to learn. If a child is prevented for any reason from attending, or is late, parents are requested to notify the school as soon as possible, either in writing [in the child's homework diary], which is preferred, or by telephone call/text message. A pupil's absence from school must be considered as unauthorised until a satisfactory explanation is forthcoming from the parents. Parents will be informed promptly of any concerns that may arise over a child's attendance. If possible, parents should avoid making medical/dental appointments for their child during school hours.

Parents whose first language is not English, or who have literacy difficulties, will be offered appropriate support from the school in matters of communication.

School

Staff will endeavour to encourage good attendance and punctuality through personal example.

The Hawthorne's will employ a range of strategies [see below] to encourage good attendance and punctuality, and, liaising closely with parents, will promptly investigate all absenteeism. Staff will respond to all absenteeism firmly, consistently and in a confidential manner.

The Hawthorne's will work in partnership with primary schools to identify and support pupils who have attendance problems in the feeder primary as part of any liaison on transition between KS2 and KS3.

Registration

Registers will be called promptly at 8.35am and 1.50pm and will be marked electronically in accordance with the list of symbols shown in the register front sheet.

Registers will close at 9.30am and 2.15pm. If a pupil fails to arrive before the registers are closed, he/she will be marked as 'absent'. Pupils who arrive after the registers have closed, and an acceptable explanation is not forthcoming, the pupils must be recorded as 'unauthorised absent' for that session.

The Year Head will inspect registers regularly in order to ensure that correct procedures are being followed.

Authorised/Unauthorised Absence

It is vital that all staff adhere to the same criteria when deciding whether or not to authorise an absence. The Hawthorne's will decide on how an absence is to be recorded according to 'School Attendance: Policy and Practice on categorisation of Absence' [DFE 2007]. This states the following:-

Attendance Codes

Code	School Meaning	Statistical Meaning	Physical Meaning
/	Present (AM)	Present	In for whole session
\	Present (PM)	Present	In for whole session
@	Do not use	Unauthorised Absence	Late for session
B	Educated off site (not Dual reg)	Approved Educational Activity	Out for whole session
C	Other authorised circumstances	Authorised Absence	Out for whole session
D	Dual registration (attending other estab)	Approved Educational Activity	Out for whole session
E	Excluded (no alternative provision made)	Authorised Absence	Out for whole session
F	Extended family holiday (agreed)	Authorised Absence	Out for whole session
G	Family holiday(not agreed or days in excess)	Unauthorised Absence	Out for whole session
H	Family holiday (agreed)	Authorised Absence	Out for whole session
I	Illness(not med/dental appointments)	Authorised Absence	Out for whole session
J	Interview	Approved Educational Activity	Out for whole session
L	Late (before reg closed)	Present	Late for session
M	Medical/Dental	Authorised Absence	Out for whole session
N	No reason yet provided for absence	Unauthorised Absence	Out for whole session

O	Unauthorised Abs (not covered by other code)	Unauthorised Absence	Out for whole session
P	Approved sporting activity	Approved Educational Activity	Out for whole session
R	Religious observance	Authorised Absence	Out for whole session
S	Study Leave	Authorised Absence	Out for whole session
T	Traveller absence	Authorised Absence	Out for whole session
U	Late (after registers closed)	Unauthorised Absence	Late for session
V	Educational visit or trip	Approved Educational Activity	Out for whole session
W	Work Experience	Approved Educational Activity	Out for whole session
X	DfES #: School closed to pupils	Attendance not required	Out for whole session
Y	Enforced closure	Attendance not required	Out for whole session
Z	Do not use	Authorised Absence	Out for whole session
!	DfES X: Non-compulsory school age absence	Attendance not required	Out for whole session
#	School closed to pupils & staff	Attendance not required	Out for whole session
*	DfES Z: Pupil not on roll	Attendance not required	Out for whole session
-	All should attend / No mark recorded	No mark	No mark for session

Holidays

Parents are strongly urged to avoid taking family holidays during term time. Indeed, parents do not have the right to take their child out of school for such a holiday. If, however, parents apply to the school in advance, (by completing a holiday form), the school may authorise up to two weeks of term-time absence in any school year for a family holiday. Apart from this, authorisation of leave in term-time can only be given in exceptional circumstances.

Occasionally, holidays of more than two weeks to visit family living overseas may be planned. Parents are urged to discuss with school staff, the most appropriate time of year and point in the child's educational career for this visit to take place. This will help minimise disruption to the child's progress at school. On their return to school pupils will be expected to catch upon any work that they may have missed. Parents must be aware that a holiday, even if authorised by the Headteacher is classified as an absence.

Procedures for following up absence:

- ❖ If a pupil is absent without explanation, a Pupil Support Worker/school secretary will make every effort to contact parents by text/telephone.
- ❖ If a pupil is persistently [or intermittently] absent, or late, the Pupil Support Worker will text/phone the parents and invite them to attend a meeting at school, or a home visit will be arranged;

- ❖ If a pupil returns to school after a period of absence and fails to bring a note, or if the explanation offered by a note is unsatisfactory the form teacher will inform the Pupil Support Worker who will contact parents;
- ❖ If a pupil is persistently absent, (deemed as 80% or below) or late, and the schools efforts to effect an improvement have been unsuccessful; the school will continue to monitor the situation but it will be pursued further by the Educational Welfare Officer . However prior to this a clear support network from the school will be put in place. All Persistently Absent pupils will be informed via letter in the first half term and contact will be made by the Pupil Support Worker. If it continues in the second half term parents/pupils will be invited to attend an interview with the Pupil Support Worker, member of the Senior Leadership Team to put a support package in place. If this continues to the third half term another interview will take place to include the EWO.
- ❖ Notes from parents will be initialled by the form tutor. All telephone messages regarding absence/lateness are to be kept on pupils' file. All text messages will be kept electronically.

Community

Young people will experience a huge range of opportunities to enhance their learning with children and adults from a variety of organisations, backgrounds and countries. The school will work with businesses, educational partners, charitable organisations and disadvantaged groups to develop young people with a clear sense of understanding the needs of others.

The school will be at the heart of the local community offering extended services to our own pupils each evening, during holidays and at weekends. The facilities will be open to user groups outside of school hours and clubs/events will be run for senior citizens during school hours. The school will link with other schools in other parts of the UK and abroad to provide students with a broader perspective on education. The school will build upon the existing close links with the community by making the building and the school facilities available to primary schools as well as local community groups.

The school is aware that it must act in line with the Equality Act 2010.

Section 5: Evidence of Demand and Marketing

The original demand to preserve a school on the chosen site came when the Local Council decided it wished to close the current school, St Wilfrid's Catholic High School. The original plan had been to build a new Academy on the site until the ending of the Building Schools For the Future initiative. Over 4000 people signed a petition and campaigned for the decision to be changed and to keep a school open. During this time, St Wilfrid's and St George of England school discussed the setting up of a new school on the site of one of the schools to satisfy this demand to retain a school for this community. As a result of these discussions the idea of a Free School was launched. The staff of both existing schools are fully supportive of the proposal and we then sought support from within the current schools for pupils who would transfer to the Free School and from primary age pupils. We asked if parents would be interested in sending their child to the school from 2012 and gave the options of saying yes, no or maybe when they had more information (the actual form is enclosed at the end of this section). (See also Appendix 7 for letter to parents).

The high social deprivation factors in the area mean that although the Local Authority believe there to be surplus places in the area, families would have to incur a great deal of extra expense to access schools which are much further away from their homes. We also believe that the Free School can provide a very rewarding educational and social experience for the young people in this community.

The results of the parental survey are as follows:

	Yes	Maybe	Total	Year in school by 2012
Nursery/reception	47	25	72	Entry 2017
Year 1	22	12	34	Entry 2016
Year 2	23	12	35	Entry 2015
Year 3	19	20	39	Entry 2014
Year 4	39	22	61	Entry 2013
Year 5	49	39	88	Year 7
Year 6	47	8	55	Year 8
Year 7	77	24	101	Year 9
Year 8	92	22	114	Year 10
Year 9	109	26	135	Year 11
Totals	524	210	734	
Pupils who will start in 2012	374	119	493	

For Postal Codes of these pupils see Appendix 8

Marketing

During the period June to September we will begin our marketing strategy to raise further interest among members of the community and future parents. The local newspaper has carried a major story about the school and a very supportive editorial (see Appendix 2 and 3).

We have created The Hawthorne's Free School website and we intend making great use of this. We intend making contact with local radio stations to carry information as well as further press articles. Towards the end of the summer term we will host an open day when parents can come along to visit the site of the new school, look at the facilities on offer and ask any questions they want. We will form a primary liaison team from within the staff of the new school to ensure the schools achievements are marketed to parents. We will ensure that through our current contacts with families in the area we can make the work of our school known to all families and in particular families from deprived or disadvantaged circumstances are particularly encouraged to be involved.

During the public meetings and the times when community groups use the school facilities, opportunities will be presented to promote the new school. Interviews with journalists and adverts in the local press will be used to inform the local community of progress towards the opening of the school. We will compile a database of all students and families who have indicated they may want a place at the school and we will use e-mail, text messaging and social networking sites to keep people informed.

Consultation and equality of opportunity

Over the past few months there have been a number of meetings with parents in order to consult on the proposal to become a Free school. There have been 2 formal meetings and a number of information letters sent out. We have conducted assemblies with pupils and held meetings with the School Council. The staff of both the existing schools have held meetings and been informed of progress. The Local Council and Archdiocese of Liverpool were informed of our intentions in January 2011 and have also received a formal letter of intent which also asks a number of questions concerning the availability of premises. We have not yet had a formal response to this letter.

The timescale for future consultation would be:

By late September 2011 a decision will be taken on the success of the application.

By end of October 2011 a public meeting will be held to consult parents, students and the Local Community.

Letters will be sent to local schools, church groups and the Local Authority seeking their views.

In late November a second public meeting will be held to respond to the consultation.



The Hawthorne's Free School

We are currently collecting surveys to measure interest in our application for a new school to be sited in this area.

We would greatly appreciate it if you could fill out this form.

Name:

Address:
.....
.....
.....

My child/ward is currently in

- Nursery/Reception
- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6

My child/ward attendsSchool.

Would you be interested in sending your child/ward to this local new school from 2012?

- Yes, definitely
- Maybe – I would need more information
- No

Section 6: Organisational Capacity and Capability

The Trustees of the Free School have a wealth of experience in the world of Education as leaders of schools, teachers or governors. The group of educationalists setting up this new school is formed from the leadership of two schools currently in existence but due to close in August 2012. They have extensive experience of leading High schools and they will be supported by the Trustees, parent action groups and the community. They are fully committed to this project and will devote all the time necessary to deliver a successful school. The Trustees, together with the appointed staff will be able to provide all the necessary expertise to successfully run the school.

The [REDACTED]
Trustees

[REDACTED], [REDACTED]

[REDACTED]

[REDACTED]

The Trustees will act as Governors as well as Trustees and we will then seek to appoint staff and Parent Governors during 2011-12.

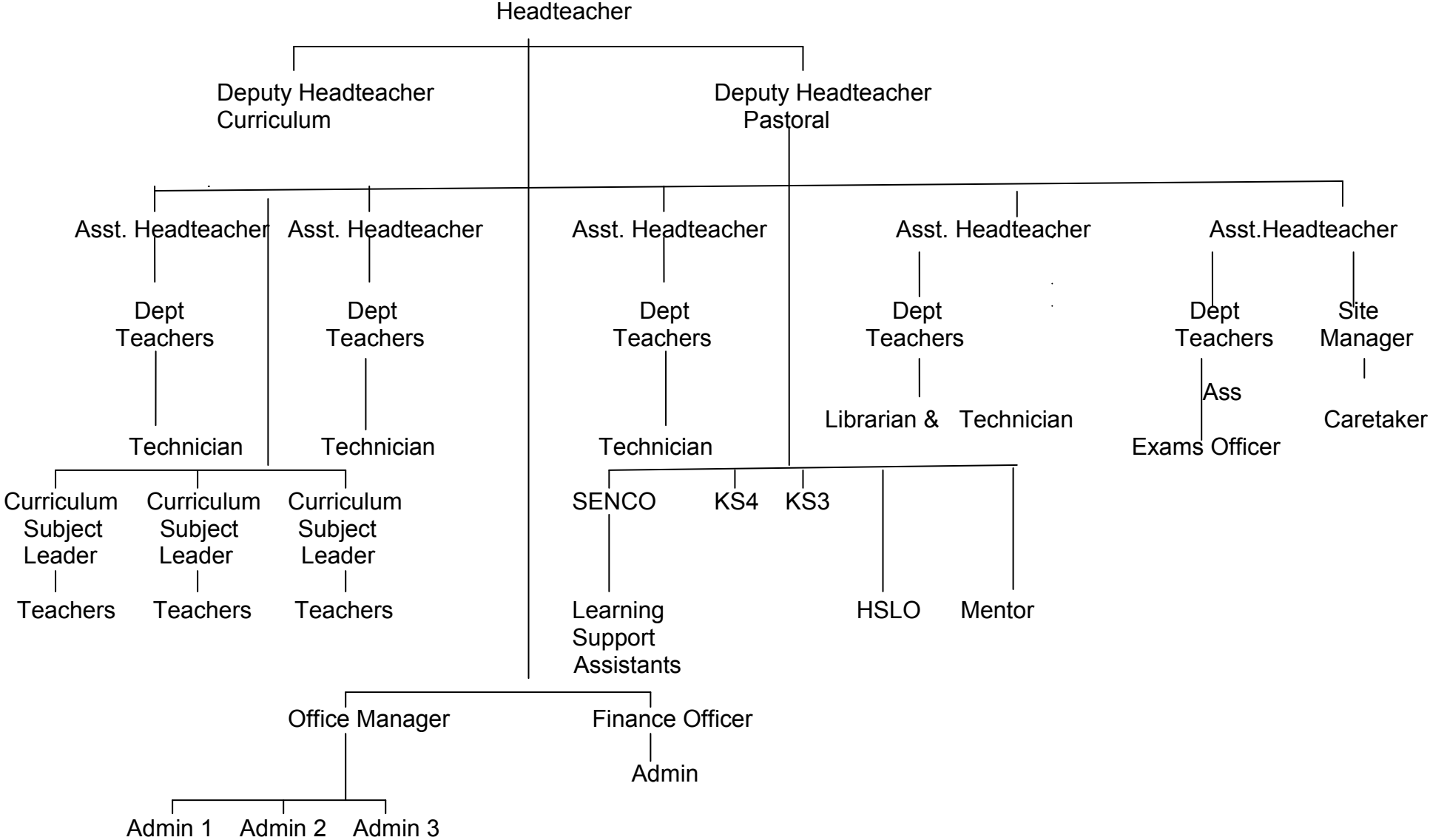
Core group of Educationalists whose role is to prepare the proposal form and assist in the setting up of the school:

[REDACTED].

It is our intention to conduct a skills gap analysis in order to ensure that the school has covered key areas such as marketing, facilities management and ICT. We will either seek further Trustees with the necessary skills or employ on a part time basis people with the necessary expertise.

The core group of educationalists will devote their spare time to setting up the Free School.
[REDACTED] [REDACTED].

Staffing Structure of The Hawthorne's



SENIOR LEADERSHIP TEAM

Headteacher; Finance, Human Resources, Safeguarding, Self-Evaluation, School Improvement, Governors/Trustees

Deputy Headteachers

1. Pastoral Care, Guidance and Support, Personal, Social & Emotional Development, Spiritual, Moral and Cultural Development, Pupil Behaviour and Attendance, Family Liaison, Pupil Support, Safeguarding
2. Curriculum Modelling, Timetable, Enrichment Activities, Enhanced Curriculum, Extra-Curricular Activities, Learning Pathways, Curriculum Development

Assistant Headteachers

1. Teaching and Learning, Able, Gifted and Talented, CPD, Departmental Responsibilities
2. Extended Schools, Events, Community, Departmental Responsibilities
3. Adult Education, Out of Hours Provision, Site Management, Health & Safety, Departmental Responsibilities
4. Primary Liaison, Transition, Admissions, Marketing, Departmental Responsibilities
5. Assessment, Data Management, Exams, Departmental Responsibilities

Each Assistant Headteacher will have whole school responsibilities and will be responsible for leading a department/subject area. The Curriculum subject leaders will be responsible for leading an area of the curriculum (which might be one large area or a cluster of smaller areas).

Leadership will be of teaching and learning, assessment, monitoring, evaluation and review, policies and practices within those areas. The areas the Assistant Headteacher or Curriculum subject leaders will be responsible for are English, Mathematics, Science, The Arts, Physical Education, Design Technology, Information Technology, Humanities. The Assistant Headteachers will be managed by the Headteacher on whole school issues and the Curriculum Deputy on subject related issues. The Curriculum subject leaders will be line managed by the Curriculum Deputy Headteacher. The Assistant Headteacher and subject leaders will be responsible for the staff (teaching and non-teaching) in their subject area(s).

The Deputy Headteacher Pastoral will line manage the SENCO, the Key Stages 3 and 4 Co-ordinators, Home School Liaison Officer and Learning Mentor.

The Key Stage 3 and 4 Co-ordinators will line manage the form tutors. The KS3 and 4 Co-ordinators will work with the Pastoral Deputy to lead on pastoral care, guidance and support; personal, social and emotional development; pupil behaviour, attendance and family liaison.

The SENCO will line manage the Learning Support Assistants

Teaching capacity

HT

DH – Curriculum 20 DH – Pastoral 20

AHT 36

AHT 36

AHT36

AHT 36

AHT 36

KS3 38

KS4 38

Level 3 40 Level 3 40

SENCO 38

Teachers 15x44 660

Teachfirst 3x38 114

Total availability 1188

Required lessons

	English	Maths	Science	MFL	DT	Art												
Year 7	(3x5) 15	(3x6) 18	(3x6) 18	(3x5) 15	(3x4) 12													
Year 8	(3x6) 18	(3x6) 18	(3x6) 18	(3x5) 15	(3x4) 12	(3x2) 6												
Year 9	(4x6) 24	(4x6) 24	(4x6) 24	(4x5) 20	(4x4) 16	(4x2) 8												
Year 10	(4x7) 28 (1x6) 6	(5x6) 30	(4x10) 40 (1x6) 6	(4x5) 20	(4x5) 20	(2x5) 10												
Year 11	(5x7) 35 (1x6) 6	(6x6) 36	(5x10) 50 (1x6) 6	(5x5) 25	(5x5) 25	(2x5) 10												
	Dr	Mu/Pa	PSE	Hi	Gg	RE												
Year 7		(3x2) 6																
Year 8	(3x2) 6	(3x2) 6	(3x1) 3	(3x4) 12	(3x4) 12	(3x2) 6												
Year 9	(4x2) 8	(4x2) 8	(4x1) 4	(4x4) 16	(4x4) 16	(4x2) 8												
Year 10	5	5	(5x1) 5	(2x5) 10	(2x5) 10	(5x2) 10												
Year 11	5	5	(6x1) 6	(2x5) 10	(2x5) 10	(6x2) 12												
	IT	Bs	PE	Star	Hs	Cd	IT	Lt	Py									
Year 7			(3x4) 12	(3x18) 54														
Year 8	(3x2) 6		(3x4) 12															
Year 9	(4x2) 8		(4x4) 16															
Year 10	(5x2) 10	5	(5x4) 20		5	5	5	5										
Year 11	(6x2) 12	5	(6x2) 12		5	5	5	5	5									
			PE Opt 10															

Lessons required 1067

The school will recruit the highest quality staff by advertising in the TES and Local Newspapers for Teaching and Support posts and by working closely with Teach First.

Section 7: Premises

The Hawthorne's Free School would like to acquire the site of the school which is currently St Wilfrid's Catholic High School situated on [REDACTED], Litherland Liverpool [REDACTED].

We know that the building is owned by the Archdiocese of Liverpool and the grounds are owned by Sefton Council. The Trustees of the Free School have made a formal request to acquire this site and we have been told that the matter will be raised at the next joint meeting between the Local Council and the Archdiocese of Liverpool.

As an alternative to the St Wilfrid's site, the Free school could be sited on the St George of England Engineering College site at [REDACTED], Bootle Merseyside [REDACTED] which will also be vacant in 2012. Both sites are well placed for the Free School to serve the community of Litherland and Bootle. Both schools have been inspected by [REDACTED] on behalf of Partnerships for Schools and both would be suitable to house the Free School at reasonable expense. He will now compile a report which will give information on the suitability and costings.

The reasons for choosing the St Wilfrid's site are the extra space which the site affords. It has extensive sports facilities including an all weather pitch, floodlit tennis courts, two football pitches as well as a gym and sports hall.

The school has sufficient specialist facilities for Technology, ICT and Science as well as music facilities and a drama studio. The site will be vacant from August 2012 when St Wilfrid's closes and there are no plans at this time for alternative use. The size of the site is 11,280 square metres and would comfortably house the planned 600 pupils.

The premises will require no major structural change, nor will it require considerable capital expenditure.

Section 8: Financial Plans

Please see separate files for plans as follows:

[REDACTED]

Also more detailed document

[REDACTED]

Sensitivity Analysis

[REDACTED]

[REDACTED]

(Also attached as separate files)